

SHARON K. ANDERSON

EDUCATION

- 1993 Ph.D., Counseling Psychology, Cognate: Professional Psychology, APA-approved program, University of Denver.
- 1981 M.A., Counselor Education, CACREP-accredited program, University of Wyoming.
- 1978 B.A., English and Psychology Education, University of Wyoming.

PROFESSIONAL LICENSES

Licensed Psychologist, Colorado, License No. 1971, 1995–Current.
Professional Counselor License, Wyoming, July 1988–December 1992.

SUMMARY OF PROFESSIONAL EXPERIENCE

- 2006–2009 Director of Graduate Programs, School of Education, Colorado State University.
- 2012–present Professor, School of Education, Colorado State University
- 2000–2012 Associate Professor, School of Education, Colorado State University.
- 1999–2004 Program Chair, Counseling and Career Development, School of Education, Colorado State University.
- 1994–2000 Assistant Professor, School of Education, Colorado State University.
- 1996–2000 State Approved Jurisprudence Workshop Provider, CO.
- 1995–present Private Clinical Practice and Consulting, Fort Collins, CO.
- 1993–1994 Staff Psychologist and Coordinator of Peer Education/Counselor, Iowa State University, APA-accredited Program.
- 1992–1993 Psychology Intern, APA-accredited Program, Wichita Collaborative Psychology Internship Program.
- 1982–1988 Project Director and Administrator, Upward Bound and Educational Talent Search Programs, University of Wyoming.
- 1981–1982 Counselor, Student Support Services and Upward Bound, University of Wyoming.
- 1978–1979 Middle School Teacher, English Department, Rock Springs, Wyoming.

TEACHING EXPERIENCE IN HIGHER EDUCATION

Professor	Counseling and Career Development (Master Program) and Higher Education Leadership (Doctoral Program), School of Education, Colorado State University, September 2012 to present. Graduate courses taught: Practicum, Ethical and Legal Issues in Counseling, Mental Health Issues in Counseling, Counseling for Social and Cultural Diversity, Multicultural Issues in Education, Professionalism in Education and Leadership.
Associate Professor	Counseling and Career Development Master Program, School of Education, Colorado State University, September 2000–2011. Graduate courses taught: Internship, Practicum, Ethical and Legal Issues in Counseling, Mental Health Issues in Counseling, Multicultural Issues in Education, and Adult Teaching and Learning (Adult Education-ITI Program).
Assistant Professor	Counseling and Career Development Master Program, School of Education, Colorado State University, August 1994–August 2000. Graduate courses taught: Individual Counseling and Theory, Group Counseling, Internship, Practicum, Ethical and Legal Issues in Counseling, Mental Health Issues in Counseling, and Educational Psychology for Teacher Licensure.
Associate Professor	Community College Leadership and College and University Leadership Doctoral Specializations in the School of Education, Colorado State University, August 2007–present. Graduate course taught: Professionalism in Education and Leadership.
Assistant Lecturer	Psychology Department, Wichita State University, January–May 1993. Course: General Psychology.
Teaching Assistant	Counseling Psychology Department, University of Denver, Denver, CO, January–March 1992. Course: Professional Ethics in Counseling.
Instructor	Psychology Department, Metropolitan State College, Denver, CO, August 1991–May 1992. Course: Introduction to Psychology.

PUBLICATIONS/RESEARCH

Refereed and Invited Articles (28)

- Aragon, A., AlDoubi, S., Kaminski, K., **Anderson, S. K.**, Isaacs, N. (In Press). Social Networking Boundaries and Limitations. Part I - Ethics. *Tech Trends*.
- Isaacs, N., Kaminski, K., Aragon, A., **Anderson, S. K.**, AlDoubi, S. (In Press). Social Networking Boundaries and Limitations. Part II - Policy. *Tech Trends*.
- Anderson, S. K.**, Peila-Shuster, J. J., Aragon, A. (2012). Cross cultural career counseling: Ethical issues to consider. *Career Planning and Adult Development Journal*, 28, 127–138.
- Anderson, S. K.**, & Handelsman, M. M. (2012). doi: 10.1007/s10879-012-9219-3. A positive and proactive approach to the ethics of the first interview. *Journal of Contemporary Psychotherapy*.
- Elliot, C.A., Kennedy, C., Morgan, G., **Anderson, S.K.**, & Morris, D. (2012). Undergraduate physical activity and depressive symptoms: A national study. *American Journal of Health Behavior*, 36(2), 230-241.
- Mone, J., MacPhee, D., **Anderson, S.K.**, & Banning, J. (2011). Family members' narratives of divorce and interparental conflict: Implications for parental alienation. *Journal of Divorce & Remarriage*, 52, 642-667.
- Anderson, S. K.** (2011). Ethics and working with international students from the Mideast/Africa region: Whose ethics? Theirs? Mine? Ours? [Special edition: Career development in the Middle East and North Africa] *Career Planning and Adult Development Journal*, 27, 10–19.
- Middleton, V. A., **Anderson, S. K.**, & Banning, J. H. (2009). The journey to understanding privilege: A meta-narrative approach. *Journal of Transformative Education*, 7(4), 294–311.
- Anderson, S. K.** (2009). A proactive approach to teaching ethics: From the inside-out. *Career Planning and Adult Development Journal*, 25, 134–146.
- Folkestad, J. E., & **Anderson, S. K.** (January 2009). Investigating the promise of mass-customized education: A content analysis of self-reported descriptions of web 2.0-learning tools based on multiple intelligence theory. *i-manager's Journal of Educational Psychology*, 2(3), 34–47.
- Anderson, S. K.**, Lujan, L., & Hegeman, D. (Winter 2009). Prepared for challenges: The importance of professional and institutional ethical identity. In P. Farrell & C. Harbour (Eds.), *New directions for community colleges—Institutional ethics* (pp. 17–29). San Francisco, CA: Wiley Periodicals.
- Bashe, A., **Anderson, S. K.**, Handelsman, M. M., & Klevansky, R. (2007). An acculturation model for ethics training: The ethics autobiography and beyond. *Professional Psychology: Research and Practice*, 38, 60–67.

