

Ashley D. Maxie-Moreman

Curriculum Vitae

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EDUCATION

- University of Miami, Coral Gables, FL** Expected completion: May 2021
Ph.D. student, Counseling Psychology
- Teachers College, Columbia University, New York, NY** August 2013 – May 2015
M.Ed., M.A., Psychological Counseling
- University of Florida, Gainesville, FL** July 2008 – August 2012
B.S., Psychology; Minor in Religion

CLINICAL EXPERIENCE

Children's Hospital of Philadelphia July 2019 – Present
Psychology Extern – Gastroenterology Outpatient Rotation
Supervisors: Kari Baber, Ph.D. & Margo Szabo, Ph.D.

- ◆ Provide weekly consultations, assessments, and behavioral/cognitive behavioral interventions for children and adolescents with gastrointestinal (GI) conditions and their families in the Division of Gastroenterology, Hepatology and Nutrition.
- ◆ Deliver evidence-based treatments to address functional GI disorders (e.g., functional abdominal pain disorders) in the Interdisciplinary Clinic for Abdominal Pain and Associated Symptoms (ICAPS).
- ◆ Participate in observations of medical evaluations/interventions of GI conditions (i.e., anorectal manometry, esophageal manometry, EMG biofeedback, endoscopy) to provide patient/family education as needed.

Psychology Extern – Oncology Psychoeducation Rotation
Supervisor: Lynne Kaplan, Ph.D.

- ◆ Provide psychoeducational services regarding lifestyle changes to expect and recommended coping strategies for newly diagnosed patients, and their families, in the Division of Oncology.
- ◆ Participate in observations of medical evaluations/interventions in the Cancer Center.

Academia Antonia Alonso Charter School August 2019 – Present
Doctoral Student Extern
Supervisor: Michelle Turley, Psy.D., ABSNP

- ◆ Carry out behavioral and cognitive behavioral interventions via individual therapy and groups (i.e., behavioral group, social-emotional skill building group, and trauma-focused cognitive behavioral groups). Common presenting concerns include difficulty with attention and concentration, learning disability, developmental concerns, and behavioral challenges.
- ◆ Provide psychoeducational assessments for students to address questions related to cognitive, emotional/behavioral, and academic functioning.

- ◆ Draft comprehensive reports on test findings and provide recommendations for individualized education programs (IEPs), as needed.
- ◆ Conduct Functional Behavior Analyses (FBA) for students with behavioral issues in assigned classrooms.
- ◆ Conduct classroom observations to guide students to appropriate groups and assist in the application of skills/strategies learned in groups in the classroom environment.

Institute for Individual and Family Counseling, University of Miami

April 2019 – June 2019

Staff Therapist

Supervisor: Lauren Miller, Psy.D., J.D.

- ◆ Conducted comprehensive psychological and psychoeducational assessments for children, adolescents, and adults to address questions related to cognitive, emotional/behavioral, and academic functioning.
- ◆ Provide diagnostic clarity and recommendations to assist with ADHD, learning disabilities, developmental concerns, personality concerns, and behavioral challenges.

Nicklaus Children’s Hospital

July 2018 – June 2019

Practicum Student

Supervisors: Rose Alvarez-Salvat, Ph.D., Danette Beitra, Ph.D. & Sara Rivero-Conil, Psy.D.

- ◆ Provided individual therapy and group therapy (i.e., ADHD/behavioral group and anxiety group) for children and adolescents. Common presenting concerns included difficulty with attention and concentration, behavioral challenges, anxiety and mood disorders.
- ◆ Utilized ecological systems and developmental frameworks to implement behavioral therapy, cognitive behavioral therapy, parent management training, and behavioral exposure interventions.
- ◆ Provided inpatient consultations for children and families coping with chronic illness, medication adherence, and behavioral issues.
- ◆ Provided comprehensive psychological assessment services to address questions related to cognitive functioning.

Institute for Individual and Family Counseling, University of Miami

August 2017 – May 2018

Staff Therapist

Supervisor: Annalesa Khan, Psy.D.

