

## CURRICULUM VITAE

### Quennie Dong

#### Contact Information

Email: qdong@berkeley.edu

#### EDUCATION

- 2021- Present      **University of California, Berkeley**, Berkeley, CA  
NASP- & APA-approved program  
Ph.D. Student in School Psychology
- 2018- 2021      **Florida International University**, Miami FL  
NASP-approved program  
Ed.S. in School Psychology  
Cumulative GPA: 3.99
- 2014- 2018      **University of California, Irvine**, Irvine, CA  
B.A. in Psychology and Social Behavior, Minor in Education
- 2016      **Yonsei University**, Seoul, South Korea  
UCEAP Study Abroad Program

#### PROFESSIONAL WORK EXPERIENCE

- 2021- Present      **Student Assistant**  
University of California, Berkeley  
Principal Leadership Institute (PLI), 21CSLA  
*Supervisor*: Aki Murata, Ph.D.
- Contribute to manuscript development regarding educational leadership during the COVID-19 pandemic
  - Conduct a literature review on school leaders and social emotional learning competencies and equitable educational leadership practices
- 2019- 2020      **Graduate Assistant**  
Florida International University  
Department of Counseling, Recreation, and School Psychology  
*Supervisor*: Andy Pham, Ph.D.
- Assisted in program recruitment, admissions/interview days, grant-funded projects, and other programmatic needs
  - Engaged in manuscript development, research, and professional development projects related to the School Psychology program
  - Assisted as a teaching assistant for an intensive two-week Summer Institute course on academic assessments and interventions
- 2017- 2018      **Advancement VIA Individual Determination (AVID) Tutor**  
MacArthur Fundamental Intermediate Middle School  
Santa Ana, CA  
*Supervisor*: Tammy Manske

- Supported middle school students (6<sup>th</sup>-8<sup>th</sup> grade) enrolled in the AVID elective course by providing direct instructional tutorials to students on various content subject areas
- Communicated regularly with the AVID coordinator/ teachers in regard to student progress and areas of concern to develop future tutorial plans

2015- 2016

**UCI Counseling Center for Peer Educators**

University of California, Irvine  
Irvine, CA

*Supervisor:* Jeanne Manese, Ph.D.

- Educated undergraduate students on psychoeducational topics through series of workshops: Test Anxiety and Stress Management, Community Building, Social Relationships, Grief, Depression and Suicide Prevention
- Collaborated with fellow peer educators to create and present a series of seminars to the student population of UCI

**CLINICAL & RESEARCH EXPERIENCE**

2021- Present

**Lead Researcher**

Project: Asian American Teachers' Experience with Anti-Asian Violence and Teacher Workforce

Risk, Resilience, and Culture Lab

Graduate School of Education

University of California, Berkeley

*Principal Investigator:* Chunyan Yang, Ph.D.

- Collaborate with PI to write IRB protocol
- Mentor undergraduate research students throughout project development
- Conduct a literature review on anti-Asian violence and discrimination and the impact on adult mental health and well-being

2018- 2019

**Reading Interventionist/ Observer/ Assessor**

Accelerating Target Language to Achieve Success (ATLAS)

Florida Center for Reading Research

Miami, FL

*Principal Investigator:* Christopher Lonigan, Ph.D.

- Implemented Dialogic Reading and Language in Motion reading interventions to small groups of kindergarten students three times a week for 30 minutes
- Observed instructional content for 30 minute observation protocol periods and met inter-observer reliability
- Assessed first grade students using various assessment measures to collect post-test data of students receiving reading interventions

2017- 2018

**Psychology and Social Behavior Intern**

UCI Child Development School

Irvine, CA

*Clinical Director:* Sabrina Schuck, Ph.D.