- Harbour, C. P., Middleton, V., Lewis, C., & **Anderson, S. K.** (2004). Naming the other: How dominant culture privilege and assimilation affect selected underrepresented populations at the community college. *The Community College Journal of Research and Practice*, 27, 829–842.
- Anderson, S. K.**, & Middleton, V. (January/February 2002). You want me to do what? The cultural and psychological struggle of putting a course online. *The Technology Source*. Retrieved from <http://ts.mivu.org/default.asp?show=issue&id=85>
- Teng, L. Y., Morgan, G. A., & **Anderson, S. K.** (2001). Career development among ethnic and age groups of community college students. *Journal of Career Development*, 28(2), 115–127.
- Anderson, S. K.**, & Davies, T. G. (2000). An ethical decision-making model: A necessary tool for community college presidents and their boards of trustees. *Community College Journal of Research and Practice*, 24(9), 711–727.
- Anderson, S. K.**, Franco, H., & Handelsman, M. (2000). Colorado psychotherapists: Judgments of the Colorado licensing and grievance boards. *Ethics and Behavior*, 10(2), 173–183.
- Anderson, S. K.**, Macphee, D., & Roley, D. (2000). Infusion of multicultural issues in curricula: A student perspective. *Innovative Higher Education*, 25(1), 37–58.
- LaSage, K., Kennedy, C., McMillen, B., Morris, D., & **Anderson, S.** (1999). Application of the stages of change model to promote physical activity in college students. *Research Quarterly for Exercise and Sport*, 70(1), A–112.
- Rivera, A. A., **Anderson, S. K.**, & Middleton, V. A. (1999). A career development model for Mexican-American women. *Journal of Career Development*, 26(2), 91–106.
- Anderson, S. K.**, & Kitchener, K. S. (1998). Nonsexual post-therapy relationships: A conceptual framework to assess ethical risks. *Professional Psychology: Research and Practice*, 29, 91–99.
- Anderson, S. K.**, & Banning, J. (1998). Creating an ethical environment: A journey looking for a roadmap. *Journal of Student Affairs*, 7, 26–34.
- Anderson, S. K.** (1997). Nonromantic/nonsexual relationships with former clients: Implications for psychologists' training. *Level 1 Publication for resources in education*. (ERIC Document Reproduction Service No. ED CG027833)
- Anderson, S. K.**, & Banning, J. (1997). Qualitative analysis: Themes of the first five years of the CSU Journal of Student Affairs. *Journal of Student Affairs*, 6, 7–11.
- Anderson, S. K.**, & Kitchener, K. S. (1996). A critical incident study of nonromantic/nonsexual relationships between psychologists and former clients. *Professional Psychology: Research and Practice*, 27(1), 59–66.
- Von Stroh, P., Mines, R. A., & **Anderson, S. K.** (1995). Impaired clergy: Application of ethical principles. *Counseling and Values*, 40(1), 6–14.
- Mines, R. A., **Anderson, S. K.**, & Von Stroh, P. (1991). Impaired professional and employee assistance programs: Applications of ethical principles. *Employee Assistance Professional Exchange*, 21(12), 26–29.

Sherry, P., Teschendorf, R., **Anderson, S.**, & Guzman, F. (1991). Ethical beliefs and behaviors of college counseling center professionals. *Journal of College Student Development*, 34(4), 350–358.

Book Chapters—Published (15)

Anderson, S.K., & Peila-Shuster, J. (In Press). Academic Advising: Considering Ethics and Using the Ethical Acculturation Lens. In J. Irons & R. L. Miller (Eds.), *Academic advising: A handbook for advisors and students*. Syracuse, NY: Society for the Teaching of Psychology. Available from the STP web site: <http://www.teachpsych.org/teachpsych/pnpp/>.

