

# Elijah P. Ricks, Ph.D.

## Curriculum Vitae

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Department of Psychology  
Roosevelt University  
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### CURRENT AND RECENT EMPLOYMENT

Associate Professor, Forensic Psychology, Department of Psychology, Roosevelt University, Chicago, IL. August 2021 to present.

- Coordinator of Forensic Psychology Concentration.
- Teaching load 3/3.
- Interim Director of Industrial/Organizational Psychology Master's Program, May 15 to December 31, 2022.

Adjunct Professor of Psychology, Department of Psychology, The University of Texas at El Paso, El Paso, TX. September 2021 to January 2022.

- Teach PSYC 3315, Law and Psychology, in online format to 81 undergraduate students.

Assistant Professor, Forensic Psychology, Department of Psychology, Roosevelt University, Chicago, IL. August 2015 to August 2021.

- Coordinator of Forensic Psychology Concentration.
- Teaching load 3/4.

### EDUCATION

Doctor of Philosophy, Psychology (legal emphasis). The University of Texas at El Paso. May 2015.

- Dissertation, *The Rock and the Hard Place: How the Prison Psychotherapist Balances Treatment Needs With Security Needs*. See full citation in publications.
  - Outstanding Dissertation Award 2014-2015, Psychology Department, The University of Texas at El Paso.
  - Recipient of Dodson Research Grant, The University of Texas at El Paso.
- Certificate in Quantitative Methods.

Master of Arts, Clinical Psychology. University of Colorado, Colorado Springs. May 2010.

- Thesis, *The Methamphetamine Treatment Preparedness Scale: Psychometric Properties*.
- Practicum, San Carlos Correctional Facility (see Practice section below).

Bachelor of Science, Psychology. Brigham Young University, Provo, UT. December 2006.

### RESEARCH

Director, Clinical Issues In Corrections Lab, Roosevelt University, Chicago, IL, Aug. 2015 to present.

- Perceptions of gendered culpability in sexual misconduct.
- Ethnic disparities in mental health treatment in corrections.
- Sleep's effects on eyewitness accuracy.

- Officer's training in responding to sex trafficking.
- Correctional staff's attitudes and role emphases.
- The characteristics and job duties of correctional mental health workers.
- Mental health in juvenile offenders.
- Risks to juvenile delinquents who also have a maltreatment history.
- Public perceptions of police officers' responses to offenders with mental illness.
- Assessment instruments used with juvenile offenders.
- Mental health and sentencing disparities among adult offenders.

Member, Mental Health and Criminal Justice Lab, The University of Texas at El Paso, Aug. 2011 to July 2015.

- Ethnic disparities in mental health treatment receipt during incarceration.
- Prison therapists' views of their role, and approaches to work.
- Community corrections officers' decision-making strategies.
- Juvenile offenders' mental health.
- Psychometric properties of juvenile mental health screening instruments.

Student Reviewer, *Law and Human Behavior*, Jan. to Dec. 2014.

- Flagship journal for American Psychology-Law Society (APA Division 41).
- Review and critique submitted manuscripts for their scientific rigor and merit.
- Topics ranging from risk assessment to juror decision making.

Lab Supervisor, Investigative Interviewing Laboratory, The University of Texas at El Paso, Jan. 2014 to August 2014.

- Recruit and train 16 undergraduate research assistants.
- Schedule and coordinate experimental sessions.
- Ensure data quality.
- Liaise with, train, and supervise professional interpreters.
- Data analysis.
- Coauthor agency report.

Research Consultant, El Paso County Juvenile Probation Dept., Sept. 2011 to Oct. 2013.

- Program evaluation of intervention aimed at juveniles with mental illness.
- Program evaluation design for juveniles involved in both Juvenile Justice and Child Protective Services.
- Data collection and analysis.

Research Consultant, National Development and Research Institutes, Inc. March 2009 to Oct. 2010.

- Facilitate substance abuse curriculum with male and female offenders.

Research Assistant to Robert Durham, Ph.D. Aug. 2008 to Aug. 2010.

- Program evaluation of methamphetamine treatment facility.
- Development of Methamphetamine Treatment Preparedness Scale.

Member ScenicView Academy Research Committee June 2007 to Aug. 2008.

