

YU CHAK SUNNY HO

Curriculum Vitae

CREDENTIAL

WA Licensed Psychologist: PY 61211497

EDUCATION

Ph.D., Counseling Psychology (APA Accredited), August 2020

Department of Psychological and Quantitative Foundations

The University of Iowa, Iowa City, IA

Advisors: William Ming Liu, Ph.D. (2015 – 2018) and Megan Foley-Nicpon, Ph.D. (2018 – 2020)

Dissertation Title: *The Exploration of Chinese Indigenous Healing*

Dissertation Co-Chairs: William Ming Liu, Ph.D. and Megan Foley-Nicpon, Ph.D.

Doctoral Internship (APA Accredited): *Rutgers University's Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)*

M.A., Ed.M., Psychological Counseling, May 2014

Department of Counseling and Clinical Psychology

Teachers College, Columbia University, New York, NY

Advisor: Elizabeth D. Fraga, Ph.D.

B.S., Distinction and Major in Psychology, Minor in Communication, June 2012

Department of Psychology and Department of Communication

University of Illinois at Urbana-Champaign, Champaign, IL

Thesis: *Early Adolescents' Reasons for Accepting Mothers' Goals in the United States and China*

Exchange Student, June-July 2011

Department of Psychology

Nanjing University, Nanjing, People's Republic of China

High Distinction and Associate Degree in Arts and Sciences, concentration in Psychology, June 2010

Department of Psychology

Bellevue Community College, Bellevue, WA

CURRENT ACADEMIC POSITION

Assistant Professor

September 2024 – Current

Department of Clinical Psychology

School of School of Psychology, Family, and Community

Seattle Pacific University, Seattle, WA

Chair: Dr. Jenny Lee Vaydich

ACADEMIC POSITION

Assistant Professor

July 2023 – June 2024

Department of Counseling and Health Psychology (in person)

Bastyr University, Kenmore, WA

Chair: Dr. Daniel C. Rosen

- Developed syllabi and taught the following in-person courses: 1) PS4102 Ethical Issues in

Psychology, 2) PS4106 Multicultural Issues in Psychology, 3) PS6205 Theory & Practice of Counseling Assessment, 4) PS 5128 Counseling Foundations: Multicultural, Diversity, and Social Justice, 5) PS 4109 Human Sexuality, 6) PS 6115 Psychology of Human Sexuality, and 7) PS 3131 Learning Cognition and Behavior

- Engaged in weekly faculty meetings and monthly individual mentorship meetings to brainstorm ideas to achieve excellence in teaching, research, and professional services
- Advised 14 Master of Arts in Counseling Psychology students to provide guidance and support on their professional development and career interests/goals
- Supervised 5 naturopathic doctoral students and 14 Master of Arts in Counseling Psychology students on counseling clinic shifts at the Bastyr Center for Natural Health (BCNH) to provide clinical support and knowledge on interventions
- Developed course materials and resource pages for students on *Canvas* to help facilitate class discussions and promote student learning

CERTIFICATES

Certificate in Somatic Embodiment and Regulations Strategies (June 2022)

All Patients Safe: Suicide Prevention for Medical Professionals (February 2022)

Graduate Certificate in College Teaching (May 2019)

Learn. Envision. Navigate. Synthesize (LENS) Diversity Certificate Program Certificate (April 2012)

Illinois Leadership Center Certificate (April 2012)

Conflict Resolution Completion Certificate (May 2011)

TEACHING

I. TEACHING INTERESTS

- Practicum/Internship Seminar
- Diversity, Social Justice and Multicultural Counseling
- Counseling Theory
- Group Counseling
- Career Counseling
- Ethics/Professional Issues
- Telehealth Counseling
- LGBTQAI2S+ Issues

II. TEACHING EXPERIENCES

Adjunct Professor, CPY 7280 Diversity and Cultural Competence in Clinical Psychology

Spring 2022

Doctoral course (online)

School of Psychology, Family and Community, Seattle Pacific University, Seattle, WA

Co-instructor: Joel Jin, Ph.D.

- Taught a class of 11 third-year doctoral students in Clinical Psychology about diversity and multicultural oriented theories and practices
- Co-constructed class syllabus and activities with an Assistant Professor in Clinical Psychology
- Facilitated class lectures and prepared case vignettes for students to discuss and reflect upon
- Led intergroup dialogues independently to cultivate students' understanding and awareness on their power, privilege, biases and assumptions and explored how their intersecting identities played a role in individual, institutional and structural levels
- Exchanged feedback with students after every class to enhance students' engagement in class and their learning experiences

- Empowered students to lead presentations of their interests and offered guidance and support throughout the spring quarter
- Incorporated fun and interactive activities, such as cultural object sharing, social identity map and video and audio clips to engage students who had different learning styles
- Provided feedback for students' reflection papers and diversity essay drafts for pre-doctoral internships

Teaching Assistant, PSQF6223 – Introduction to Counseling Psychology Practice/Research 1

Fall 2018

Doctoral course (in person)

Department of Psychological and Quantitative Foundations, The University of Iowa, Iowa City, IA

Primary Instructor: Megan Foley Nicpon, Ph.D.

- Collaborated with primary instructor to develop course materials and plans to facilitate class discussion and promote students' learning in Counseling Psychology
- Delivered lectures and facilitated discussion on “*Professional Development: Conference and Networking*” and “*Working with International Students/Immigrants/Refugees*”
- Organized and facilitated student panel discussion to address first year doctoral students' questions/concerns, assisted students' adjustment at the University of Iowa, and provided relevant resources to enhance students' well-being both in personal and professional lives
- Offered a safe space for first year doctoral students to discuss Counseling Psychology related topics, such as social justice and multiculturalism, vocational psychology and wellness to increase students' understanding and provide foundational skills in Counseling Psychology
- Provided ongoing feedback on students' reflection papers and research ideas

Graduate Assistant, Summer Research Opportunities Program (SROP)

Summer 2018

Undergraduate program (in person)

Graduate College, The University of Iowa, Iowa City, IA

Supervisors: Diana J. Sproles, M.A., Joseph Henry, M.A.

- Co-taught a class of 25 undergraduate students who came from across the country every weekday for an hour in professional development topics and tips to apply for graduate school, such as development of graduate school application list, do's and don'ts to use social media, research, publications and presentations, self-care and wellness
- Developed and organized class materials with supervisors to provide effective and essential graduate school resources and materials for students
- Led students to participate in social events and volunteering activities (e.g., Jazz festival, house constructing organized by Habitat for Humanity)
- Met with students 1:1 to discuss feedback on students' curriculum vita, personal statements and research goals

Co-Instructor, PSQF2115, Introduction to Counseling Psychology

Spring 2018

Undergraduate course (in person)

Department of Psychological and Quantitative Foundations, The University of Iowa, Iowa City, IA

Primary Instructor: William Ming Liu, Ph.D.

- Co-taught a class of 25 undergraduate students twice a week in counseling psychology's theories, history, and background
- Developed teaching materials and course content with co-instructors
- Taught topics like *Attachment Theory*, *Cognitive-Behavioral Therapy*, *Ethics*, *Acculturation*, *Micro-Skills in Counseling*, *Working with International Students* and *Feminist Psychology*

- Facilitated group discussions and activities to demonstrate course content and engage students
- Developed and graded quizzes and exams to evaluate students' learning progress
- Provided feedback on students' final projects

Teaching Assistant, PSY1001, Elementary Psychology

Spring 2017

Undergraduate course (in person)

Department of Psychology, The University of Iowa, Iowa City, IA

Supervisor: Robert Thunhorst, Ph.D.

- Taught 120 college students in 4 separate discussion sessions weekly
- Prepared teaching outlines and materials each week for different psychology topics, such as personality, counseling and therapy, sensation and perception, research methods, etc.
- Graded writing assignments, quizzes and final projects to evaluate students' learning progress
- Engaged in rigorous feedback exchanges and addressed students' questions via email and in-person meetings to enhance their understanding of course materials

Lead Instructor, Project HOPE (Healthcare Occupations Preparation and Exploration)

Spring 2016 – Fall 2016 (in person)

College of Education, The University of Iowa, Iowa City, IA

Supervisor: Saba Ali, Ph.D.

- Facilitated weekly career development workshop series with 5 counseling psychology doctoral students in West Liberty and Columbus Junction Middle Schools
- Attended weekly group supervision to discuss and share feedback regarding classroom facilitations
- Developed and organized the annual career field trip day in May 2016 in order to allow middle school students to have exposure and hands-on experiences in STEM-based careers

Guest Lecturer, URES1000, First-Year Seminar

Fall 2017 and Fall 2018

Undergraduate course (in person)

Department of Undergraduate Research Experiences, The University of Iowa, Iowa City, IA

Primary Instructor: Huan-Chung Scott Liu, Ph.D.