Anderson, S. K., Williams, P., & Kramer, A. (2011). Life and executive coaching: Some ethical issues for consideration. In S. J. Knapp, M. M. Handelsman, M. C. Gottlieb, & L. D. VandeCreek (Eds.), *APA handbook of ethics in psychology: Practice, teaching, and research* (Vol. 2, pp. 169–181). Washington, DC: American Psychological Association.

Handelsman, M. M., Bashe, A., & **Anderson, S. K.** (2011). Ethics of psychotherapy and counseling. In R. L. Miller, E. Balcetis, S. R. Burns, D. B. Daniel, B. K. Saville, & W. D. Woody (Eds.), *Promoting student engagement: Activities & demonstrations for psychology courses* (Vol. 2, pp. 193–197). Syracuse, NY: Society for the Teaching of Psychology. Available from the STP web site: <http://teachpsych.org/resources/e-books/pse2011/vol2/index.php>

Anderson, S. K., & Middleton, V. A. (2011). An awakening to privilege, oppression, and discrimination. In **S. K. Anderson** & V. A. Middleton, *Explorations in diversity: Examining privilege and oppression in a multicultural society* (2nd ed., pp. 5–10). Belmont, CA: Thomson Brooks/Cole Cengage Learning.

Middleton, V. A., Banning, J. H., **Anderson, S. K.**, & Paguyo, C. (2011). The journey to understanding privilege: A meta-narrative approach. In **S. K. Anderson** & V. A. Middleton, *Explorations in diversity: Examining privilege and oppression in a multicultural society* (2nd ed., pp. 131–136). Belmont, CA: Thomson Brooks/Cole Cengage Learning.

Gilley, J. W., **Anderson, S. K.**, & Gilley, A. (2008). Ethics in human resources. In S. Quatro (Ed.), *Executive ethics: Ethical dilemmas and challenges for the C-suite* (pp. 191–212). Charlotte, NC: Information Age Publishing.

Anderson, S. K., Harbour, C., & Davies, T. (2007). Professional ethical identity development and community college leadership. In D. M. Hellmich (Ed.), *Ethical leadership in the community college: Bridging theory and daily practice* (pp. 61–76). Bolton, MA: Anker Publishing.

Harbour, C., **Anderson, S. K.**, & Davies, T. (2007). Compromised professional ethical identity development and community college leadership. In D. M. Hellmich (Ed.), *Ethical leadership in the community college: Bridging theory and daily practice* (pp. 166–181). Bolton, MA: Anker Publishing.

Anderson, S. K., Wagoner, H., & Moore, G. K. (2006). Ethical choice: An outcome of being, blending, and doing. In P. Williams & **S. K. Anderson** (Eds.), *Law and ethics in*

coaching: How to solve and avoid difficult problems in your practice (pp. 39–61). Hoboken, NJ: John Wiley & Sons.

Zur, O., & **Anderson, S. K.** (2006). Multiple role relationships in coaching. In P. Williams & **S. K. Anderson** (Eds.), *Law and ethics in coaching: How to solve and avoid difficult problems in your practice* (pp. 125–139). Hoboken, NJ: John Wiley & Sons.

Anderson, S. K. (2004). What's in a color? In L. Flowers (Ed.), *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals* (pp. 74–77). Springfield, IL: Charles C Thomas • Publisher, Ltd.

Anderson, S. K., & Kitchener, K. S. (2003). Nonromantic, nonsexual posttherapy relationships between psychologists and former clients: An exploratory study of critical incidents. In D. Bersoff (Ed.), *Conflicts in psychology* (3rd ed., pp. 550–600). Washington, DC: American Psychological Association.

Kitchener, K. S., & **Anderson, S. K.** (2000). Ethics: Old themes—new issues. In S. D. Brown & R. W. Lent (Eds.), *Handbook of counseling psychology*, (3rd ed., pp. 50–82). New York, NY: John Wiley & Sons, Inc.

Anderson, S. K., & Kitchener, K. S. (1999). A critical incident study of nonromantic/nonsexual relationships between psychologists and former clients. In D. Bersoff (Ed.), *Conflicts in psychology* (2nd ed., pp. 247–253). Washington, DC: American Psychological Association.

Anderson, S. K. (1996). Career counseling: An emotionally intimate relationship that requires ethical consideration. In G. Walz and R. Feller (Eds.), *Optimizing life transitions in turbulent times: Exploring work, learning, and careers*, (pp. 341–348). Greensboro, NC: ERIC/CASS Publications.

Articles in Press or Accepted

Aragon, A., AlDoubi, S., Kaminski, K., **Anderson, S. K.**, Isaacs, N. (In Press). Social Networking Boundaries and Limitations. Part I - Ethics. Tech Trends.

Isaacs, N., Kaminski, K., Aragon, A., **Anderson, S. K.**, AlDoubi, S. (In Press). Social Networking Boundaries and Limitations. Part II - Policy. Tech Trends.

Anderson, S.K., & Peila-Shuster, J. (In Press). Academic Advising: Considering Ethics and Using the Ethical Acculturation Lens. In J. Irons & R. L. Miller (Eds.), *Academic advising: A handbook for advisors and students*. Syracuse, NY: Society for the Teaching of Psychology. Available from the STP web site: <http://www.teachpsych.org/teachpsych/pnpp/>.