- Program evaluation of ScenicView Academy, school for men with learning disabilities and autism spectrum disorders.
- Data analysis.
- Report preparation and presentation of findings.

Research Assistant to Kristine Doty, Ph.D. June 2007 to May 2008.

- Qualitative study of ScenicView Academy's process and outcomes.
- Data encoding and analysis.
- Manuscript preparation.

Research Assistant to Niwako Yamawaki, Ph.D. July 2006 to Dec. 2006.

- Cross-cultural studies of emotion.
- Database construction and maintenance.

### PEER REVIEWED PUBLICATIONS & PRESENTATIONS

Voza, T., & **Ricks, E. P.** (2023, March). A qualitative of the impact of conceptual confusion on clinicians' perspectives about the validity and utility of psychopathy and antisocial personality disorder. Paper presented at the annual conference of the American Psychology-Law Society, Philadelphia, PA.

Haneda, A., & **Ricks, E. P.** (2022, March). *Attitudes about gender and perceptions of culpability in an awkward sexual encounter*. Poster presented at the annual conference of the American Psychology-Law Society, Denver, CO.

Haneda, A., Tan, A., & **Ricks, E. P.** (2021, March). *Sleep's role in eyewitness accuracy for facial recognition*. Poster presented at the annual conference of the American Psychology-Law Society, Virtual Conference.

Haneda, A., Tan, A., & **Ricks, E. P.** (2020, April). *Does time affect recall accuracy?* Poster presented at the Roosevelt University Student Research Symposium, Chicago, IL.

**Ricks, E. P.**, Geise, C., & Wood, J. M. (2019). Challenges to Hispanic youth with both delinquency and maltreatment history. *Journal of Applied Juvenile Justice Services*, 2019, 208-233. Available at <http://npj.org/jajjs/wp-content/uploads/2019/02/Challenges-to-Hispanic-Youth-with-Both-Delinquency-and-Maltreatment-History.pdf>

Eno Loudon, J., Manchak, S., **Ricks, E.**, & Kennealy, P. (2019, June). Probation officers' attitudes towards mental illness: Effects on risk perceptions and case management. In R. Morgan (Chair), *Intervening with justice involved persons with mental illness*. Symposium presented at the North American Correctional and Criminal Justice Psychology Conference (Halifax, NS, Canada).

Allen, B. A., & **Ricks, E. P.** (2019, March). *Law enforcement's experiences with sex trafficking*. Poster presented at the annual conference of the American Psychology-Law Society, Portland, OR.

Ngo, T., **Ricks, E. P.** (2019, March). *Public perception of police conduct in arrest situations involving individuals with schizophrenia*. Poster presented at the annual conference of the American Psychology-Law Society, Portland, OR.

**Ricks, E. P.**, Ferreira, M., & Eno Loudon, J. (2018). The changing correctional mental health workers' demographics and duties. *Professional Psychology: Research and Practice*. Advance online publication. doi:10.1037/pro0000207