- Delivered lectures on providing mental health services to international students/immigrants/refugees

Co-Instructor, Youth Participatory Action Research Program

Spring 2013 (in person)

Teachers College, Columbia University, New York, NY

Supervisor: Laura Smith, Ph.D.

- Taught a class of 27 sixth grade students at Pelham Gardens/CRAFT Middle School in Bronx, NY 3 hours per week about research on bullying and respect in the school environment, engaging them by using various programs such as interactive media, arts & crafts and poster presentations
- Developed weekly lesson plans, learning goals and purposes and topics of interest to facilitate student discussions
- Educated students, administrators and faculty about the impacts of bullying in school settings through student performances, such as skits, stories and rap songs

Peer Educator, Diversity and Social Justice Education Program

Spring 2012 (in person)

Office of Inclusion and Intercultural Relations, University of Illinois at Urbana-Champaign, Champaign, IL

Supervisor: Ross Wantland, M.Ed.

- Facilitated diversity and social justice workshops for students including social identity workshops and microaggressions workshops to promote cultural awareness

- Designed interactive activities for workshops and developed small group discussion topics to engage participants
- Improved facilitation skills by proactively seeking supervision and evaluation from supervisors

COUNSELING EXPERIENCES

Sunny Ho Counseling, PLLC

Founder and Licensed Psychologist

Mill Creek, WA

September 2023 – Current

- Offer an average of 10 virtual intake assessments and individual/couples psychotherapy sessions per week using HIPAA-compliant *Simple Practice* integrated telehealth platform to mostly BIPOC, first generation immigrants, and LGBTQAI2S+ community members who present a wide variety of mental health concerns (family of origin, intergenerational family trauma, emotional/physical/sexual abuse, gender and sexuality issues, etc.) using an anti-oppressive and a non-judgmental lens
- Incorporate culturally responsive and indigenous treatments (mindfulness, arts and psychodrama, etc.) to facilitate change and healing in clients from different cultural and family backgrounds
- Use of *Simple Practice* as an electronic health record system to document clients' records and files and submit claims to insurance
- Engage in an AAPI therapists' consultation group biweekly to gain feedback and insights on case conceptualizations and interventions

Interconnections Healing Center (IHC), PLLC

Licensed Psychologist

Seattle, WA

September 2021 – August 2023

Director/Supervisor: Agnes Kwong, Ph.D.

- Provided an average of 20-25 virtual (*Google Meet* and *Doxy.Me*) and in-person intake assessments and individual/couples psychotherapy sessions per week to mostly BIPOC and LGBTQAI+ community members who presented a wide variety of mental health concerns (family of origin, intergenerational family trauma, emotional/physical/sexual abuse, gender and sexuality issues, etc.) using an anti-oppressive and a non-judgmental lens
- Incorporated culturally responsive treatments (mindfulness, arts and psychodrama, etc.) to facilitate change and healing in clients from different cultural and family backgrounds
- Utilized electronic health record software, *TheraNest* and *Sessions*, to complete intake assessment, progress and termination notes and submit billing information to health insurance
- Consulted with colleagues and supervisors about high-risk clients; for example, ethical and legal concerns, actions to take when clients had suicide plan/intent and community referrals
- Assessed clients' psychological preparedness to receive gender confirming surgery 4-5 times monthly and write up gender confirming surgery letters to advocate for them and provide the letters to corresponding surgeons
- Supervised a second-year master's student in Social Work to offer feedback and support on their clinical work, help them conceptualize cases, and empower their work by identifying strengths and growth edges during weekly supervisions
- Conducted immigration and psychological evaluations for clients who speak Cantonese and Mandarin to advocate for family reunion in the United States

Counseling and Psychological Services (CAPS), Seton Hall University

Staff Psychologist, Interprofessional Health Sciences and South Orange campuses

Nutley, NJ and South Orange, NJ

August 2020 – August 2021

Director: Dianne Aguero-Trotter, Ph.D.; Supervisor: Priti Shah, Ph.D.

- Provided 5 virtual intake assessments and approximately 15 virtual individual psychotherapy sessions via *Doxy.Me* telehealth platform per week to health professionals and undergraduate students who

presented a wide variety of mental health concerns using an integrative feminist Acceptance and Commitment Therapy (ACT) framework

- Offered 1 virtual Dialectical Behavior Therapy (DBT) skills group and 1 virtual one-hour Let's Talk program via *Doxy.Me* telehealth platform per week to undergraduate and graduate students to support students' psychological well-being
- Engaged in weekly staff meetings, individual supervision and peer supervision to gain support and share feedback
- Connected and communicated regularly with the Office of International Programs to develop mental health awareness and prevention outreach programs for international students
- Facilitated 5-hour Psychologist-On-Duty (POD) service per week to address students' acute mental health crises and consult with faculty and staff about students of concern
- Participated in Behavioral Intervention Team (BIT) and Seton Hall University's Diversity, Equity and Inclusion Community Training & Development Subcommittee on a regularly basis via *Microsoft Teams* to exchange ideas and feedback with Seton Hall University's staff and faculty about students' mental health concerns as well as ways to better understand and advocate for minority students' needs
- Co-developed Anti-Racist Bias Trainings for faculty, staff, and students with colleagues in Division of Student Services to disseminate essential tools and resources which can help combat racist acts, discriminations, and microaggressions in personal and professional settings
- Developed and facilitated virtual outreach and mental health prevention programs, such as *mental wellness in the midst of pandemic* with Psychology Club and *mindfulness/meditation workshop* with health professional students

Counseling, Alcohol and Other Drug Assistance Program & Psychiatric Services (CAPS)

Rutgers University, the State University of New Jersey

Pre-doctoral Intern

New Brunswick, NJ

August 2019 – August 2020

Training Director: W. Reese Mayer, Ph.D.; Patricia M. Woodin-Weaver, Ed.D. (Fall 2019)

- During COVID-19:
 - Offered 1 triage, 1 extended assessment, roughly 15 individual psychotherapy, 1 graduate student interpersonal group, and 2 DBT group sessions per week by using phone and telehealth programs such as *DOXYME* and *Microsoft Teams*
 - Engaged in 1 full staff meeting, 1 DBT consultation team meeting, 2 individual supervisions, 1 alcohol and other substance use group supervision, 1 group supervision with training director per week using *Cisco Webex* platform
 - Provided supervisions to two doctoral-level practicum student trainees through phone per week to help them seek balance between personal and professional lives and offer clinical support and feedback
 - Attended a 2-hour clinical topic session per week to strengthen my clinical awareness, knowledge, and skills
 - Developed stress management tip sheets for Rutgers University's Asian American Cultural Center (AACC) and Global Services to normalize students' frustration and anxiety during pandemic and provide helpful tools to promote physical and psychological well-being
 - Created and facilitated 4 virtual workshops and outreach support programs for RU AACC and Global Services to address students' common concerns and offer coping strategies, such as mindfulness and DBT distress tolerance skills, etc.
 - Conducted 2 virtual workshop trainings, titled "*Coffee with CAPS: How to help our students*

navigate during COVID-19,” for Rutgers University’s staff and faculty to offer tips and strategies working with students by using Psychological First Aid and A.S.S.I.S.T. techniques

- Presented my dissertation on “*Chinese Healing Approaches*” to all clinical staff during one of the clinical topic sessions to discuss culturally responsive treatments for Chinese clients
- Before COVID-19:
 - Provided 2 triages, 4 extended assessments, 1 DBT group, 1 grief and loss group, and approximately 10 individual psychotherapy sessions per week to diverse Rutgers University’s students who have a wide range of presenting concerns, such as depression, anxiety, alcohol/substance use, sexual assault and violence, autism spectrum, eating disorder, etc. by using both psychodynamic and integrative feminist Acceptance and Commitment Therapy (ACT) frameworks
 - Received two 1-hour individual supervisions, 4 group supervisions related to group psychotherapy, alcohol and other substance use, supervision of supervision, and overall training concerns per week, to ensure interns to provide best services to students with sufficient support and resources
 - Facilitated 4-hour on-call services per week with a licensed psychologist and a licensed social worker to respond to students’ acute mental health needs and crises
 - Engaged in a 2-hour didactic/clinical topic discussions per week, including psychology first-aid, diversity issues, psychiatric medications, family system work, substance use issues, etc. to strengthen trainees’ skills to serve an increasingly diverse Rutgers’ student population
 - Provided two separate 1-hour supervisions per week to first year practicum students who were enrolled in the Graduate School and Professional Psychology (GSAPP) to monitor their caseloads and guide them through hurdles in their training experiences at CAPS
 - Facilitated an outreach program related to stress management, titled “*Say Yes to No Stress,*” for Upward Bound Program high school students in New Brunswick
 - Attended the annual Culture Conference in October 2019 organized by GSAPP to understand cultural nuances in the mental health field and how we can empower ourselves as marginalized individuals in the larger community
 - Attended two full-day “diversity, equity, and inclusion” trainings provided by Dr. Jamie Washington with CAPS staff to reflect on work experiences at CAPS and engage in multicultural dialogues among CAPS staff
 - Went through a full day liaison training to better equip interns’ awareness, knowledge, and skills to develop outreach programs to underserved communities on campus, such as the LGBTQIA+ and racial minority population
 - Attended different cultural houses’ home-coming events to engage in conversations with active minority student leaders on campus so interns can be more aware of what students’ current needs were on campus and provided support

Student Health and Counseling Services (SHACS)

Grinnell College

Doctoral Practicum Trainee

Grinnell, IA

August 2018 – May 2019

Supervisors: Yun Garrison, M.A.; Thomas Zigo, LISW; Supervisor-of-record: Charles Bermingham, Ph.D.