- Administered the WRAT-4 Academic Achievement Assessment to a clinical population of 1<sup>st</sup> grade to 8<sup>th</sup> grade students ages 6 to 14 years old
- Provided positive and differential reinforcements under the supervision of behavior specialists to a classroom of 13 students as part of a behavioral intervention program
- Collected data for psychosocial intervention purposes in a classroom setting with children ages 6 to 14 years old with various Executive Function disorders

2017- 2018

**Research Assistant**

Summer Lab School (SLS) | UCI School of Education  
Irvine, CA

*Principal Investigator:* Doran Zinger, Ph.D.

- Transcribed teacher candidate interviews from the SLS program to identify effective teaching methods used within a science classroom environment
- Conducted qualitative data analysis, including coding interviews, student reflections and instructional observations in order to examine the effectiveness of a SLS alternative teaching credential program

2016- 2017

**Clinical Outcomes Volunteer**

UCI Child Development School  
Irvine, CA

*Clinical Director:* Sabrina Schuck, Ph.D.

- Scored and assessed parent and teacher intake questionnaires and rating scales for data collection utilized within school-based clinical interventions
- Entered data utilizing SPSS Statistics software program for data collection of patients' behaviors
- Organized and cleaned Quarterly Clinical Reports to create a comprehensive report of patients' behavioral process for parents, teachers, and staff members

**FIELD PRACTICUM & INTERNSHIP EXPERIENCE**

2021- Present

**Student Clinician**

UC Berkeley Psychology Clinic, Berkeley, CA

*School Psychologist Supervisor:* Kate Perry, Ph.D.

- Conducted parent developmental interview
- Consulted with supervisor and graduate student mentor to develop comprehensive test battery
- Conducted individual psychological evaluation utilizing various cognitive, academic, and behavioral assessments

2020-2021

**School Psychology Intern (1500 hours)**

Broward County Public Schools, Fort Lauderdale, FL

*School Psychologist Supervisor:* Christine Collado-Acebal, Ph.D.

- Conducted individual psychological evaluations utilizing various cognitive, academic, and behavioral assessments
- Communicated with Vietnamese families on school engagement during virtual learning

- Developed safety procedure visuals in response to COVID-19 for when assessment procedures resume
  - Created informational handouts for parents and teacher on how to foster executive functioning skills during virtual learning
- Spring 2020 Semester
- School Psychology Field Practicum Student** (305 hours)  
Broward County Public Schools, Fort Lauderdale, FL  
*School Psychologist Supervisor:* Gary Matloff, Ph.D., NCSP
- Observed administration of assessments
  - Reviewed records during case conceptualization processes
  - Conducted the Kaufman Brief Intelligence Test- 2<sup>nd</sup> Edition under the guidance of supervisor
- Fall 2019 Semester
- Miami-Dade Public Schools, Miami, FL  
*School Psychologist Supervisor:* Maria Bendixen, Ed.S.
- Reviewed records during the case conceptualization processes prior to reevaluations and initial SSTs
  - Observed parent and teacher consultation on academic and behavioral difficulties
  - Conducted classroom and testing observations
- OBSERVATION PRACTICUM EXPERIENCE**
- Fall 2018 Semester
- School Psychology Field Observations** (28 hours)  
Miami-Dade Public Schools, Miami, FL  
*School Psychologist Supervisor:* Rita Barrios, Ed.S.
- Attended staffing's and initial SSTs
  - Attended professional development trainings provided for all school personal

### **PUBLICATIONS**

Sullivan, A. L., Pham, A. V., Weeks, M., Nguyen, T., & **Dong, Q.** (2021). Enfranchising socially marginalized students. In P. Lazarus, S. Suldo, and B. Dolls (Eds.), *Fostering the Emotional Well-Being of our Youth: A School-Based Approach*. Oxford University Press.

**Dong, Q.**, Garcia, B., & Lazarus, P. (2020). Helping children in schools in the aftermath of intimate partner homicide. *The School Psychologist*, 74(3), 14-26.