- Allen, B. A., & **Ricks, E. P.** (2018, October). *Law enforcement's experiences with sex trafficking*. Paper presented at the Graduate Research Association of Students in Psychology Symposium, Chicago, IL.
- Allen, B. A., & **Ricks, E. P.** (2018, September). *Law enforcement's experiences with sex trafficking*. Paper presented at the McNair Fall Research Symposium, Chicago, IL.
- O'Leary, F., & **Ricks, E. P.** (2018, September). *Career choices for male and female correctional psychotherapists*. Paper presented at the McNair Fall Research Symposium, Chicago, IL.
- Allen, B. A., & **Ricks, E. P.** (2018, July). *Law enforcement and sex trafficking*. Paper presented at the University of Buffalo Undergraduate Research Conference, Niagara Falls, NY.
- Castro, N., & **Ricks, E. P.** (2018, July). *Former Latino/a offenders and mental health stigma*. Paper presented at the University of Buffalo Undergraduate Research Conference, Niagara Falls, NY.
- Allen, B. A., & **Ricks, E. P.** (2018, April). *Law enforcement and sex trafficking*. Paper presented at the McNair Research Symposium, Chicago, IL.
- Goebel, J., & **Ricks, E. P.** (2018, March). *The influence of race on the MACI: Assessing differences in juvenile offenders at the item, scale, and structural levels*. Poster session presented at the annual conference of the American Psychology-Law Society, Memphis, TN.
- Eno Louden, J., Manchak, S. M., **Ricks, E. P.**, & Kennealy, P. J. (2018). The role of stigma toward mental illness in probation officers' perceptions of risk and case management decisions. *Criminal Justice and Behavior, 45*, 573-588. doi:10.1177/0093854818756148
- Kang, T., Wood, J. M., Eno Louden, J., & **Ricks, E. P.** (2018). Prevalence of internalizing, externalizing, and psychotic disorders among low-risk juvenile offenders. *Psychological Services, 15*(1), 78-86. doi:10.1037/ser0000152
- Eno Louden, J., Kang, T., **Ricks, E. P.**, & Marquez, L. (2017). Using the MAYSI-2 to identify mental disorder among Latino juvenile offenders. *Psychological Assessment, 29*, 727-739. doi:10.1037/pas0000399
- Houston, K. A., Russano, M. B. & **Ricks, E. P.** (2017). "Any Friend of Yours is a Friend of Mine": Investigating the Utilization of an Interpreter in an Investigative Interview. *Psychology, Crime and Law, 5*, 413-426. doi:10.1080/1068316X.2017.1290091
- Ricks, E. P.** (2017, March). *Integrating sleep into eyewitness research*. Paper presented at the annual conference of the American Psychology-Law Society, Seattle, WA.
- Ferreira, M., & **Ricks, E. P.** (2017, March). *An updated look at correctional mental health workers' characteristics and job duties*. Poster session presented at the annual conference of the American Psychology-Law Society, Seattle, WA.
- Kang, T., Eno Louden, J., **Ricks, E. P.**, Avila, A., & Castañeda, J. (2016, November). *Risk-need-responsivity meta-analysis: Does the responsivity principle uniquely contribute to reducing recidivism?* Paper presented at the annual conference of The American Society of Criminology, New Orleans, LA.
- Ricks, E. P.**, Eno Louden, J., & Kennealy, P. J. (2016). Probation officer role emphases and use of risk assessment information before and after training. *Behavioral Sciences & The Law, 34*, 337-351. doi:10.1002/bsl.2219

- Geise, C., **Ricks, E. P.**, & Wood, J. M. (2016, March). *Dually-involved youth of El Paso County, Texas*. Paper presented at the annual conference of the American Psychology-Law Society, Atlanta, GA.
- Ricks, E. P.**, & Eno Louden, J. (2016). Slipping through the cracks: Is mental illness appropriately identified among Latino offenders? *Criminal Justice and Behavior*, 43, 525-538. doi:10.1177/0093854815605525
- Kang, T., Eno Louden, J., **Ricks, E. P.**, & Jones, R. (2015). Aggression, substance use disorder, and presence of a suicide attempt among juvenile offenders with subclinical depression. *Law and Human Behavior*, 39, 593-601. doi:10.1037/lhb0000145
- Eno Louden, J., **Ricks, E. P.**, & Kennealy, P. J. (2015, June). *Does probation officer role orientation affect learning in risk assessment training?* Paper presented at the third North American Correctional and Criminal Justice Psychology conference, Ottawa, Canada.
- Ricks, E. P.**, & Eno Louden, J. (2015, March). *Slipping through the cracks: Is mental illness appropriately identified among Latino offenders?* Poster session presented at the annual conference of the American Psychology-Law Society, San Diego, CA.
- Houston, K. A., Russano, M., & **Ricks, E. P.** (2014, October). *Interpreter-facilitated communication: Relationship dynamics and seating configuration*. Paper presented at the High-Value Detainee Group (HIG) Research Symposium, Washington, DC.
- Ricks, E. P.** (2015). *The rock and the hard place: How the prison psychotherapist balances treatment needs with security needs* (Publication No. 3712882) [Doctoral dissertation, The University of Texas at El Paso]. ProQuest Dissertations and Theses Global.
- Ricks, E. P.**, & Eno Louden, J. (2015). The relationship between officer orientation and supervision strategies in community corrections. *Law and Human Behavior*, 39(2), 130-141. doi:10.1037/lhb0000098
- Kang, T., Eno Louden, J., **Ricks, E. P.**, & Jones, R. (2014, March). *Aggression, substance abuse, and suicide in juvenile offenders with subclinical depression*. Paper presented at the annual conference of the American Psychology-Law Society, New Orleans, LA.
- Kang, T., Wood, J., Eno Louden, J., & **Ricks, E. P.** (2014, March). *Prevalence of psychological disorders in a predominantly Hispanic sample of first-time offenders*. Symposium conducted at the annual conference of the American Psychology-Law Society, New Orleans, LA.
- Ricks, E. P.**, & Eno Louden, J. (2013, March). *The effect of community corrections officers' supervision orientation on decisions for offenders*. Poster session presented at the annual conference of the American Psychology and Law Society, Portland, OR.
- Eno Louden, J., Kang, T., & **Ricks, E. P.** (2013, March). *Utility of the MAYSI-2 at identifying Axis I disorders among Hispanic juvenile offenders*. In R. Morgan (Chair), *Mental illness in criminal justice settings: Identifying needs and custodial concerns*. Symposium conducted at the annual conference of the American Psychology-Law Society, Portland, OR.
- Doty, K. J., **Ricks, E. P.**, Fisher, S., & Harris, L. (2009, February). *A residential intervention for high functioning adults with learning disabilities*. Poster session presented at the annual conference of the Learning Disabilities Association of America, Salt Lake City, UT.