- Provided weekly individual psychotherapy treatments to 6 college students who had a wide array of presenting concerns, such as substance use, suicidality, sexual assault, eating and sleeping issues,

depression, anxiety, etc. by using an integrative feminist Acceptance and Commitment Therapy (ACT) framework

- Co-facilitated a weekly 5-client general therapy group with supervisor to address clients' mental health concerns and provide emotional support
- Received a 1-hour weekly supervision from a 6th year counseling psychology doctoral trainee to consult and conceptualize clinical cases through video-reviewing and self-reflection
- Engaged in a 1-hour case conference with a multidisciplinary team, which included 2 licensed psychologists, 1 licensed independent social worker, 2 licensed mental health counselors, and 3 counseling psychology doctoral trainees, to exchange feedback and conceptualize clinical cases
- Conducted intake and risk assessments by administering Counseling Center Assessment of Psychological Symptoms Scale – 62 Items (CCAPS-62) to monitor clients' treatment progress and evaluate their treatment goals and plans
- Collaborated with registered nurses and licensed independent social workers at the center to provide community resources and manage community referrals for clients
- Delivered outreach tabling events on depression and suicide prevention, eating disorders, mindfulness and self-care, anxiety and stress management to enhance college students' awareness on common mental health illnesses and campus resources

Intellectual Disabilities-Mental Illness Program

Department of Psychiatry, The University of Iowa Hospitals and Clinics

Doctoral Practicum Trainee

Iowa City, IA

August 2017 – August 2018

Supervisor: Kelly Vinquist, Ph.D.

- Developed and implemented behavioral and communication strategies to 5 clients 4 times a week using the Applied Behavioral Analysis and Functional Behavioral Analysis frameworks
- Assessed clients' risk level on a day to day basis to ensure clients' safety in the inpatient unit
- Attended a 1-hour weekly case conference and staff meeting with a multidisciplinary team, including psychiatrists, psychologists, nurses, social workers, physical therapists, speech-language pathologists, and pharmacists, to discuss comprehensive conceptualization of clients in the inpatient unit and make consensual decisions on clients' treatment plans and goals
- Attended weekly supervisions to receive feedback on clinical work performance and discuss self-care and ethics working under a challenging clinical environment
- Collected data points on clients' responsiveness to treatment interventions daily to monitor clients' recovery process and evaluate the effectiveness of existing behavioral strategies
- Helped re-evaluate treatment plans and made recommendations to clients' clinical chart during weekly case conferences and staff meetings
- Suggested several safety precautions for clients, e.g., removing bed frame from the room, and intervened when clients acted inappropriately and aggressively, which may potentially cause harm to themselves or others
- Facilitated processes of restraints and seclusions in the inpatient unit if clients caused harm to themselves or others
- Initiated conversations with collaterals of clients, such as family members, guardians, case workers, other mental health professionals, etc., to update them on clients' treatment progresses and promote clients' growth and recovery
- Assisted with the process of community referrals and discharges, for instance, sending off clients to group homes, and communicating recommendations on discharge behavioral plans to supervisors and clients' caregivers
- Provided 4-5 weekly outpatient psychotherapy sessions to clients and their collaterals on symptom

- monitoring and emotion regulation under direct supervisions
- Contributed to a grand round presentation on one of the cases regarding refractory Obsessive Compulsive Disorder (OCD) to share clinical experiences with fellow colleagues and supervisors in the hospital
- Developed a Functional Behavioral Analysis (FBA) handbook for treatment team to enhance treatment responsiveness and effectiveness on diagnosing clients with intellectual disabilities in the inpatient unit
- Assisted in developing a RO1 grant to help develop behavioral assessment tools for practitioners to treat clients with intellectual disabilities and mental illnesses

Dialectical Behavioral Therapy (DBT) Outpatient Group Program
Department of Psychiatry, The University of Iowa Hospitals and Clinics
Doctoral Practicum Trainee

Iowa City, IA

August 2017 – May 2018

Supervisors: Karen Nelson, Ph.D. (Fall 2017); James D. Burkhalter, LISW (Spring 2018)

- Co-facilitated a weekly 12-participant group with supervisor and 2 psychology graduate students
- Offered DBT materials and resources to 12 clients who had a wide range of psychopathologies, such as depression, anxiety, borderline personality disorder, etc., to promote healthy well-being and equip clients with effective life skills, such as emotional regulation, distress tolerance, core mindfulness, and interpersonal effectiveness skills
- Participated in a 2-hour weekly group supervision to exchange feedback on clinical work performance and discuss ways to validate and reinforce desired behaviors in clients
- Developed creative exercises or activities to deliver DBT materials during weekly supervisions to ensure participants engaging in DBT groups
- Facilitated a mindfulness exercise at the beginning of each group session to offer relaxation strategies to group members
- Attended a week-long 40 hours DBT intensive training offered by the University of Iowa Hospitals and Clinics in December 2017 to equip and practice DBT skills and knowledge to better serve high-risk client population

Realizing Educational and Career Hopes (REACH) Program
Belin-Blank Honors Center, The University of Iowa
Group Co-facilitator

Iowa City, IA

August 2017 – May 2018

Supervisor: Megan Foley-Nicpon, Ph.D.

- Provided weekly psycho-educational group service to 5 REACH participants, who had a wide range of cognitive and intellectual disabilities, to discuss appropriate social skills in interpersonal relationships
- Received weekly group supervisions to exchange feedback on clinical work performance and review video clips, which served as a tool for participants to learn social skills in the following group

University Counseling Service
The University of Iowa
Doctoral Practicum Trainee

Iowa City, IA

August 2016 – May 2017

Supervisors: Jeremy Kinser, Ph.D. (Fall 2016), Simone Young, Ph.D. (Spring 2017), and Liu, Huan-Chung Scott, Ph.D. (Fall 2016 and Spring 2017)

- Provided weekly individual psychotherapy services to 5 to 7 clients who had a wide range of psychopathologies, such as depression, anxiety, substance use, personality disorders, etc. to promote healthy understanding of self and the self in relation to others
- Offered counseling services to emerging adults, mostly freshman and sophomore students, to address their adjustment concerns and help them understand emotions, thoughts, and behaviors by using the Acceptance and Commitment Therapy (ACT) and the Time-Limited Dynamic Psychotherapy (TLDP) frameworks
- Designed and co-facilitated International Students Conversation Support Group every week for 8 participants to enhance group members' English speaking skills and create a support network for them
- Attended weekly group and individual supervisions to receive feedback on clinical work performance and promote personal and professional growth
- Presented and conceptualized clinical cases during weekly case conferences and shared feedback among cohort members
- Delivered outreach programs several times during the academic year, including power and privilege on college campus, effective communication in dating and marital relationships, stress management, and Asian men and masculinity

Behavioral Health Services

Hamilton Madison House

Master's Practicum Trainee and Full-time Mental Health Counselor

New York, NY

June 2013 – May 2015

Supervisors: Pauline Cheung, LMHC (June 2013 – June 2014); Pei-wen Winnie Ma, Ph.D. (July 2014 – July 2015)

- Conducted family and individual psychotherapy sessions with mainly working class Chinese immigrant clients to address their clinical concerns and walk them through various life challenges, such as marital stress, domestic violence, undocumented status issues, social profiling, family disconnectedness and unemployment
- Consulted more than 30 clients from diverse backgrounds in English, Mandarin and Cantonese
- Coordinated with external agencies and organizations such as schools, hospitals, parole offices and foster care centers to collect and exchange information to maximize effectiveness of treatment for clients
- Provided crisis interventions by making referrals to Emergency Medical Services (EMS) team and Mobile Crisis team when clients presented significant and immediate risk concerns, such as active suicidal ideations or attempts and homicidal ideations or attempts
- Improved clinical skills through rigorously attending didactic training workshops, such as the Dialectical Behavior Therapy workshop series to improve performing therapy with Borderline Personality Disorder clients, and the Play Therapy workshop series to improve clinical effectiveness with children and their families
- Presented clinical cases at Chinatown Family Consultation Center (CFCC) weekly meetings to exchange feedback with other clinical team members and supervisors to make decisions on clients' admission, safety and termination planning
- Conducted a 16-week Mandarin-speaking men's support group in PROSpect Place (PROS), a day treatment center for clients with psychosis, to enhance psychological resilience by encouraging conversations around stigma, oppression, gender roles, same sex marriage, and violence
- Facilitated a 10-week Mandarin-speaking Parenting Workshop to educate clients on how to

effectively communicate and interact with their children by using Play Therapy and Parent-Child Interaction Therapy

Dean Hope Center

Teachers College, Columbia University

Master's Practicum Trainee

New York, NY

September 2013 – December 2013

Supervisor: Elizabeth Fraga, Ph.D.