Published Books (5)

Kitchener, K. S., & **Anderson, S. K.** (2011). *Foundations of ethical practice, research, and teaching in psychology and counseling* (2nd ed.). New York, NY: Routledge/Taylor & Francis Group. (349 pages)

Anderson, S. K., & Middleton, V.A. (Eds.). (2011). *Explorations in diversity: Examining privilege and oppression in a multicultural society* (2nd ed.). Belmont, CA: Thomson Brooks/Cole. (285 pages)

Anderson, S. K., & Handelsman, M. M. (2010). *Ethics for psychotherapists and counselors: A proactive approach*. Malden, MA: Wiley/Blackwell. (253 pages)

Williams, P., & **Anderson, S. K.** (Eds.). (2006). *Law and ethics in coaching: How to solve and avoid difficult problems in your practice*. Hoboken, NJ: John Wiley & Sons. (289 pages)

Anderson, S. K., & Middleton, V. A. (Eds.). (2005). *Explorations in privilege, oppression, and diversity*. Belmont, CA: Thomson Brooks/Cole. (201 pages)

International, National, Regional, State, University, and Community Presentations

Anderson, S.K. *Utilizing ethics autobiographies and narratives to foster professional ethical identities*. Paper presentation. In E.Welfel (Chair), *Making graduate and continuing ethics training, engaging, relevant, and inspiring*. Symposium conducted at the annual meeting of the American Psychological Association, Honolulu, HI. August 2013.

Peila-Shuster, J., **Anderson, S.K.**, Tate, K., & Rush, L.C. *Socially Just Career Counseling: What's Critical Consciousness, Privilege and Ethics Got to Do With It?* Paper presentation. Annual Conference of National Career Development Association, Boston, MA. July 2013.

Anderson, S. K. *Ethical acculturation and professional ethical identity in ethical decision making*. Paper presentation. In K. Kitchener (Chair), *Philosophical and psychological problems with ethical decision making models*. Symposium conducted at the annual meeting of the American Psychological Association, Orlando, FL. August 2012.

Anderson, S.K. & Wentworth, R. *Ethical acculturation: A possible model for all disciplines*. Paper presentation, Society for Ethics Across the Curriculum, 13th International Conference on Ethics Across the Curriculum, St. Louis, MO. November 2011.

Anderson, S. K. *The techie therapist*. Panel of experts, Colorado Association of Marriage and Family Therapists Membership Meeting, Denver, CO. March 2011.*

Anderson, S. K. *A proactive approach to building an ethical identity within the school culture*. Paper presentation, National Educators Program, Beaver Creek, CO. April 2010.

Anderson, S. K., Folkestad, J., & Aldoubi, S. *Faculty use of social networking: Ethical issues considered*. Roundtable discussion, ELearn 2009, World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Vancouver, BC, Canada. October 2009.

Anderson, S. K., Jennings, L., Lynham, S., Mason, A., Sanders, E., & Scott, M. *Experiences of faculty of color at CSU: A pilot study in the College of Applied Human Sciences*. Paper presentation, Colorado State University 9th Annual Diversity Conference, Fort Collins, CO. September 2009.

Anderson, S. K., Middleton, V. M., Banning, J., & Pauygo, C. *The journey to understanding privilege: What we learned from a meta-narrative approach*. Paper presentation, 2009 Pedagogy of Privilege: Teaching, Learning, & Praxis, University of Denver, Denver, CO. June 2009.

Lujan, L., & **Anderson, S. K.** *Prepared for challenges: The importance of an institutional ethical identity.* Roundtable discussion, Council for the Study of Community Colleges Annual Conference, Phoenix, AZ. April 2009.

Anderson, S. K., Kuk, L., Zimmerman, T., Banning, J., & Kees, N. *Journey toward tenure: Eliminating barriers and creating successful pathways.* Roundtable discussion, Research on Women and Education Annual Conference, Arlington, VA. November 2008.

Anderson, S. K., Hardy, D. E., & Harbour, C. P. *The teaching and learning of ethics in higher education graduate programs: Curricular approaches, content concerns, and issues of relevancy.* Roundtable discussion, Council for the Study of Community Colleges Annual Conference, Philadelphia, PA. April 2008.

Kitchener, K. S., & **Anderson, S. K.** *Blunders and blinders: Ethical problems in clinical supervision.* Paper presentation and workshop, Ninth Annual Seton Hall University Clinical Supervision Conference, Seton Hall University and The New Jersey Psychological Association, South Orange, NJ. October 2007.*

Anderson, S. K., Harbour, C. P., & Davies, T. G. *Professional ethical identity development and community college leadership.* Paper presentation, Division J. American Educational Research Association Annual Meeting, Chicago, IL. April 2007.