**MANUSCRIPTS IN PREPARATION OR UNDER REVIEW**

Kang, T., Eno Loudon, J., **Ricks, E. P.**, Castaneda, J., & Avila, A. (2023). *Does specific responsivity uniquely contribute to recidivism reduction? A meta-analysis of extant research*. Manuscript in preparation.

### OTHER PUBLISHED WRITINGS

**Ricks, E. P.** (2013). *E.M.P.O.W.E.R. Evaluation: After year 1*. Report prepared for the El Paso County Juvenile Probation Department. El Paso, TX: The University of Texas at El Paso.

**Ricks, E. P.** (2013). *Crossover youth process evaluation*. Report prepared for the El Paso County Juvenile Probation Department. El Paso, TX: The University of Texas at El Paso.

Leon, B., **Ricks, E. P.**, Durham, R., & Lightstone, P. (2010). *Pierce County Alliance Meth Family Services: Evaluation of expanded services under U.S. Health & Human Services grant 2007-2010*. Report prepared for Pierce County Alliance in Tacoma, WA. Lake Forest Park, WA: Geo Education & Research.

### SUPERVISED STUDENT RESEARCH

Chair—Broekhuijse, A. (in progress). Thus-far untitled project. Doctoral dissertation, Roosevelt University.

Chair—Vozar, T. (in progress). The impact of literary inconsistency on the clinical utility of psychopathy and antisocial personality disorder: Clinical perspectives. Doctoral dissertation, Roosevelt University.

Chair—Corasis, P. (in progress). *Perception versus reality: Inmates' views on mental health in prison*. Master's thesis, Roosevelt University.

Chair—Rivas, L. (in progress). *Risk factors and protective factors regarding prisonization*. Doctoral dissertation, Roosevelt University.

Chair—Simic, D. (in progress). *Police interactions and externalizing behavior*. Doctoral dissertation, Roosevelt University.

Committee—O'Shea, M. (in progress). *Mindfulness and the Five-factor Model of Personality*. Doctoral dissertation, Roosevelt University.

Supervisor—Ayala, V. (2021). *Addressing the Issue of Mental Health in Treatment of Cancer Patients*. McNair undergraduate research project, Roosevelt University.

Chair—Harris, S. (2021). *How the belief in a just world influences strategies for coping with injustice*. Doctoral dissertation, Roosevelt University.

Chair—Grace, M. (2020). *Depression's ability to predict diabetic retinopathy in older type 2 diabetic patients*. Master's thesis, Roosevelt University.

Committee—Baz, A. (2020). *Racial/ethnic microaggressions experienced by therapists of color*. Doctoral dissertation, Roosevelt University.

Chair—Hallendy, E. (2019). *Mental illness among life- and death-sentenced individuals*. Doctoral dissertation, Roosevelt University.