- Administered individual psychotherapy counseling services to a 52-year-old Caucasian client as a part of training program in order to gain in-depth experience with career and clinical counseling
- Conducted intake assessment with clients to assess preliminary diagnosis formulation and tentative treatment planning goals
- Presented weekly in-depth case studies grounded in theoretical conceptualizations to gain professional feedback from supervisor and colleagues and to maximize effectiveness of treatment for clients

Counseling Center Paraprofessional Program

University of Illinois at Urbana-Champaign

Counseling Center Paraprofessional

Champaign, IL

January 2011 – May 2012

Supervisor: Theresa Benson, Ph.D.

- Coordinated 3 workshops on Spirituality, Time Management, and Healthy Social Relationships to enhance students' resiliency in dealing with day-to-day college life challenges
- Organized 3 outreach activities at Women's Resources Center and Bruce D. Nesbitt African American Cultural Center to help students gain understanding of diversity issues
- Led an immersion project at Bruce D. Nesbitt African American Cultural Center to understand Black students' college and family experiences through conducting individual interviews
- Developed a program on veterans' psychological distress in the 2011 Diversity Conference to engage participants in discussions on the social injustice issues that veterans were facing and tackling on a daily basis
- Mentored next generation of 5 cohort members by sharing experiences and offering tips to support them professionally

RESEARCH

I. RESEARCH INTERESTS

- a. Asians, Asian Americans, and Pacific Islanders' (AAPI) intersecting identities and mental health stigma, awareness, and advocacy
- b. Indigenous and holistic healing approaches for AAPI individuals
- c. Training and supervision for international graduate students in counseling professionals
- d. Multicultural and international psychology in therapy process and outcome
- e. Qualitative methods (e.g., CQR) and mixed methods (e.g., concept mapping)

II. RESEARCH EXPERIENCES

Research Assistant, Group Therapy Effectiveness Meta-Analysis Team

Department of Psychological and Quantitative Foundations, The University of Iowa

Iowa City, IA

January 2016 – May 2019

Supervisor: Kivlighan, Dennis Martin, Ph.D. (PI)

Served as a member of research team investigating how different group therapeutic approaches influence group therapy outcomes and effectiveness. Collaborated with a team of 8 counseling psychology doctoral students to analyze and code data after comprehensive reviews on group therapeutic effectiveness literatures.

Research Assistant, Social Class Consciousness Scale Team

Department of Psychological and Quantitative Foundations, The University of Iowa
Iowa City, IA

September 2016 – May 2019

Supervisor: Liu, William Ming, Ph.D. (PI)

Collaborated with a team of 4 counseling psychology doctoral students to develop a social class consciousness scale. This study used the framework and theory developed by the PI to highlight the significance of discussing social class and classism in different communities and providing an assessment tool for educators and psychologists to use in the future.

- Developed and discussed items on the social class consciousness scale on a weekly basis to ensure items were comprehensible and reliable for general populations
- Recruited participants to fill out the social class consciousness scale via mass email on the University of Iowa campus to help researchers understand the validity and reliability of the scale
- Crafted symposium proposals for 2017 and 2018 Annual American Psychological Association convention in Washington D.C. and San Francisco, CA respectively to share research significance and preliminary outcomes with psychologists and other mental health professionals

Graduate Research Assistant, ACT Inc. Social Fit Project

Department of Psychological and Quantitative Foundations, The University of Iowa
Iowa City, IA

September 2016 – December 2016

Supervisor: Ali, Saba Rasheed, Ph.D. (PI)

Selected to collaborate with ACT, Inc. to develop a career assessment to measure social fit among University of Iowa students. The team aimed to create individualized profiles for freshman college students to encourage them to participate in extra-curricular activities and utilize student career resources on the University of Iowa campus. The profiles for freshman students were tailor-made after receiving student organizations' recommendations on university campus.

- Coordinated participants' recruitment with 4 research team members consisting psychologists and counseling psychology students
- Conducted surveys and collected recommendation forms
- Connected with university administrators and Institutional Review Board (IRB) officers to lead recruitment effort in the project
- Crafted recruitment emails and connected with student organization leaders on the university campus to disseminate surveys to research participants

Research Assistant, Underemployed First-Generation College Graduates Dissertation Team

Department of Psychological and Quantitative Foundations, The University of Iowa
Iowa City, IA

August 2015 – May 2016

Supervisor: Shane Gibbons, Ph.D. (PI)

Selected to collaborate on a dissertation research project titled *The Lived Experiences of Underemployed First-Generation College Graduates* for data analysis. A team of 3 counseling psychology doctoral students discussed coding and findings 2 hours per week via Skype by using the Consensual Qualitative Research (CQR) procedures.

Research Assistant, Global Mental Health Stigma and Culture Lab

Department of Epidemiology, Columbia University

New York, NY

September 2012 – May 2015

Supervisor: Lawrence Yang, Ph.D. (PI)

Collaborated with a team of mental health practitioners, clinical psychologists and cognitive scientists in defining theoretical work on how culture is conceptualized in relation to mental health stigma and implementing interventions to reduce the prevalence of stigma. In particular, the team applied this concept to stigmatized illnesses among Asian Americans and Asian Immigrants, using empirical data to examine how stigma impedes symptomatic and social recovery.

- Analyzed data accumulated through eight years of research to investigate the impact of schizophrenia stigma on patient's family members and caregivers and used this insight to develop a community-based program to raise awareness for mental health stigma and support family members and caregivers
- Conducted clinical interviews with HIV carriers and non-carriers in Asian immigrant communities to understand HIV-related stigma and identify stereotype experiences
- Synthesized data from literature review and empirical studies to apply for Patients-Centered Outcomes Research Institute (PCORI) Grant to create a culturally-adapted intervention to decrease stigma among Chinese immigrant caregivers and empower caregivers to become advocates within health systems
- Participated in the Tohoku Theater Project (PTSD exposure therapy) to study compassion fatigue in mental health practitioners and family members of victims from Tohoku earthquake and created measures for local Japanese researchers to assess burn-out and depression level of mental health practitioners and victims' family members
- Developed manuscripts for ways to implement mental health stigma-intervention programs in Low and/or Middle Income Countries (LMIC)

Research Assistant, Asian American Careers and Education Lab

Department of Applied Psychology, New York University

New York, NY

March 2014 – May 2015

Supervisor: Sumie Okazaki, Ph.D. (PI)

Member of research team implementing career interventions in Asian American families (majority of population as new immigrants) to help high school students and their parents explore college and career planning possibilities, with the purpose of improving Asian American parents' understanding about their teenagers' interests and hopes for future careers.

- Led research team developing and practicing interview protocols to ensure consistency and professionalism in interacting with student/parent groups
- Managed recruitment for Asian American families in Manhattan, New York City
- Facilitated discussions between students and their parents on career planning with consideration to both parents' expectations and students' own interest with synthesized findings from O*NET Interest Profiler and miscellaneous career inventories
- Developed and translated intervention materials including recruitment flyer, welcoming packet and feedback session protocol to accommodate Mandarin and Cantonese-speaking participants
- Presented project updates at biweekly research meetings to gain feedback from Dr. Okazaki and colleagues to continuously improve effectiveness and efficiency of running interventions

Research Assistant, Racial and Gender Discrimination Lab

Department of Clinical and Counseling Psychology, Teachers College, Columbia University

New York, NY

June 2013 – May 2015

Supervisor: Robert Carter, Ph.D. (PI)

Selected to assist in the development of a Race-based Traumatic Stress Scale (RBTSS) to explore ethnic minority individual's experiences of racial discrimination and distinguish RBTSS from PTSD Symptom Scale.