- ◆ Provided cognitive behavioral therapy, via a family systems theoretical lens, to adolescents and adults.
- ◆ Completed routine individual case conceptualizations.
- ◆ Assisted with clinic operations, including phone referrals, telephone screens, and file management.

Raising Educational Achievement Coalition of Harlem (REACH)

October 2015 – July 2016

Office of School and Community Partnerships, Teachers College, Columbia University

REACH Community School Director

Supervisor: Kecia Hayes, Ph.D.

- ◆ Coordinated the development and implementation of data-driven programming to enhance physical and mental health, academic achievement, and family engagement for 390 public middle school and high school students.
- ◆ Collaborated with school staff members and partners to develop school-wide and individual interventions to improve student performance, reduce chronic absenteeism, and promote staff wellness.

Gay Men's Health Crisis (GMHC)

September 2014 – May 2015

Counseling Intern

Supervisor: David Soliven, LCSW, CASAC.

- ◆ Provided individual psychotherapy for adult clients, via psychodynamic and feminist-oriented approaches.
- ◆ Provided weekly group therapy for adult Long Term Survivors of HIV/AIDS.
- ◆ Completed individual and group case conceptualizations.
- ◆ Assisted with clinic operations, including phone referrals, telephone screens, and file management.

HealthStreet/Navigation Study, University of Florida

August 2012 – April 2013

Study Ambassador

- ◆ Guided study respondents to appropriate medical and social services to encourage community health and well-being.
- ◆ Navigated and assisted study respondents with enrollment in research studies to promote increased ethnic and racial diversity in research.

RESEARCH EXPERIENCE

Doctoral Dissertation

August 2019 – Present

Getting Specific: Examining the Impact of Racial Trauma and Contextual Factors on Ethnic-Racial Identity and Academic Performance.

Advisor: Marie Guerda Nicolas, Ph.D.

- ◆ Developed a quantitative cross-sectional study to investigate the impact of racial stress and trauma on the relationship between ethnic-racial identity, racial stress and trauma and academic performance.
- ◆ Conducted a literature review to inform research.
- ◆ Created an IRB proposal in order to collect data.
- ◆ Provide semester updates as a requirement of John C. Mitchell Research Fellowship in Psychological Trauma.
- ◆ Submit proposal to present study findings at national conference.
- ◆ Submit manuscript to a peer-reviewed journal.

Challenging Racism & Empowering Communities through Ethnocultural Research (CRECER) Lab, University of Miami

August 2016 – May 2019

Research Assistant

Supervisor: Marie Guerda Nicolas, Ph.D.

- ◆ Participated in conceptualizing research aimed at promoting ethnic-racial identity and well-being among culturally diverse populations.
- ◆ Coordinated and evaluated the Kulula mentoring program aimed at enhancing ethnic-racial identity in children.
- ◆ Emphasized the importance of mental health and civic engagement in Haiti and the Haitian diaspora in Miami through programming.
- ◆ Collaborated with multiple community agencies to plan the annual Day of Dialogue in which leaders identify community needs and develop strategies to address them.

New York State Psychiatric Institute (NYSPI)

November 2013 – May 2015

*Research Assistant**Supervisor: Sidney Hankerson, M.D.*

- ◆ Conducted and transcribed interviews with church officials to gather data on attitudes towards mental illness and therapy.
- ◆ Assessed feasibility of training clergy from African American churches in Harlem to participate in depression intervention trainings.

Research Practicum, Teachers College, Columbia University

September 2014 – May 2015

*Research Assistant**Supervisor: Robert Carter, Ph.D.*

- ◆ Coded qualitative data gathered from participant responses on the race-based traumatic stress symptom scale (RBTSSS).
- ◆ Entered data gathered from RBTSSS into SPSS program.

PUBLICATIONS

Maxie-Moreman, A. (2017). Developing warrior healers through intergroup dialogue: A personal reflection. *Psych Discourse*, 51(2) 10-11. Simultaneously published at <http://bernard.pitzer.edu/~hfairchi/psychdiscourse>.