Pham, A.V., Lazarus, P., Costa, A., **Dong, Q.**, & Bastian, R. (2020). Incorporating social justice advocacy and interdisciplinary collaborative training in the recruitment and retention of diverse graduate students. *Contemporary School Psychology*. Advance online publication. <https://doi.org/10.1007/s40688-020-00322-9>

**Dong, Q.**, Garcia, B., Pham, A.V., & Cumming, M. (2020). Culturally responsive approaches for addressing ADHD within multi-tiered systems of support. *Current Psychiatry Reports*, 22, Advance online publication. <https://doi.org/10.1007/s11920-020-01154-3>

### **CONFERENCE PRESENTATIONS**

Murata, A., Lin, X., Cheung, R., & **Dong, Q.** (2022, April). Pandemic leadership: Shifting leadership priorities for equity opportunities [Paper presentation]. American Educational Research Association, San Diego, CA.

- Machanda, S., **Dong, Q.**, Yang, C., Greenstein, J. & Yee, C. (2022, February). Understanding sources of educators' compassion fatigue during the COVID-19 pandemic [Poster presentation]. National Association of School Psychologists, Boston, MA.
- Izuno-Garcia, A. K., Wiegand, R. M., Uribe, C., **Dong, Q.**, & Nygaard, M. A. (2022, February 15-18). Diversifying the field: Supporting and empowering minoritized graduate students [Paper presentation]. National Association of School Psychologists, Boston, MA.
- Dong, Q.**, Zavalia, M., Mavrakis, A., Lopez, J., Pham, A., & Delcampo, A. (2021, February). Cultural Considerations in Promoting Social-Emotional Learning with K-12 Students. [Paper presentation]. National Association of School Psychologists Annual Convention, virtual.
- Pham, A. V., Lazarus, P., **Dong, Q.**, & Bastian, R. (2021, February). Integrating Social Justice Advocacy and Interdisciplinary Collaboration in Graduate Training. [Pre-recorded paper presentation]. National Association of School Psychologists Annual Convention, virtual.
- Bastian, R., **Dong, Q.**, Lazarus, P., Pham, A., & Costa, A. (2020, November). Promoting Practices for Recruitment and Retention of Diverse Graduate Students. [Poster session presentation]. Florida Association of School Psychologists Conference, virtual.
- Lazarus, P., **Dong, Q.**, Bastian, R., Costa, A., & Pham, A. (2020, November). Sustaining a Social Justice Committee in a School Psychology Program. [Poster session presentation]. Florida Association of School Psychologists Conference, virtual.
- Dong, Q.**, & Lazarus, P. (2020, February). Providing support for child victims of parent homicide and IPHS. [Practitioner conversation session]. National Association of School Psychologists Annual Convention, Baltimore, MD.
- Nguyen, T., Weeks, M. R., **Dong, Q.**, Sullivan, A. L., & Pham, A. (2020, February). Narrowing opportunity gaps: Enfranchising socially-marginalized students. [Poster session presentation]. National Association of School Psychologists Annual Convention, Baltimore, MD.
- Lazarus, P., & **Dong, Q.** (2019, November). Providing support for child victims of parent homicide and IPHS. [Paper presentation]. Florida Association of School Psychologists Conference, St. Augustine, FL.
- Bastian, R., Lazarus, P., Pham, A., Garcia, B., Lopez, J., & **Dong, Q.** (2019, November). The development of a social justice committee within a school psychology program. [Poster presentation]. Florida Association of School Psychologists Conference, St. Augustine, FL.
- Dong, Q.**, Heng, E. T., Guan, T., Correa, J. M., & Higa, E. (2018, May). Exit ticket analysis: Implications for formative assessments. [Poster session presentation]. Undergraduate Research Opportunities Program Symposium, Irvine, CA.