- Created more than 100 dataset templates to analyze scale factors such as hyper-vigilance, intrusion and avoidance through Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA)
- Collected data on ethnic minority participants' psychological and physical reactions to stressful and traumatic discrimination experiences to test the scale validity
- Conducted literature review and meta-analysis of existing race-related traumatic stress scales to identify high correlation factors to build into RBTSS
- Led recruitment effort for Asian participants in New York City colleges and universities to increase variability of the sample size and expand RBTSS' cross-cultural adaptability
- Organized data compiled through 20 years of research to identify substantial samples relevant to the current study

Research Assistant, Social Economics Class and Classism Lab

Department of Clinical and Counseling Psychology, Teachers College, Columbia University

New York, NY

September 2012 – June 2013

Supervisor: Laura Smith, Ph.D. (PI)

Member of research team studying social class, poverty, and classism to create intervention programs based on the framework of Participatory Action Research (PAR) to address social injustice issues in lower socioeconomic status communities.

- Assisted in developing social class inventory to study determining factors of social class such as education level, family background, and living conditions
- Co-facilitated participatory action research project at Naturally Occurring Retirement Community (NORC) to enhance elders' resilience in coping discrimination related to aging
- Reviewed and provided feedback on dissertation proposals and vignettes written by lab's doctoral students

Research Assistant, Center for Parent-Child Studies

Department of Psychology, University of Illinois at Urbana-Champaign

Champaign, IL

August 2010 – May 2012

Supervisor: Eva Pomerantz, Ph.D. (PI)

Member of research team investigating how children's upbringing environment influences their academic development and emotional functioning. Research team focused on studying how parental role is shaped differently between China and United States.

- Supervised a team of 7 research assistants in designing, implementing and evaluating 2 research projects including providing oversight on literature reviews, surveys, focus groups, data integration and analysis
- Studied the impact of cultural context on children's development through comparing Chinese and American children's acceptance level to goals imposed by parents
- Analyzed 250 sets of confidential research results from Chinese and American parents and children in SPSS and studied the degree of parental influence on children in both American and Chinese cultures

Research Assistant, Diversity & Mental Health Promotion Lab

Department of Psychology, The Chinese University of Hong Kong

Hong Kong, China

June 2011 – August 2011

Supervisor: Winnie Wing-sze Mak, Ph.D. (PI)

Assisted research supervisor to design and create training and educational materials for healthcare professionals to promote social inclusion of mental health issues and to inspire more bias-free and equal treatment to patients.

- Conducted 18 interviews with patients who had various psychiatric disorders at the outpatient psychiatry unit of North District Hospital, Hong Kong, to understand their perceptions of the quality of treatments provided by mental health professionals
- Created an anti-stigma intervention program to alleviate stigma in hospitals and communities based on an analysis of 150 clinical interviews to increase social awareness when communicating with patients with mental illnesses, such as depression and anxiety

PUBLICATIONS

Peer-reviewed Journal Article

- Wang, K., Anders, C., Ho, Y. C. S., Garrison, Y. L., & Kivlighan, D. M. III. (2023). Asian international psychotherapist's experiences of client's microaggression in therapy. *Psychotherapy*. Advance online publication. <https://doi.org/10.1037/pst0000502>
- Garrison, Y. L., Park, S., Yeung, C. W., Li, Z., Ho, Y. C. S., & Chang-Tran, J. (2022). The social class worldviews of Chinese international students in the United States. *Journal of International Students*, 13(1), 40-58. <https://doi.org/10.32674/jis.v13i1.4013>
- Garrison, Y. L., Yeung, C. W., Ho, Y. C. S., Hong, J., Son, Y., Lin, C.-L. R., & Bermingham, C. (2022). Linguistic minority international counseling psychology trainees' experiences in clinical supervision. *The Counseling Psychologist*, 50(6), 813–844. <https://doi.org/10.1177/0011000022109432>
- Kivlighan, D. M. III, Aloe, A. M., Adams, M. C., Garrison, Y. L., Obrecht, A., Ho, Y. C. S., Kim, J. Y. C., Hooley, I. W., Chan, L., & Deng, K. (2020). Does the group in group psychotherapy matter? A meta-analysis of the intraclass correlation coefficient in group treatment research. *Journal of Consulting and Clinical Psychology*, 88(4), 322- 337. <https://doi.org/10.1037/ccp0000474>
- Mascayano, F., Toso-Salman, J., Ho, Y. C. S., Dev, S., Tapia, T., Thornicroft, G., Cabassa, L. J., Khenti, A., Sapag, J., Bobbili, S. J., Alvarado, R., Yang, L. H., & Susser, E. (2020). Including culture in programs to reduce stigma toward people with mental disorders in low-and-middle income countries. *Transcultural Psychiatry*, 57(1), 140-160. <https://doi.org/10.1177/1363461519890964>
- Liu, W. M., Liu, R. Z., Garrison, Y. L., Kim, J. Y. C., Chan, L., Ho, Y. C. S., & Yeung, C. W. (2019). Racial trauma, microaggressions, and becoming racially innocuous: The role of acculturation and White supremacist ideology. *American Psychologist*, 74(1), 143-155. <https://doi.org/10.1037/amp0000368>
- Lustgarten, S. D., Elchert, D. M., Cederberg, C., Garrison, Y. L., & Ho, Y. C. S. (2017). Readability of informed consent documents at university counseling centers. *Journal of College Student Psychotherapy*, 31(4), 281-296. <https://doi.org/10.1080/87568225.2017.1343108>

Book Chapter

- Ho, Y. C. S., Chan, L., & Liu, W. M. (2020). Culture and social class in mental health. In R. Moodley & E. Lee (Ed.), *The Routledge International Handbook of Race, Ethnicity, and Culture in Mental Health*. New York, NY: Routledge International Handbook.

CONFERENCE PRESENTATIONS

- Cho, W., Lee, C., Han, S., Zhang, S., Lam, C., Ho, Y. C. S., & Huang, J. (2021, October). *The intersection of person and profession: Sustaining our practice as AAPI practitioners*. Difficult dialogue session accepted at the 2021 Annual Convention of Asian American Psychological Association. <https://aapaonline.org/convention/>
- Garrison, Y. & Koo, K. (2021, July). In Y. C. S. Ho, M. Kim, & J. Lee (Chairs), *Asian international psychologists in a racial pandemic: Invisibility and positionality in critical racial dialogues at University Counseling Centers (UCC)*. Roundtable session at the 2021 6th Biennial American Psychological Association Division 45 Research Conference. <https://division45.org/division-45-research-conference/>
- Lee, J., Kim, M., Ho, Y. C. S. (2021, February). *Asian international psychologists in a racial pandemic: Invisibility and positionality in critical racial dialogues at university counseling centers*. Roundtable session presented at the 2021 Annual Winter Roundtable. <https://www.tc.columbia.edu/roundtable/>
- Chen, L., Chong, W., Daruwalla, S., Jeevanba, S. B., Wang, L., & Yong, C. (2020, October). In Y. C. S. Ho & M. Yang (Chairs), *Journeys of an international student to a professional: Challenges and supports in the current sociopolitical context*. Panel session at the 2020 Annual Convention of Asian American Psychological Association. <https://aapa2020.dryfta.com/index.php>
- Chong, S., Wang, L., Ho, Y. C. S. (2020, April). *The revolving identities of international psychologists*. Roundtable session accepted at the 2020 Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)
- Ho, Y. C. S., He, Y. H., Muang, J., & Mahmood, A. (2020, April). Indigenous Healing in Asian cultures. In B. J. Hwang (Chair), *Decolonizing psychological approaches by international psychologists*. Symposium session accepted at the 2020 Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)
- Ho, Y. C. S., Li, J., Wang, S. Y., & Wang, L. (2020, April). *A discussion on the psychological impact on international students and scholars concerning recent protests in Hong Kong and Taiwan*. Roundtable session accepted at the 2020 Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)
- Ho, Y. C. S., Thompson, L., Lappin, A., LaMantia, D. (2020, February). *Personal and professional social justice and advocacy work as a supervisor and supervisee*. Workshop session presented at the 2020 Big Ten Counseling Centers Conference, Northwestern University, Evanston, IL.
- Ho, Y. C. S. (2020, February). *Exploring Chinese healing through identifying Chinese cultural beliefs and values*. Poster session presented at the 2020 Big Ten Counseling Centers Conference, Northwestern University, Evanston, IL.
- Manese, J.E., Ho, Y. C., Carrera, S., & Dodson, M. (2019, August). *Counseling psychology's leadership collaborative: Focus on social justice*. Symposium session presented at the 2019 Annual Convention of American Psychological Association, Chicago, IL.
- Ho, Y. C., Garrison, Y. L., & Yeung, C. W. (2018, August). *A complicated relationship: International students and professionals and the meaning, use, and impact of the English language in microaggression situations*. Interactive session presented at the 2018 Annual Convention of Asian American Psychological Association, City College of San Francisco, San Francisco, CA.
- Ho, Y. C. (2018, August). *Understanding Neurasthenia, a cultural bound syndrome, among Chinese international students at the University of Iowa*. Poster session presented at the 2018 Annual Convention of American Psychological Association Division 17 Counseling Psychology Student Poster Session, San Francisco, CA.
- Kim, J. Y., Ho, Y. C., Goodwin, J. W., Gann, L., Doobay, A., Kivlighan, M., Foley-Nicpon, M. (2018, August). *Social skills intervention effects for postsecondary students with cognitive disabilities*. Poster session presented at the 2018 Annual Convention of American Psychological Association, San Francisco, CA.