Harbour, C. P., **Anderson, S. K.**, & Davies, T. G. *A conceptual framework for promoting ethical identity development for community college leaders.* Paper presentation, Council for the Study of Community Colleges Annual Conference, Tampa, FL. April 2007.

Bianco, M., **Anderson, S. K.**, Wilson, C., & Garrison-Wade, D. *Addressing teacher dispositions with pre-service teachers: Strategies for teacher education programs.* Paper presentation, Teacher Education Division of the Council for Exceptional Children Conference, San Diego, CA. November 2006.

Williams, P., & **Anderson, S. K.** *The law and ethics in coaching: Using critical thinking skills to stay out of trouble.* Poster session, ICF European Coaching Conference, Brussels, Belgium. May 2006.

Anderson, S. K. *Coming to know one's privilege.* Paper presentation, Annual Women in Educational Leadership Conference, Lincoln, NE. October 2005.

Anderson, S. K. *Got privilege—Let's talk.* Paper presentation, Annual Diversity Conference, Colorado State University, Fort Collins, CO. September 2005.

Anderson, S. K. Guest speaker, The Fort Collins Human Relations Commission, Fort Collins, CO. May 2005.*

Anderson, S. K. *Learning and unlearning privilege: Implications for psychologists.* Workshop, Rocky Mountain Psychological Association, Phoenix, AZ. April 2005.

Anderson, S. K., & Handelsman, M. *When do you fire a therapist?* Workshop, Rocky Mountain Psychological Association, Phoenix, AZ. April 2005.

Schans, B., & **Anderson, S. K.** *Ethical reasoning in students and graduates of radiologic technology programs.* Panel presentation, 2005 Hawaii International Conference on Education, Honolulu, HI. January 2005.

Wagoner, H., & **Anderson, S. K.** *Career education in the Rocky Mountain region: The perceptions of vocational and academic secondary educators in a rural state.* Panel presentation, 2005 Hawaii International Conference on Education, Honolulu, HI. January 2005.

Anderson, S. K., & Middleton, V. *"Invisible people": Explorations in diversity, privilege, and oppression—Educating counselors and teachers in training.* Roundtable discussion, Hawaii International Conference on Education, Honolulu, HI. January 2003.

Anderson, S. K. *Nonsexual relationships: Assessing and decreasing the ethical risk.* Workshop, facilitated by American Psychological Association, Washington, DC. August 2000.

Anderson, S. K., Franco, H., Handelsman, M., & Silver, J. *Politics, sanctions, and judgments of mental health regulation.* Poster session, the annual American Psychological Society Convention, Denver, CO. June 1999.

Rivera, A. A., **Anderson, S. K.**, Middleton, V. A. *A career development model for Mexican-American women.* Paper presentation, the annual meeting of the American Educational Research Association, Montreal, Canada. April 1999.

Anderson, S. K. *Teaching from the heart.* Roundtable discussion, Teaching and Learning Center, Colorado State University, Fort Collins, CO. August 1998.

Anderson, S. K., Roley, D., & Smith, C. *Nonromantic-nonsexual post-therapy relationships: The former client's perception.* Paper presentation, the annual meeting of the American Psychological Association, Chicago, IL. August 1997.

Anderson, S. K., MacPhee, D., & Roley, D. *Infusion of multicultural issues in curricula: A student perspective.* Poster session, the annual meeting of the American Psychological Association, Chicago, IL. August 1997.

Anderson, S. K. *Equity and ethics.* Paper presentation, meeting of the Colorado Institute for Gender Equity in Vocational Education, Denver, CO. April 1997.

Anderson, S. K. *Creating an ethical climate for positive results.* Paper presentation, annual meeting of the Colorado Association of Vocational Administrators, Colorado Springs, CO. February 1997.

Anderson, S. K. *Nonromantic/nonsexual relationships with former clients: Implications for psychologists.* In K. Kitchener (Chair), *Training of ethical psychologists—Implications of current research.* Symposium conducted at the annual meeting of the American Psychological Association, Toronto, Canada. August 1996.

Anderson, S. K. *Ethical sensitivity and nonromantic/nonsexual relationships with former clients.* K. Kitchener (Chair). Symposium conducted at the annual meeting of the American Psychological Association, Toronto, Canada. August 1993.

Mines, R., Von Stroh, P., & **Anderson, S. K.** *Meta-ethical considerations for the EAP provider in working with impaired professionals.* Paper presentation, the annual meeting of the Western District of Employee Assistance Professional Association, Las Vegas, NV. October 1992.

Mines, R., **Anderson, S. K.**, & Graham, R. J. *A meta evaluation model for EAP practitioners.* Paper presentation, the annual meeting of the Employee Assistance Professional Association, San Diego, CA. 1991.

Anderson, S. K. Increasing ethical sensitivity through the teaching of ethics. In P. Sherry (Chair), *Increasing ethical awareness in counseling centers: Teaching, supervision, ethnic issues*. Symposium conducted at the annual meeting of the American College Personnel Association, St. Louis, MO. March 1990.

Anderson, S. K. *Teaching ethics*. Paper presentation, meeting of the Colorado College Personnel Association, Denver, CO. February 1990.