Meyer, M., McKenny, M., **Maxie-Moreman, A.** & Nicolas, G. (under review). Racialized Trauma: Black Immigrants and U.S. Context. *Racial Minority Immigrants and Trauma in the U.S.* APA Division 45 Book Series. Editor. P. Tummala-Narra.

CONFERENCE PRESENTATIONS

Douyon, C.M. & **Maxie-Moreman, A.** (2019, February). *Did that just happen? Black college students and race-related stress*. Roundtable presented at the 36th Annual Winter Roundtable on Racial Justice, Immigration, and Social Activism in Psychology and Education, New York, NY.

Douyon, C.M. & **Maxie-Moreman, A.** (2019, February). *The effects of race-related stress on Black college students*. Poster presented at the 36th Annual Winter Roundtable on Racial Justice, Immigration, and Social Activism in Psychology and Education, New York, NY.

Maxie-Moreman, A. (2017, April). *Finding your voice and expanding the narrative: Planning and facilitating race dialogue in an intergroup context*. Roundtable presented at the 8th Annual Diversity in Research and Practice Conference, New York, NY.

Maxie-Moreman, A. (2017, February). *Black students matter: Impacts of the lived-experience on academic achievement*. Roundtable presented at the 34th Annual Winter Roundtable on Cultural Psychology and Education, New York, NY.

INVITED WORKSHOPS

Maxie-Moreman, A. & Janac, N. (2018, November). *Planning and facilitating intergroup dialogue with international and multilingual groups*. Paper presented at the 2018 Caribbean Regional Conference of Psychology, Kingston, JA.

Nicolas, G., **Maxie-Moreman, A.**, McKenny, M., Meyers, M., Lidell-Quintyn, E. (2018, September). *Trauma Informed Care Training*. Presented at United Way of Miami-Dade, Miami, FL.

Maxie-Moreman, A. & Meyer, M. (2019, October). Understanding the Kulula Curriculum. Kulula Project Mentor Training, University of Miami, Miami, FL.

Maxie-Moreman, A. & McKenny, M. (2018, June). What is the Kulula Curriculum? Urgent Inc. YES! Camp Staff Orientation, University of Miami, Miami, FL.

Maxie-Moreman, A. (2018, April). *Intergenerational dialogue on macro/microaggressions and a call to action*. Small group workshop conducted at the 10th Annual Day of Dialogue, Miami, FL.

Maxie-Moreman, A., McKenny, M. (2018, October). Understanding the Kulula Curriculum. Kulula Project Mentor Training, University of Miami, Miami, FL.

Simmons, A. & **Maxie-Moreman, A.** (2017, June). What is the Kulula Curriculum? Urgent Inc. YES! Camp Staff Orientation, University of Miami, Miami, FL.

Maxie-Moreman, A. (2017, March). *Let's talk race relations*. Small group workshop conducted at the 9th Annual Day of Dialogue, Miami, FL.

Maxie-Moreman, A. (2017, March). *The role of racial identity development in closing the achievement gap*. Workshop conducted at the 2nd Annual Let's Talk Racism Conference, Durham, NC.

Simmons, A. & **Maxie-Moreman, A.** (2016, October). Understanding the Kulula Curriculum. Kulula Project Mentor Training, University of Miami, Miami, FL.

TEACHING EXPERIENCE

Advanced Child Development/Observation and Civic Engagement, PSY 474

University of Miami

Guest Lecturer, Spring 2019 (Lectured 1 class)

Title: Working with ethnically diverse youth in school and community settings.

Undergraduate Level Course

Instructor: Rebecca Shearer, Ph.D.

Supervision in Counseling Psychology, EPS 782

University of Miami

Role Play Supervisor, Fall 2018 (Supervised 2 classes)

Undergraduate Level Course

Instructor: Samantha Lang, M.S. Ed.

Group Processes and Development, EPS 311-R

University of Miami

Teaching Assistant/Guest Lecturer, Fall 2017 (Lectured 4 classes)

Undergraduate Level Course

Instructor: Marie Guerda Nicolas, Ph.D.