- Ho, Y. C. (2018, July). *The implications of utilizing Chinese indigenous healing methods in counseling*. Poster session presented at the 2018 fifth biennial American Psychological Association Division 45 Society for the Psychological Study of Culture, Ethnicity, and Race Research, University of Texas – Austin, Austin, TX.
- Ho, Y. C., La Rosa, K., Amin, S., Cheng, J., Evitts, M. (2018, April). *(Re)modeling the “myth”: Reexamining Asian American Pacific Islander identity, visibility, and allyship*. Roundtable session presented at the 2018 Annual Great Lakes Regional Counseling Psychology Conference, Western Michigan University, Kalamazoo, MI.
- Liu, W. M., Ho, Y. C., Chan, L., & Garrison, Y. L. (2018, February). *Proxy privilege: Beckys and Bradleys justifying their White liberal feminist racism*. Symposium session presented at the 2018 Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.
- Anil, L., Ho, Y. C., & Daruwalla, S. (2017, October). *An outsider’s story: Navigating race-relations, advocacy interests, and identity development as Asian international students and early career professionals*. Difficult dialogue session presented at the 2017 Annual Convention of Asian American Psychological Association, the University of Nevada – Las Vegas, Las Vegas, NV.
- Ho, Y. C. & Chan, L. (2017, October). Let's do this! Surviving the early years of doctoral training. In S. Okazaki (Chair), *Division on Students presents: Making the most out of your graduate school training experience*. Symposium session presented at the 2017 Annual Convention of Asian American Psychological Association, the University of Nevada – Las Vegas, Las Vegas, NV.
- Ho, Y. C., Garrison, Y. L., & Yeung, C. W. (2017, October). *Exploration of "anticipated microaggressions" on college campuses: Discussion of Asian international students' lived experiences*. Interactive session presented at the 2017 Annual Convention of Asian American Psychological Association, the University of Nevada – Las Vegas, Las Vegas, NV.
- Adams, M., Chan, L., Ho, Y. C., Hooley, I., Kim, J. Y. C., Garrison, Y. L., Obrecht, A., Kivlighan, D. M., & Aloe, A. M. (2017, August). *Examining group effects in group therapy: A meta-analysis of the Intraclass Correlation Coefficient*. Poster session presented at the 2017 Annual Convention of American Psychological Association, Washington, D.C.
- Ho, Y. C., Li, X., & Lu, Y. (2017, August). *Cultural and academic adjustments during graduate school*. Roundtable session presented at the 2017 Annual Convention of American Psychological Association Society of Counseling Psychology International Mentoring and Orientation Committee (IMOC), Washington, D.C.
- Ho, Y. C., Chan, L., Garrison, Y. L., Kim, J. Y., Liu, W. M. (2017, March). *A preliminary study of Social Class and Classism Consciousness Scale*. Poster session presented at the 2017 Annual Great Lakes Regional Counseling Psychology Conference, Ball State University, Muncie, IN.
- Liu, W. M., Chan, L., Garrison, Y. L., Kim, J. Y., & Ho, Y. C. (2017, February). *Ferguson and Flint are racialized spaces: Racial geography and multicultural competency*. Symposium session presented at the 2017 Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.
- Ho, Y. C. & Chan, L. (2016, August). *Exploring the feasibility of Neurasthenia, a cultural-bound syndrome, as a diagnosis among Chinese immigrants in the United States*. Poster session presented at the 2016 Annual Convention of Asian American Psychological Association, the University of Colorado Denver, Denver, CO.
- Ho, Y. C., Huang, D., Gu, J., Han, R., Mason, K., Yang, L. H., & Chen, L., (2015, August). *Understanding HIV/AIDS stigma in a multicultural context: Perceptions and attitudes among high-risk Chinese American immigrants in New York City*. Poster session presented at the 2015 Annual Convention of Asian American Psychological Association, Toronto, Ontario, Canada.
- Von Ritzhoff, A., Graham, A., Chen, X., Gu, J., Ho, Y. C., Chen, Z., & Yang, L. H. (2015, August). *Family and community stereotypes towards Chinese immigrant mental health consumers*. Poster session presented at the 2015 Annual Convention of Asian American Psychological Association, Toronto, Ontario, Canada.

- Gu, J., Han, R., Ho, Y. C., & Chen, X. L. (2015, February). *Perception and attitude of high-risk Chinese immigrants towards HIV/AIDS stigma*. Poster session presented at the 2015 Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.
- Cheng, J., Keum, T. B., & Ho, Y. C. (2014, August). *Asian American men: Lived experiences and psychology*. Workshop session presented at the 2014 Annual Convention of Asian American Psychological Association, George Washington University, Washington D.C.
- Ho, Y. C., He, E., & Keum, T. B. (2014, August). *Culturally qualitative study: Understanding family members 'and caregivers' burdens for Chinese schizophrenia consumers*. Poster session presented at the 2014 Annual Convention of Asian American Psychological Association, George Washington University, Washington D.C.
- Keum, T. B., Miles, R., Ho, Y. C., & Hong, J. (2014, August). *Asian American stereotypes and masculinity in sports media: Comparing Jeremy Lin and Tim Tebow*. Poster session presented at the 2014 Annual Convention of American Psychological Association, Washington, DC.
- Qi, W., Jackson, V. W., Ho, Y. C., & Yang, L. H. (2014, August). *Stigma in Chinese Americans with schizophrenia: Effects on longitudinal outcomes*. Poster session presented at the 2014 Annual Convention of American Psychological Association, Washington, D.C.
- Wong, C., Keum, T. B., Ho, Y. C., Chong, J., & Zhang, A. (2014, May). *Ethnic public attitude towards mental illness laws: A Principal Component Analysis*. Poster session presented at the 2014 Annual Convention of Association for Psychological Science, Hilton San Francisco Union Square, San Francisco, CA.
- He, E., Ho, Y. C., Keum, T. B., & Yang, L. H. (2014, March). *Qualitative exploration of culturally relevant caregiver burdens for Chinese schizophrenia consumers*. Poster session presented at The Center for Dignity, Recovery, and Empowerment's International 2014 Annual Convention of Tools for Change, Hilton San Francisco, San Francisco, CA.
- Ho, Y. C., Keum, T. B., Melvin, J., Kim, S., & Hardin, R. (2014, February). *What matters most: A comparison of stigma of mental illness between Chinese immigrants and Caucasian groups*. Poster session presented at the 2014 Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.
- Miles, R., Ho, Y. C., Benson, J. M., & Hansen, M. C. (2014, February). *Stereotyping of Asian and European athletes in popular media: Comparative study between Jeremy Lin and Tim Tebow*. Poster session presented at the 2014 Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.
- Benson, J. M., Ho, Y. C., Miles, R. (2013, October). *Asian American stereotypes in the media*. Poster session presented at the 2013 Annual Diversity Challenge, Boston College, Boston, M.A.
- Ho, Y. C., Benson, J. M., Miles, R., Hansen, M. C., Dorai, M., & Wong, M. (2013, July). *The persistence of Asian American masculinity stereotypes: Comparing newspaper stereotypes between Jeremy Lin and Tim Tebow*. Poster session presented at the 2013 Annual Convention of Asian American Psychological Association, Japanese Cultural Center, Honolulu, HI.
- Keum, T. B., Ho, Y. C., Kim, J., Hardin, R., & Kim, S. (2013, July). *Universal and culture-specific forms of stereotyping among Chinese immigrants with schizophrenia*. Poster session presented at the 2013 Annual Convention of American Psychological Association, Honolulu, HI.
- Kim, J., Keum, T. B., Hardin, R., Ho, Y. C., Kim, S., Chong, J., & Fan, Z. (2013, July). *Qualitative analysis of perceived stereotypes among Chinese immigrants with schizophrenia*. Poster session presented at the 2013 Annual Convention of Asian American Psychological Association, Japanese Cultural Center, Honolulu, HI.
- Ho, Y. C., Kim, S., Kim, J., Hardin, R., & Keum, T. B. (2013, February). *Analysis of universal and culture-specific stereotyping among Chinese immigrants with schizophrenia*. Poster session presented at the 2013 Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.