* Invited presentations

GRANTS (6 of 10 Funded)

External

Solutions for STEM Undergraduate Retention: Addressing the Social and Emotional Demands on New College Students. (2012). **Principal Investigator.** It is an undisputed reality that the United States must increase the number of highly-qualified Science, Technology, Engineering, and Math (STEM) graduates in order to meet the needs of our changing workforce. The ultimate goal of this project is to increase the number of students graduating with STEM degrees at Colorado State University by making a concentrated effort to mitigate student attrition. This program offers College Adjustment Counseling (CAC) services to all new STEM students. These services are targeted at helping students make the social and emotional adjustments necessary for a successful transition into college. Students will be required to attend at least one CAC session in their first semester and one in their second, because attrition is most severe in the first year. CAC sessions will be conducted by specially trained counselors who will help students navigate their way through the variety of social and emotional issues presented to new college students. Based on the results of previous research, we are anticipating that the retention rates of first year students to increase from 66% to 79%. Based on our enrollment estimates this will result in an average of 74 new graduates per year and a total of 360 new motivated, interested, and academically prepared STEM students by the conclusion of the 5 year project. \$1,732,403. Funding source: National Science Foundation (NSF). *Not Funded*

Using the Ethical Acculturation Model to Develop the Professional Ethical Identity of Engineering and Science Students. (2012). **Principal Investigator.** We combine education and research objectives in an innovative project to foster and assess the development of professional ethical identities of graduate and advanced undergraduate students. The proposal's education objective is to develop and implement a proactive curriculum infusion based on the Ethical Acculturation Model (EAM) to enhance and create long-term improvement in ethics education. Making the ethical acculturation process more explicit may help graduate and advanced undergraduate students evaluate how their personal ethics, values, and other pieces of their background connect or overlap with the ethics, values, and traditions of the engineering and science professions. Our project meets the call to help "socialize" graduate and advanced undergraduate students into their engineering or science profession by purposefully helping them explore their professional ethics as those ethics intersect with their personal and societal roles, thus helping them to develop coherent professional ethical identities. \$1,732,403/299,916. Funding source: National Science Foundation (NSF). *Not funded.*

Investigating Models of Ethical Behavior and Ethical Acculturation to Increase Research Integrity. (2011). **Principal Investigator.** The project's goal is to introduce the Ethical Acculturation Model (EAM) into RCR training and evaluate its impact on the ethical behavior of students in training for research careers. The EAM model proposes that as people enter into a new professional culture, they use one of four ethical strategies to adapt: 1) integration, 2) assimilation, 3) separation, or 4) marginalization. Ethicists have suggested a relationship between the EAM model and Rest's Model of Ethical Behavior. Infusing material and discussion about the ethical acculturation process into RCR training may result in students moving beyond memorization of ethical rules and decision-making models and increasing their skills in each of Rest's four components. In summary, this project, which uses a quasi-experimental approach, will compare the relative effectiveness of the RCR curriculum infused with EAM to the traditional RCR curriculum. \$330,295. Funding source: National Institutes of Health (NIH). *Not Funded.*

An Efficacy/Replication Randomized Trial of the 'Resolve It, Solve It' School Violence Prevention Intervention Among Small Community Middle School Youth (2011). **Co-Principal Investigator.** Research replication of a previous study examining the efficacy of social media to mitigate bullying and other behaviors leading up to school violence. \$2,562,437. Funding source: United States Department of Education—Institute of Educational Sciences (IES). *Not Funded.*

Investigating and Promoting Research Integrity through the Lens of Ethical Acculturation (2011). **Principal Investigator.** The project's goal is to evaluate a new intervention for advanced undergraduate and graduate training in Responsible Conduct in Research using the Ethical Acculturation Model (EAM), which encourages exploration of personal motivations, values, and ethics in light of the professional culture and how these influence researcher ethical and unethical behavior. Making the ethical acculturation process more explicit during training may result in students and new professionals becoming more aware of and capable of integrating their personal values, motivations, and ethics with those of the profession, thus encouraging them to move beyond memorization of ethical rules and decision-making models, and to work toward developing a "coherent professional ethical identity." \$291,603. Funding source: National Institutes of Health (NIH). *Not Funded.*

Using Media to Prevent Violence 'Resolve It, Solve It' School Violence Prevention Intervention Among Small Community Middle School Youth (2011). **Co-Principal Investigator.** Research replication of a previous study examining the efficacy of social media to mitigate bullying and other behaviors leading up to school violence. \$2,489,070. Funding source: United States Department of Education—Institute of Educational Sciences (IES). *Not Funded.*

Fostering Coherent Professional Ethical Identities through the Lens of Ethical Acculturation (2011). **Principal Investigator.** This proposal combined education and research in an innovative project to foster *coherent professional ethical identities* in STEM graduate and undergraduate students. The overarching educational goal was to develop a proactive curriculum, using an Ethical Acculturation Model (EAM) and Rest's model of ethical behavior, providing STEM graduate and advanced undergraduate students opportunities to explore professional ethics as those intersect with their personal values and the demands of society, resulting in the development of students' ethical identity. The research goal was to measure and empirically validate ethical acculturation in engineering and science students as it relates to the

four components of Rest's model of ethical behavior. \$299,845. Funding source: National Science Foundation (NSF). *Not funded.*