## **PROFESSIONAL SERVICE**

2021- Present                      *Advocacy Coordinator*, NASP Graduate Student Committee

- Collaborated with student representatives on the Government and Professional Relations Committee to promote advocacy efforts among graduate students
  - Interviewed graduate students, practitioners, and researchers and share monthly Advocacy Q&A issues
  - Promote National School Psychology Week (NSPW) among student leaders and graduate students and coordinate the NSPW Outstanding Recognition Program
- 2021- Present      *Member, Program Advisory Committee*
- Engage in internal review of programmatic functioning through open discussion with committee members
- 2019- 2021      *Newsletter Co-Editor, FIU School Psychology Newsletter*
- Created the annual FIU School Psychology Newsletter to highlight student and program accomplishments and events
- 2019- 2021      *Member, The SPSA Public Relations Committee*
- Created social media platforms to publicize FIU programmatic and graduate student activities
- 2019- 2021      *Member, The SPSA Social Justice Committee*
- Coordinated and hosted a social justice discussion about narrowing opportunity gaps and enfranchising marginalized youth
  - Coordinated with committee members to host SPSA town hall meetings to discuss racial justice, equity and anti-racism
- 2019- 2021      *Member, The SPSA Scholarship Committee*
- Gathered and disseminated information about scholarship opportunities to SPSA members
- 2019- 2020      *President, The School Psychology Student Association (SPSA)*
- Involved in presenting to undergraduate students regarding the School Psychology program
  - Coordinated with executive board members to create social, philanthropic and professional development events for members
- 2019- 2020      *Editorial Assistant, APA Division 16, The School Psychologist*
- Provided assistance in reviewing for typographical and editorial errors within proofs and drafts of publications
- 2018- 2020      *Admissions Committee Member, FIU School Psychology Program*
- Met with prospective students to share experiences and provided insights related to graduate student life

**RESEARCH GRANT (FUNDED)**

\$5,000      Quennie Dong (P.I.). Project: *The Impact of Anti-Asian Discrimination and Violence on Asian American Educators: Exploring and Validating Racism-Related Stress Measures*. Funded by the Asian American Research Center, University of California, Berkeley November 2021- November 2022

**HONORS & AWARDS**

2020      FASP Graduate Studies Award-Specialist Level  
2020      Nominated for the FASP Faye Henderson Award  
2020      College of Arts, Sciences, & Education (CASE) Graduate Student Award in Academic Achievement

2020 Patty del Valle Humanitarian Award  
2019 Nominated for the NASP Minority Scholarship  
2017- 2018 Deans Honor List, UCI  
2014 Chancellors Excellence Scholarship, UCI

### **PROFESSIONAL MEMBERSHIP**

2021- Present American Psychological Association (APA), Student Member  
2021- Present American Educational Research Association (AERA), Student Member  
2018- Present National Association of School Psychologists (NASP), Student Member  
2018- 2021 Florida Association of School Psychologists (FASP), Student Member

### **PROFESSIONAL DEVELOPMENT**

April 2021 Professional Learning Community- ADOS-2 Training  
March 2021 LGBTQ+ Curriculum and History  
November 2020 Suicide Risk Assessment  
Florida Association of School Psychology Annual Conference  
September 2020 Behavioral Threat Assessment for Mental Health Professionals  
April 2020 PCIT for Traumatized Children Web Course  
Motivational Interviewing for Behavioral Health Professionals  
February 2020 National Association of School Psychology Conference  
November 2019 Florida Association of School Psychology Annual Conference  
FASP Workshop: Working Together to Support the SEL of Gifted and High Achieving Students  
November 2018 Florida Association of School Psychology Annual Conference  
FASP Workshop on Sanford Harmony Social Emotional Learning

### **CERTIFICATIONS**

July 2021 CITI Program: Human Research for Social and Behavioral Research Investigators  
July 2020 FEMA Response Training: Preparing for Mass Casualty Incidents: A guide for Schools, Higher Education, and Houses of Workshop  
April 2020 PCIT for Traumatized Children Web Course (10 hours)

### **LANGUAGE SKILLS**

English: Native language  
Vietnamese: Fluent (speaking, listening), Basic (reading, writing)

### **REFERENCES**

Chunyan Yang, Ph.D. & NCSP  
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School Psychology Program  
Graduate School of Education  
University of California, Berkeley  
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