- Committee—Geise, C. (2019). *Relaxation/mindfulness states, meditative exercises, and lucid dreaming*. Doctoral dissertation, Roosevelt University.
- Supervisor—Lasakova, D. (2019). *Battered Woman Syndrome*. Undergraduate honors thesis, Roosevelt University.
- Supervisor—Castro, N. (2018). *Former Latino/a offenders and mental health stigma*. McNair undergraduate research project.
- Chair—Goebel, J. (2018). *The influence of race on the MACI: Assessing differences in juvenile offenders at the item, scale, and structural levels*. Doctoral dissertation, Roosevelt University.
- Chair—Ngo, T. (2018). *Public perception of police conduct in arrest situations involving individuals with schizophrenia*. Doctoral dissertation, Roosevelt University.
- Supervisor—Allen, B. (2018, December). *A handbook: Police responses to victims of long-term victimization*. Undergraduate honors thesis, Roosevelt University.
- Supervisor—Smith, T. (2017, December). *The sandman effect: Exploring how sleep patterns correspond with eyewitness accuracy*. Undergraduate honors thesis, Roosevelt University.
- Supervisor—Pegues, L. (2016, May). *The fate of the young black child: How inclusive and exclusive factors work against black children in America*. Undergraduate honors thesis, Roosevelt University.

## TEACHING

See a summary of course evaluations at <https://www.elijahricks.com/teaching>

Associate Professor, Roosevelt University, Chicago, IL, August 2021 to present.

- PSYC 106, Forensic Science, Fall 2022, 35 students.
- (Online) PSYC 351, Law and Psychology, Fall 2022, 28 students.
- PSYC 392, Child Psychology and Law, Fall 2022, 15 students.
- PSYC 106, Forensic Science, Spring 2022, 39 students.
- PSYC 333, Psychology of Violence, Spring 2022, 21 students.
- PSYC 360, Eyewitness Memory & Testimony, Spring 2022, 17 students.
- (Online) PSYC 106, Forensic Science, Fall 2021, 29 students.
- PSYC 200, Introductory Statistics, Fall 2021, 23 students.
- PSYC 333, Psychology of Violence, Fall 2021, 40 students.
- (Online) PSYC 351, Law and Psychology, Fall 2021, 25 students.

Assistant Professor, Roosevelt University, Chicago, IL, August 2015 to August 2021. Featured in the student publication, The Torch at <https://rutorch.com/2019/10/06/professors-passion-drives-psychology-program-forward/>

- (Online) PSYC 106, Forensic Science, Summer 2021, 17 students.
- PSYC 106, Forensic Science, Spring 2021, remote course, 34 students.
- (Online) PSYC 351, Law and Psychology, Spring 2021, 24 students.
- PSYC 360, Eyewitness Memory & Testimony, Spring 2021, remote course, 24 students.
- PSYC 391, Advanced Forensic Psychology, Spring 2021, remote course, 12 students.