Student Affairs Leadership from an Ecological Perspective (2011). **Co-Principal Investigator.** This proposal will examine leadership qualities from an ecological perspective. Professional ethics is one of the six components to be examined. \$4,000. Funding source: NASPA Foundation. *Funded.*

An Efficacy/Replication Randomized Trial of the 'Resolve It, Solve It' School Violence Prevention Intervention Among Small Community Middle School Youth (2010). **Co-Principal Investigator.** Research replication of a previous study examining the efficacy of social media to mitigate bullying and other behaviors leading up to school violence. \$2,489,070. Funding source: United States Department of Education—Institute of Educational Sciences (IES). *Not funded.*

Journey Toward Tenure (2008). **Principal Investigator.** Research to examine the tenure track journeys of the junior faculty at three institutions. \$558,605. Funding source: United States Department of Education—Institute of Educational Sciences (IES). *Not funded.*

Re-engineering Diversity (1997–1998). **Co-Principal Investigator.** Research examines barriers to employment for ethnic minority students. \$30,000. Funding sources: Hewlett Packard and Colorado State University. *Funded.*

Lookout Mountain Evaluation Project (1997–1998). **Member of Research Team.** Grant evaluates administrative, academic, and student-services components of school. \$30,000/year. Funding source: Colorado Department of Human Services-Department of Youth Corrections. *Funded.*

Internal

Mapping the Journey Toward Tenure (2005–2007). **Co-Principal Investigator.** Research examines the barriers as well as the bridges for junior faculty as they make their journey toward achieving tenure and promotion. \$6,827. Funding source: College of Applied Human Sciences, Colorado State University. *Funded.*

School of Education Research Grant (1996). **Principal Investigator.** Research examines licensed psychotherapists' perception of the ethicalness of nonsexual posttherapy relationships. \$500. Funding source: School of Education, Colorado State University. *Funded.*

College of Applied Human Sciences (1995). **Principal Investigator.** Research examines student perception of diversity issues infused in curriculum. \$350. Funding source: College of Applied Human Sciences. *Funded.*

TRAINING GRANTS

Curriculum Infusion Project (1995). **Member of Project Group.** Grant provided funds to infuse courses. \$800. Funding source: Colorado State University. *Funded.*

TRIO Educational Grants—Upward Bound, Educational Talent Search, and Educational Opportunity Center (1982–1988). **Principal Investigator and Project Leader.** Grants funded educational programs for educationally disadvantaged youth and adults. \$100,000 to \$300,000/yearly. United States Department of Education. *Funded.*

AWARDS

Leadership in Learning Award, College of Education, University of Denver, 2005.
Nominated for Best Teacher Award, Colorado State University Alumni Association, 2004.
Nominated for Best Teacher Award, Colorado State University Alumni Association, 1997.
Nominated for Jason Millman Promising Scholar Program, Cornell University, 1997.
American Psychological Association Dissertation Research Award, 1993.

PROFESSIONAL MEMBERSHIPS

Current

American Counseling Association
American Educational Research Association
National Career Development Association
Society for Ethics Across the Curriculum

Past

American Association for Mental Health Counselors
American College Personnel Association
American Psychology Association
National Council of Educational Opportunity Association
Rocky Mountain Association for Counselor Educators

SERVICE

Alternate Member, Colorado State University, Committee on Human Research Review Board, 2012–present.
Member, National Career Development Association Ethics Committee, 2011–present.
School of Education, Representative, Colorado State University Faculty Council, 2011–present.
Member, CACREP Self Study, Counseling and Career Development Program, 2011–present.
Reviewer, *Professional Psychology: Research and Practice*, Spring 2011–present.
Reviewer, National Career Development Association’s Global Conference, 2011–present.
School of Education, Representative, College of Applied Human Sciences, Curriculum Committee, 2010–present.
Reviewer, *The Counseling Psychologist*, Fall 1996–2008.
Reviewer, *Journal of Counseling and Development*, 1994–1996.
Member, Mediation Team, Colorado State University, 2009–present.
Member, Diversity Committee, College of Applied Human Sciences, 2007–2009.

Member, School of Education, Promotion and Tenure Committee, Fall 2004–2007.

Member, School of Education, Executive Committee, Fall 2001–2002.

Member, School of Education, Promotion and Tenure Committee, Fall 2001–2003.

Member, School of Education, Interview Team for HRD Position, Fall 2000.

Member, Colorado State University, Committee on Human Research Review Board, 2000.

Member, Colorado State University, Committee on Faculty Governance, 1999–2002.

Roadhouse Faculty Advisor, Colorado State University, 1999–2000.

Member, State of Colorado Place Exam for School Counselors, 1999–2000.