SERVICE & LEADERSHIP EXPERIENCE

Collaborations Student Editorial Board, University of Miami August 2017 – Present
Student Editor

- ◆ Collectively define the Student Editorial Board's role and function in the Collaborations Journal, which is a peer-reviewed, open-access journal that highlights research focused on university-community collaborations.
- ◆ Review and determine status for an average of 2-3 student and community submissions yearly.

Intergroup Dialogue Working Group, University of Miami July 2017 – May 2018
Committee Member

- ◆ Served as committee member on a university-wide intergroup dialogue committee created to facilitate university programming and curricula focused on intergroup dialogue on social identities (i.e., ethnicity, race, religion, gender).
- ◆ Assisted in planning for student programming related to intergroup dialogue and a diversity scholars' program.

Graduate Student Senate, University of Miami August 2017 – May 2018
Graduate Student Senator

- ◆ Met biweekly with other student senators to discuss Graduate Student Association (GSA) matters regarding graduate student's interests and well-being with GSA's Executive board and the Graduate Student Dean.
- ◆ Relayed information to graduate students in the Department of Educational and Psychological Studies in order to ensure graduate students remained informed.
- ◆ Offered opportunities for graduate students to share their concerns with department-wide issues.

American Psychological Association of Graduate Students (APAGS) March 2014 – May 2015
New York State Advocacy Coordinator (NYSAC)

- ◆ Planned and executed the first Grassroots Advocacy and Leadership Training Workshop at Columbia University with key speakers and more than 80 participants.
- ◆ Recruited campus representatives, facilitated networking socials, and assisted with award nominations to facilitate increased advocacy involvement in psychology programs.

Black Student Network, Teachers College, Columbia University May 2014 – May 2015
Executive Vice President/Vice President for Academic Affairs

- ◆ Oversaw all academic and career-driven programs and events through Black Student Network, which aimed to provide academic related supports—including research support, dialogue on relevant events, and study groups—for enrolled African American students.
- ◆ Directed conference planning committee of five members that facilitated the organization and execution of the 6th Annual Diversity in Research and Practice (DiRP) Conference, *Bridging the Gap: Uniting Agents of Change*, with keynote speakers, panelists, more than 20 presenters, and 150 participants.

Academic Affairs Committee Member August 2013 – May 2014

- ◆ Oversaw all activities on conference planning committee dealing with conference communications (i.e., advertising/marketing, recruitment of presenters and attendees) for the 5th Annual DiRP Conference, *Connecting People to Purpose and Practice for Progress*.

AWARDS

School of Education and Human Development (SEHD) Research Support Award <i>University of Miami</i>	2019 – 2020
John C. Mitchell Research Fellowship in Psychological Trauma <i>University of Miami, Department of Educational and Psychological Studies Counseling Psychology PhD program</i>	2019 – 2020
Vice President’s Diversity and Community Initiatives Grant Fund <i>Teachers College, Columbia University</i> Awarded for the Grassroots Advocacy & Leadership Training Workshop, <i>Changing the Climate of Your Field</i>	2014 – 2015
Best Grassroots Project Award <i>American Psychological Association for Graduate Students (APAGS)</i> Awarded for the Grassroots Advocacy & Leadership Training Workshop, <i>Changing the Climate of Your Field</i>	2014 – 2015
Excellence in State Training and Leadership Award <i>American Psychological Association for Graduate Students (APAGS)</i>	2014 – 2015

Travel Awards

School of Education and Human Development (SEHD) Travel Support Award <i>University of Miami, School of Education and Human Development</i>	2018 – 2019
Graduate Activity Fee Allocation Committee (GAFAC) Travel Award <i>University of Miami</i>	2016 – 2017

PROFESSIONAL MEMBERSHIPS

American Psychological Association <i>Student Affiliate of APAGS, Divisions 17, 45, and 54</i>	2013 – Present
American Educational Research Association <i>Student Affiliate</i>	2016 – Present
Association of Black Psychologists <i>Student Affiliate</i>	2017 – Present
Society for Research in Child Development <i>Student Affiliate</i>	2019 – Present

REFERENCES

Kari F. Baber, Ph.D.
Children’s Hospital of Philadelphia
Division of Gastroenterology, Hepatology, & Nutrition
Center for GI Motility

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