- (Online) PSYC 106, Forensic Science, Fall 2020, 21 students.
- PSYC 106, Forensic Science, Fall 2020, 150 minutes weekly, 28 students.
- PSYC 200, Introductory Statistics, Fall 2020, 150 minutes weekly, 29 students.
- (New prep) PSYC 387, Sem: Psych of Violence, Fall 2020, remote course, 10 students.
- PSYC 392, Child Psychology and Law, Fall 2020, remote course, 24 students.
- PSYC 106, Forensic Science, Spring 2020, 150 minutes weekly, 49 students.
- PSYC 200, Introductory Statistics, Spring 2020, 150 minutes weekly, 43 students.
- (Online) PSYC 351, Law and Psychology, Spring 2020, 25 students.
- PSYC 360, Eyewitness Memory & Testimony, Spring 2020, 150 min., 40 students.
- PSYC 391, Advanced Forensic Psychology, Spring 2020, 150 minutes, 16 students.
- PSYC 106, Forensic Science, Fall 2019, 150 minutes weekly, 41 students.
- (Online) PSYC 200, Introductory Statistics, Fall 2019, 25 students.
- PSYC 351, Law and Psychology, Fall 2019, 150 minutes weekly, 30 students.
- PSYC 392, Child Psychology and Law, Fall 2019, 150 minutes weekly, 41 students.
- PSYC 106, Forensic Science, Spring 2019, 150 minutes weekly, 52 students.
- PSYC 106, Forensic Science, Spring 2019, 150 minutes weekly, 9 students.
- PSYC 200, Introductory Statistics, Spring 2019, 150 minutes weekly, 35 students.
- (Online) PSYC 351, Law and Psychology, Spring 2019, 27 students.
- PSYC 106, Forensic Science, Fall 2018, 150 minutes weekly, 30 students.
- PSYC 200, Introductory Statistics, Fall 2018, 150 minutes weekly, 9 students.
- PSYC 360, Eyewitness Memory & Testimony, Fall 2018, 150 min. weekly, 25 students.
- PSYC 391, Honors Clinical Forensic Psych. Fall 2018, 150 min. weekly, 17 students.
- PSYC 395, Independent Study, Fall 2018, 1 student.
- PSYC 106, Forensic Science, Spring 2018, 150 minutes weekly, 45 students.
- PSYC 200, Introductory Statistics, Spring 2018, 150 minutes weekly, 40 students.
- PSYC 351, Law and Psychology, Spring 2018, 170 minutes weekly, 15 students.
- PSYC 360, Eyewitness Memory & Testimony, Spring 2018, 170 min. weekly, 5 students.
- PSYC 106, Forensic Science, Fall 2017, 150 minutes weekly, 40 students.
- PSYC 391, Adv. Forensic Psychology, Fall 2017, 180 minutes weekly, 13 students.
- PSYC 200, Introductory Statistics, Fall 2017, 150 minutes weekly, 40 students.
- PSYC 392, Child Psychology and Law, Fall 2017, 150 minutes weekly, 19 students.
- (Online) PSYC 200, Introductory Statistics, Summer 2017, 6 students.
- PSYC 395, Independent Study, Spring 2017, 2 students, 3 credit hours each.
- PSYC 351, Law and Psychology, Spring 2017, 170 minutes weekly, 40 students.
- (New prep) PSYC 360, Eyewitness Testimony, Spring 2017, 170 min., 40 students.
- PSYC 106, Forensic Science, Spring 2017, 150 minutes weekly, 19 students.
- PSYC 391, Honors Clinical Forensic Psych., Fall 2016, 150 min. weekly, 18 students.
- PSYC 395, Independent Study, Fall 2016, 1 student.
- PSYC 200, Introductory Statistics, Fall 2016, 170 minutes weekly, 35 students.
- PSYC 106, Forensic Science, Fall 2016, 170 minutes weekly, 40 students.
- PSYC 351, Law and Psychology, Summer 2016, 5 hours weekly, 6 students.
- PSYC 399, Honors Thesis, Spring 2016, 1 student.
- PSYC 103, Introductory Psychology, Spring 2016, 170 minutes weekly, 74 students.
- (New prep) PSYC 351, Law and Psychology, Spring 2016, 150 min., 21 students.
- (New prep) PSYC 391, Adv. Forensic Psychology, Spring 2016, 150 min., 41 students.
- (New prep) PSYC 106, Forensic Science, Fall 2015, 170 minutes weekly, 40 students.
- (New prep) PSYC 392, Child Psychology and Law, Fall 2015, 150 min., 40 students.

Outstanding Assistant Instructor Award for 2014-2015 academic year, Psychology Department, The University of Texas at El Paso.

Instructor of Record, The University of Texas at El Paso, June 2012 to May 2015.

- (New prep) PSYC 1303, Statistical Methods, Spring 2015, 160 minutes weekly, 42 students.
- PSYC 1301, Introduction to Psychology, Fall 2014, 120 students.
- PSYC 1301, Introduction to Psychology, Fall 2013, 160 minutes weekly, 140 students.
- PSYC 3330, Sensation and Perception, Summer 2013, 10 hours and 50 minutes weekly, 15 students.
- PSYC 1301, Introduction to Psychology, Spring 2013, 150 minutes weekly, 120 students.
- (New prep) PSYC 1301, Introduction to Psychology, Fall 2012, 160 minutes weekly, 140 students.
- (New prep) PSYC 3330, Sensation and Perception, Summer 2012, 10 hours weekly, 60 students.

Teaching Assistant, The University of Texas at El Paso. September 2011 to May 2012.

- Statistical Methods.
- Learning and Memory.
- Life Span Development.
- Psychology of Personality.

Volunteer, ScenicView Academy, Provo, UT, September to December 2005.

- Teach social skills to adult men with learning disabilities and autism spectrum disorders.