Yung, J., Corrales, C., Daugherty, D., Ho, Y. C., Johnson, J. A., Keum, T. B., Kohler, L., Louie, M., Mao, S., & Smith, L. (2013, February). *PAR and community research: Collaborators, not participants*. Workshop session presented at the 2013 Annual Winter Roundtable, Teachers College, Columbia University, New York, NY.

INVITED PRESENTATIONS

Floro, M., Her, P., & Ho, Y.C.S. (2022, October). *AAPA post-doc leadership fellows present:*

Intersectionality and cultural nuances across Asians and Asian American communities. Invited to symposium to speak about personal podcast project where AAPI female identified psychologists were interviewed. Annual Asian American Psychological Association Conference.

Ho, Y.C.S. (2022, April). *Mental health and the AAPI & Asian international graduate student experience*.

Invited to online webinar to share knowledge and experiences on working with AAPI and Asian international graduate students about their mental health concerns. University of Iowa Graduate College.

Ho, Y. C. S. (2021, March). *Career path and experiences to become a counseling psychologist*. Invited to speak about career path to become a counseling psychologist. Pui Tak Center Youth Program, Chicago, IL.

Aragula, S. S., Daruwalla, S., Dwiwardani, C., Saha, A., & Song, C. (2021, February). In Y. C. S. Ho & V. Hua (Chairs), *International Student Remote Learning Support*. Invited to lead a panel discussion on supporting international students during pandemic and in remote learning spaces. Asian American Psychological Association and American Psychological Association Society of Counseling Psychology International Section.

Choi, C.C., Hwang, B., Chiao, H. (2020, April). *Support and advocacy for international students during the Covid-19 time: American campus*. Invited to panel discussion to speak about advocacy as a graduate student of color on university campus. Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)

Hwang, B. (2020, April). *Decolonizing psychological approaches by international psychologists: Research/teaching, practice, & (self-) advocacy*. Invited to roundtable discussion to speak about self-advocacy as a minority psychologist in training. Counseling Psychology Conference, New Orleans, LA. (Conference cancelled)

Ho, Y.C., Garrison, Y., & Lin, C.L. (2018, November). *A multicultural perspective to see mental health: theories and applications*. Iowa City Foreign Relations Council, Iowa City, IA.

PROFESSIONAL EXPERIENCES

Founding Chair, Division on International Students and Professionals (DoISAP)

Asian American Psychological Association (AAPA)

February 2022 – Current

- Coordinate and lead monthly executive board meetings to discuss administrative tasks, such as budgeting and potential collaborations with other divisions and organizations, and plan for future events, such as focus groups and panel discussions talking about immigration related stress and resources, for international students and professionals within AAPA
- Collaborate with other divisions to plan for webinars and programs
- Recruit volunteers and committee members to join the division to help with webinar planning, community circle, and mentorship program
- Collaborated with a team of 10 officers to write up petition and by-law documents to establish the division between mid 2020 and early 2022

Post-doctoral Fellow, AAPA Leadership Fellows Program

Asian American Psychological Association (AAPA)

October 2020 – October 2022

- Received mentorship and professional development guidance and support from 3 different AAPA leaders and mentors
- Developed podcast program to interview AAPA leaders who were in three different career stages (i.e., graduate student, early career professional, and mid career professional) to provide support and advice for AAPA members
- Connected with other AAPA leaders in monthly professional development conference calls in the first year of program

Mentoring Subcommittee Co-Chair, International Mentoring and Orientation Committee (IMOC)

Society of Counseling Psychology (SCP) International Section, American Psychological Association

August 2016 – August 2022

- Planned and organized anti-Black racism webinar series for international students and professionals to engage in difficult dialogues about personal biases and assumptions and learn tools and resources to advocate for Black communities
- Recruited mentors and mentees through SCP listserv twice a year to provide ample opportunities for international mentors and mentees to network and communicate throughout the year
- Evaluated the mentorship process by sending out regular surveys and check-in emails to mentor-mentee pairs to encourage regular communications among themselves and modify the program if needed to best fit their needs
- Sent out exit satisfaction survey to mentor-mentee pairs once a year to gather feedback and inquire about their experiences to better evaluate the effectiveness of the program
- Organized mentor-mentee pairs on Google spreadsheet to make sure mentors and mentees get matched throughout the year
- Coordinated tasks with a co-chair to facilitate the process of mentor-mentee matching

Student Representative, Association of Chinese Helping Professionals and Psychologists-International (ACHPPI)

June 2018 – June 2020

- Collaborated with a team of Chinese faculty, mental health practitioners, and psychology doctoral students from both the United States and China to discuss ways to provide resources and support to Chinese mental health practitioners globally
- Attended bi-monthly conference calls to report updates on assigned tasks and receive feedback from team members
- Co-led the newsletter team to publish newsletter once every 3 months to inform Chinese mental health practitioners across the globe on any research highlights and association's announcements

Co-editor in Chief, Asian American Psychological Association Newsletter

Asian American Psychological Association

June 2017 – April 2020

- Helped collect and select article submissions from AAPA community with a 15-member team 4 times a year
- Led monthly meetings to discuss newsletter theme for each newsletter issue and gather feedback from the team
- Communicated closely with article authors and other newsletter team members to facilitate the development of each newsletter issue

Graduate College Graduate Assistantship

Graduate College, The University of Iowa

Iowa City, IA

August 2017 – May 2019

- Planned and organized programs and workshops related to graduate and professional students' career/professional development, such as “*Teaching in a Non-Diverse Classroom Setting in a Predominantly White Institution*”, especially for ethnic minority and international graduate and professional students on university campus
- Promoted collaborative efforts with graduate and professional student organizations and University of Iowa’s departments, such as Center for Diversity and Enrichment, Society of Black Graduate & Professional Students, Latino/a Graduate Student Association, and Association of Multicultural Scientists, to facilitate interdisciplinary communication and address diversity concerns and issues in colleges/departments
- Hosted social events for University of Iowa’s graduate and professional students to establish a platform for networking and resource sharing
- Collaborated with University of Iowa’s International Student and Scholar Services to plan for International Education Week 2018 and inaugural International Education Conference 2019
- Invited to develop and facilitate two workshops: “*Culture in Academia*” and “*Employment*” for University of Iowa’s graduate and professional students to share resources and provide guidance and support for them on their career paths
- Led and planned event programs and logistics for the inaugural National Graduate/Professional Students Appreciation Week 2018 at University of Iowa (April 2-6, 2018) with University of Iowa’s Graduate Professional and Student Government and Graduate Student Senate
- Wrote and received Diversity Catalyst Seed Grant 2018 for the University of Iowa’s Graduate College to fund the development of the inaugural intergroup dialogue training program on UI campus

Expansion Coordinator, Division on Students

Asian American Psychological Association

August 2016 – September 2018

- Served as a liaison between the AAPA Council of Representatives and Division on Students to provide communication and networking platform for the AAPA executive board and student members
- Planned and organized a few webinars for division members to share resources and help advocate for Asian American mental health on various campuses in the United States
- Attended monthly meetings with the division executive board to exchange suggestions and feedback for the development of the division

Presenter, Three-Minute Thesis (3MT)

Graduate College, The University of Iowa

October 2018

Title: *Beyond Talking: Chinese Healing and Therapy*

Manuscript Reviewer

Professional Psychology: Research and Practice, American Psychological Association

May 2018

Title: *Development of the Chinese Irrational Beliefs and Rational Attitude Scale*

Peer Mentor, Bridging Domestic and Global Diversity Program

International Student and Scholar Services, The University of Iowa

Iowa City, IA

November 2016 – May 2017

- Met an hour per week to organize and plan logistics and flow of the bridging program 2017 with 2 international student office staff
- Helped recruit new student participants for the bridging program 2017 on campus by developing and

- disseminating email messages to student leaders
- Facilitated social justice dialogues weekly for 2 hours with 15 mentees and 2 co-instructors and provided relevant and up-to-date social justice information
- Explored and suggested steps to guide student participants in the program to plan for their end-of-semester presentations regarding social justice issues, e.g. gender, race, and religion

Group Co-leader, UNITED IOWA

(Funded through the University of Iowa Graduate and Professional Student Government)