Member, American Psychological Association, Division 17, Awards Committee, 1998–Fall 2001.

Member, Subcommittee on International Curriculum, Colorado State University, 1998.

Member, Douglas County Ethics Committee, Castle Rock, CO, 1998.

Psychotherapist, Pro Bono for Mental Health Connections, 1997–present.

Chair, School of Education, Awards and Recognition Committee, 1997–1999.

Member, School of Education, Mentor Committee, Spring 1997.

Member, School of Education, Graduate Committee, 1996–1997.

Mentor, Colorado State University, Minority Student Mentoring Program, 1996–1998.

Faculty Sponsor, Counseling & Career Development Student Organization, Fall 1995–1999.

Member, School of Education, Educational Psychology Curriculum Revision, 1995–1996.

Coordinator, CACREP Accreditation for Counseling and Career Development Program, Fall 1995–Fall 1996.

CLINICAL EXPERIENCE

Professional Clinical Experience

Licensed Psychologist, Denver, CO. 1995–present. Maintained private clinical and consulting practice.

Contract work with Senior Group. May 1999–May 2000. Offered therapy to residents and consultation to staff.

Psychologist, Iowa State University, Student Counseling Services, Ames, IA. Aug 1993–1994. Experiences at Iowa State University included

Providing individual, group, and couples counseling to traditional/nontraditional students from different ethnic, cultural, and religious backgrounds. Issues included sexual, physical, and emotional abuse; sexual assault; suicidal ideation; eating disorders; grief and loss; anxiety; depression; adjustment issues; career exploration; marital and relationship dynamics; and developmental issues.

Determining treatment plan.

Completing intakes and assessment to determine appropriateness for services or need for referral.

Administering and interpreting assessments.

Supervising practicum students; consulting with university faculty, staff, and students.

Clinical Training Experience with Supervision

Psychology Internship, Wichita State University Counseling and Testing Center, Wichita, KS.
Collaborative Psychology Internship Program, Wichita, KS, August 1992–July 1993.

Experiences at Wichita State University included

Providing individual, couples, and group counseling to traditional/nontraditional students from different ethnic, cultural, and religious backgrounds. Issues included anxiety; depression; feelings of isolation; marital and relationship problems; developmental and adjustment issues; sexual abuse and sexual assault; suicidal ideation; eating disorders; and career exploration.

Determining a DSM-III-R diagnosis and developing a treatment plan.

Supervising practicum student; consulting with faculty, staff, and students.

Co-facilitating pain-management group and consulting with staff at rehabilitation center.

St. Francis Hospital experiences included

Providing therapy to inpatients and providing consultation to psychiatrist and psychiatrist residents.

Administering and interpreting assessments.

Examiner, Educational Assessment Center, University of Denver, December 1989–July 1992.

Experiences included

Completing psychoeducational assessments and reports on children and adolescents.

Practicum, Child, Adolescents, and Family Unit, Boulder County Mental Health, Boulder, CO, September 1990–May 1991. Experiences included

Providing child, adolescent, and family therapy to people from low-income and ethnic minority populations.

Determining DSM-III-R diagnosis and developing treatment plan.

Consulting with Head Start Program.

Practicum, Regis University, Personal Counseling Services, Denver, CO, September 1989–May 1990. Experiences included

Providing individual and group counseling to traditional college-age students and short-term counseling (3 sessions) or referrals for staff; holistic approach.

Administering and interpreting a variety of assessment instruments.

LEADERSHIP POSITIONS

Director of Graduate Programs, School of Education, Colorado State University, 2006–2009.

Chair of Counseling and Career Development Program, School of Education, Colorado State University, 1999–2005.

Co-coordinator, PDS model for school counselors, Colorado State University, 1997–1998.

Graduate Programs Representative, Colorado State University, 1996–1997, 1999–2000.

Coordinator, CACREP Accreditation, 1995–1996.

Student Affiliate Group Representative, Division 17 of APA, 1990–1991.

Student Representative to Faculty Meetings, 1988–1989.

Acting Chairperson of Recreational Facility Use by Faculty, Staff, and Students, University of Wyoming, Laramie, WY, 1987–1988.

Chairperson for Academic Decathlon Competition, University of Wyoming, Laramie, WY, 1984–1986.

Chairperson of Cluster for Retention of Transfer Students, University of Wyoming, Laramie, WY, 1983–1984.

President of Wyoming Association, ASPIRE Executive Board Member, Association of Special Programs in Region Eight, 1983–1984, 1986–1987.

Chairperson of ASPIRE Legislative Committee, 1983–1984.

ADDITIONAL PROFESSIONAL EXPERIENCE

Project Director, Upward Bound/Educational Talent Search, Division of Student Educational Opportunity, University of Wyoming, Laramie, WY, September 1982–August 1988.

Counselor, Student Support Services & Upward Bound, Division of Student Educational Opportunity, University of Wyoming, May 1981–September 1982.

English Teacher, Sweetwater County School District, Rock Springs, WY, September 1978–January 1980.