## SERVICE

### Field

- Reviewer, *Psychological Services*. February 2019 to present.
- Reviewer, *Journal of Forensic Psychology: Research & Practice*. August 2018 to present.
- Reviewer, *Communication Studies*. May 2019.
- Reviewer, *Professional Psychology: Research and Practice*. September 2019.
- Panelist Psychology Career Panel: Describe path to career, reflect on career choices, answer questions about field and give advice about pursuing similar areas. Arranged by the Illinois Psychological Association Graduate Students, December 4, 2015.

### University

- Chair, Undergraduate Council: Review changes and additions to undergraduate courses and curriculum to ensure they meet university standards, September 2021 to present.
- Faculty Facilitator Honors Program Retreat: Participate in and guide discussions about the Honors Program theme for the year with the students in the program.
- Participant Student Research Rubric Norming Committee: Evaluate a rubric proposal for utility across multiple disciplines for undergraduate research papers, April 2020.
- Member Undergraduate Council: Discuss and vote on new course proposals or changes to existing courses, August 2019 to September 2021.
- Member Calendar Committee: Workshop potential changes to academic calendar to best serve needs of students and faculty, January 2019 to May 2019.

- Mock Lecturer, Admitted Student Day Interest Session: 45 minute lecture on myths and truths regarding criminal profiling, given to incoming freshmen and their parents, March 30, 2019.
- Participant Schaumburg Class Observation: Allow potential incoming students to sit in on a normally-scheduled course meeting, March 20, 2019.
- Contributor Roosevelt University's Social Justice Blog, "Getting Past Politics for Social Justice," March 27, 2018. Available at <https://blogs.roosevelt.edu/socialjustice/2018/03/27/getting-past-politics-for-social-justice/>
- Participant Faculty Meet & Greet Program: Hold a brief, casual meeting with a potential student coming to tour campus, answering questions and discussing the university, January 23 & 30, 2017.
- Participant New Student Orientation, Academic Expectation Session: Incoming students learn about how college is different from high school, and what they should expect in college, August 25, 2016.
- Participant Admitted Student Day: Classroom-style session with incoming students and their parents, answering questions about life and academics at the university and about the psychology major, April 9, 2016.

#### Department

- Faculty Advisor, Psi Chi (international honors society for psychology majors and minors), August 2017 to August 2020.
- Member Psychology Undergraduate Committee: Propose, discuss, and implement changes to undergraduate psychology curriculum; evaluate current program; coordinate efforts among undergraduate instructors.
- Participant Major Madness event: Attend a table in a convention-style room, discussing with new undergraduates what the psychology major is like, its career prospects, etc., October 18, 2018.
- Participant Transfer Visit Day

### PROFESSIONAL ORGANIZATIONS

Member, American Psychology-Law Society (Division 41 of American Psychological Association), November 2014 to present.

- Forwarding the study of psychology in legal contexts.

Member, [Heterodox Academy](#), May 2021 to present.

- To improve the quality of research and education in universities by increasing open inquiry, viewpoint diversity, and constructive disagreement.

### PRACTICE

El Paso County Juvenile Probation Department: Intern – El Paso, TX: September 2011 to December 2012.

- Semi-structured mental health diagnostic interviews with juveniles.
- Schedule for Affective Disorders and Schizophrenia for School-Age Children (K-SADS).
- Establish diagnoses.
- Write mental health referrals to parents.

Colorado Department of Corrections: Therapist (Health Professional II) – Canon City, CO: Oct. 2010 to Aug. 2011.

- Primary mental health contact for 16 adult male inmates held in solitary confinement.
- Group and individual therapy.
- Treatment plan development and adherence.
- Crisis intervention.
- Assist with facility security directives.

Mental Health Intern, San Carlos Correctional Facility, Pueblo, CO: August 2009 to May 2010.

- Adult male inmates with mental illness and developmental disabilities.
- Facilitate psycho-educational groups on Dialectical Behavioral Therapy, Understanding Your Diagnosis, Anger Management, Integration into an Incarcerated Setting, and others.
- Individual therapy.

Social Service Worker/Vocational Case Manager, ScenicView Academy, Provo, UT, 2007-2008.

- Adult men with learning disabilities and autism spectrum disorders.
- Employment skills classes.
- Individual supervision and consultation on skill improvement.
- Design tools for skill development.
- Recruit and supervise special work teams.