Counseling Psychology Program, The University of Iowa

Iowa City, IA

January 2016 – March 2016

- Led 3 two-hour diversity workshops to connect domestic and international students
- Raised discussion questions to challenge participants' personal assumptions and biases toward particular multicultural identities, such as gender, race/ethnicity, religion, etc.
- Provided a platform for attendees to reflect on social justice issues happened on campus and how participants can combat against those issues

Vice Chair, International Student Advisory Board

International Student and Scholar Services, The University of Iowa

Iowa City, IA

September 2015 – May 2016

- Attended biweekly meetings to share ideas and thoughts on how to create a more inclusive learning environment for international students on campus
- Served as a bridge between international student body and administrators of the university to allow Provosts and Presidents to understand struggles and difficulties international students faced
- Organized outreach activities in dormitories and cultural houses across campus to advocate for international students and facilitate dialogues and discussions regarding different social justice issues, such as racism
- Organized and planned International Students Open Forum every semester so as to gather administrators and international students around to communicate and exchange feedback

Student Ambassador, Eating Disorder Awareness Advocacy Program

University Counseling Service, The University of Iowa

Iowa City, IA

September 2015 – May 2016

- Received 3 days 9-hour long trainings on nutrition, body image, psychological and medical symptoms clients with eating disorders faced to prepare program members for outreach events
- Organized outreach activities, such as Fat Talk Free Week in mid-October 2015 and National Eating Disorders Awareness Week in February 2016 to promote positive body image and healthy eating habits on campus

Student Member, Organization for the Active Support of International Students (OASIS)

International Student and Scholar Services, The University of Iowa

Iowa City, IA

September 2015 – December 2015

- Attended weekly meetings to discuss proposed events, such as cultural ball, which helped bridge domestic students and international students in a social setting
- Shared ideas and insights on how to increase inclusivity and visibility of international students on campus so as to allow more platforms for international students to speak up their college experiences

- Served as a Master of Ceremony (MC) for 2016 annual cultural ball

Office Assistant, International Student Services

Teachers College, Columbia University

New York, NY

January 2014 – May 2014

- Provided basic consultation for international students about course registering, internship requirements and immigration questions to help students orient into U.S. education system and ensure their requests are fulfilled in time
- Managed administrative tasks such as answering phone calls and maintaining confidential documents

Organizing Committee Member, International Student Psychological Association (ISPA)

Teachers College, Columbia University

New York, NY

September 2013 – May 2014

- Facilitated a workshop on adjustment and acculturation to help newly-admitted international students through orientations
- Coordinated with 5 other committee members to promote monthly social events via Facebook and forums
- Managed volunteer recruitment for the monthly tea talk event, recruiting 20-30 volunteers for each session

Summer Intern, International Student Services

Teachers College, Columbia University

New York, NY

June 2013 – October 2013

- Facilitated 2 psychoeducational workshops titled “Exploring Good Food Options in New York City” and “Don’t worry, Be happy: How to Deal with Stress” as part of the Fall international students orientation program to offer support, resources, and empathy to new students
- Developed programs to help international students build connections and better navigate the new environment
- Actively participated in weekly intern meetings to discuss event planning and share best practices in fulfilling students’ requests and working under pressure

VOLUNTEERING EXPERIENCE & ACTIVITIES

American Psychological Association

- Division 17 International Practicing Psychologists Support Committee, 2020 – Current
- Division 17 International Section Anti-Black Racism taskforce, 2020 – 2022
- Division 17 (Society of Counseling Psychology) International Section Legal Support Committee, 2021 – 2022
- 2019 Division 45 (Society for the Psychological Study of Culture, Ethnicity and Race) Conference Program Planning Committee Member, 2018 – 2019
- 2018 Annual American Psychological Association Conference Division 52 Hospitality Suite Volunteer, 2018
- 2018 Annual American Psychological Association Conference CE Workshop Volunteer, 2018
- 2018 Biennial American Psychological Association Division 45 Conference Volunteer, 2018

Asian American Psychological Association

- Education and Training Council, 2017 – 2023

- 2020-2022 Post-Doctoral Leadership Fellow, 2020 – 2022
- Division on Practice Communications Chair, 2020 – 2022
- Annual Conference Planning Committee (Book Sales co-chair), 2018 – 2019
- Annual Conference Planning Committee (Poster Session co-chair), 2016 – 2017
- 2014 and 2015 Annual Conference Volunteer, 2014 and 2015
- Publication and Marketing Committee Volunteer, Division on Students, 2013
- Annual Convention Proposal Review Committee Member, 2013 – 2018

The University of Iowa, Iowa City, IA

- University Counseling Service Case Worker Reviewer, 2018
- Asian and Pacific American Cultural House 15 Years Anniversary Planning Committee Member, 2017 – 2018
- LGBTQ Among International Students Workshop Facilitator, 2017
- Office of Graduate Inclusion Member, 2016 – 2017
- Graduate Student Leaders for Campus Change (GSL-CC) Cohort Member, 2016 – 2018
- Mental Health Awareness Workshop and Suicidal Prevention Workshop Group Facilitator, 2015 and 2016
- Bridging Domestic and Global Diversity Program Participant, 2016

Teachers College, Columbia University, New York, NY

- Social Media and Advertising Team Volunteer, TEDx Teachers College, 2012 –2013
- Volunteer, National Depression Screening Day 2012

University of Illinois at Urbana-Champaign, Urbana-Champaign, IL

- Participant, Annual Illinois Half Marathon, April 28 2012
- Participant, Alternative Spring Break & The National Coalition for the Homeless at Washington D.C., 2012
- Mentor, Illini Mentor Program, 2011 – 2012
- Social Empowerment Coordinator, Volunteer Illini Project, 2010 – 2011

Provena Covenant Medical Center, Urbana, IL

- Volunteer, Occupational Therapy Department, 2011 – 2012

Bellevue Community College, Bellevue, WA

- Social Events Coordinator, Peer to Peer Volunteering and Tiered Mentoring Program, 2009 – 2010
- Vice President, International Student Association, 2009 – 2010
- Event Coordinator, Office of Student Legislative Affairs, 2009

HONORS AND AWARDS

The University of Iowa, International Student and Scholar Services

The Inaugural Global Student Award 2019

International Student Advocate Award, 2016, 2017, 2018, 2019, 2024

The University of Iowa, Office of the Executive Vice President and Provost

Diversity Catalyst Seed Grant 2018 (award amount: \$1500)

The University of Iowa, Graduate Professional and Student Government

Conference Travel Grant 2018

The University of Iowa, Graduate Students Senate

Conference Travel Award 2016, 2018

The University of Iowa, College of Education

Audrey Qualls Commitment to Diversity Award, 2019
Office of the Dean Graduate Student Travel Award 2016, 2017, 2018, 2019
Audrey Qualls Travel Award 2016, 2017, 2018, 2019
Graduate Student Research Award 2016, 2017, 2019 (each award amount: \$500)
Franklin Stone International Student Award 2019
Paul Opstad Scholarship 2016

Teachers College, Columbia University

Winter Roundtable 2013 and 2014 Poster Scholarship

American Psychological Association

Anne Anastasi Student Poster Recognition Award, 2013 Annual APA Convention, Honolulu, HI

Asian American Psychological Association

Travel Awards for 2013 and 2014 Annual AAPA Conventions

University of Illinois at Urbana-Champaign

The Diversity and Social Justice Education Training Program, 2012

Bellevue Community College

Office of Student Legislative Affairs Service Award, 2010

Peer to Peer Volunteering and Tiered Mentoring Program Service Award, 2010

PROFESSIONAL QUALIFICATIONS

Computer:

Data analysis (SPSS): Data entry, data analysis, and data management

Online literature database search, e.g. ProQuest, PsycINFO, EBSCO

Microsoft Office

Photoshop

Prezi

ATLAS TI

Research:

Consensual Qualitative Research (CQR)

Content analysis

Literature review

Languages:

Cantonese: Native fluency in speaking, reading, and writing

Mandarin: Native fluency in speaking, reading, and writing

Korean: Elementary proficiency in speaking, reading, and writing

PROFESSIONAL AFFILIATIONS

American Psychological Association (APA), 2012 – Current

- APA Division 17: Society of Counseling Psychology, Professional Affiliate, 2020 – Current
- APA Division 17: Society of Counseling Psychology, Student Affiliate, 2012 – 2020
- American Psychological Association of Graduate Students, 2012 – 2020

Asian American Psychological Association (AAPA), Student Affiliate, 2012 – 2020

Asian American Psychological Association (AAPA), Professional Affiliate, 2020 – Current

Psi Chi, Psychology Honors Society Member, 2011 – 2020