Curriculum Vita

Mark Raymond McGowan, Ph.D., NCSP

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Education

Ph.D. **Northern Arizona University** – Flagstaff, AZ. Ph.D. in Educational/Counseling Psychology. Association of State and Provincial Psychology Boards designated.

M.A. **Northern Arizona University** – Flagstaff, AZ. M.A. in School Psychology National Association of School Psychologists accredited.

B.S. **Pennsylvania State University** – State College, PA. B.S. in Psychology

Professional Experience

Indiana University of Pennsylvania, *Assistant Professor*
August, 2008 - Present
Duties include instruction of classes in the Educational Psychology and School Psychology program at the undergraduate, specialist certification, and doctoral levels. The school psychology program is NASP approved. Teaching responsibilities include Introduction to School Psychology, Advanced Psychology of Adolescent Education, Assessment of Personality and Behavior Problems, Seminar in Family-School Relations and Practicum II. Professional service includes serving as Coordinator of the School Psychology Certification Program and active involvement on various university committees including College of Education Research Committee, which reviews and awards research proposals in accordance with funding guidelines and mission statement.

Professional Experience *(continued)*

Independent Private Practice, *Licensed Psychologist*

August, 2009 – Present

Maintains an independent private practice providing psychological services to children, adolescents, and adults. Services include provision of psychological and psychoeducational assessments and psychotherapy for individuals, couples, and families.

Western Psychiatric Institute and Clinic/UPMC, *Post-Doctoral Resident*

October, 2007 – July, 2008

Under the supervision of a licensed psychologist, clinical duties were preformed within the Center for Psychiatric and Chemical Dependency Services, which specializes in providing addiction medicine services for individuals with comorbid substance use and psychiatric diagnoses. This position provided outpatient supports to adolescents and adults participating in Partial Hospitalization, Intensive Outpatient, Outpatient, and Aftercare programs. Clinical activities included assessment as well as individual, family, and group therapies. In this position, I served as lead therapist and coordinator of the Partial Hospitalization Program. Research activities include participation as a therapist for a grant funded project through the Clinical Trials Network to explore treatment efficacy of psychopharmacological and cognitive behavioral therapy interventions for adolescents diagnosed with co-occurring Attention Deficit Hyperactivity Disorders and substance use disorders. Additionally, duties include coordination of research project exploring the use of Contingency Management strategies to improve treatment compliance in outpatient substance dependency programs.

Flagstaff Medical Center, *Pre-Doctoral Intern*

August, 2006 – August, 2007

This placement provided a 2000 hour internship in behavioral medicine needed for completion of Ph.D. in counseling psychology. Clinical activities in Behavioral Health Services at FMC function within both inpatient and outpatient settings. Although housed within Outpatient Behavioral Health, my duties included providing consultation and assessment services to the Psychiatric Inpatient Unit on a regular basis. This role served as a primary clinician for an Intensive Outpatient Program for adjudicated youth with substance abuse and dependence issues. Duties at the hospital also included facilitating adolescent therapy groups, providing individual and family therapy, facilitating support groups for pre- and post-surgery cardiac patients, conducting substance abuse assessments and treatment with adjudicated youth, pre-surgery evaluations for bariatric patients, cognitive and personality assessment, as well as program evaluation and development. Research project focused on the use of the MMPI-2 Restructured Clinical Scales for bariatric pre-surgery psychological evaluations.

Northern Arizona University, *Part-time Faculty*

June, 2005 – December, 2006

Duties included instruction of graduate level courses for students working to acquire Master's of Arts degrees in community counseling or human relations as well as Doctoral degrees in Counseling or School Psychology within the Department of Education. As primary instructor, courses emphasized skill development in group psychotherapy and psychological assessment.

Professional Experience *(continued)*

Educational Assessments P.C., *Co-founder, President*

January, 2004 – January, 2008

Arizona based consulting and contracting Professional Corporation specializing in the delivery and coordination of special education services to educational agencies. Primary responsibilities include contractual negotiations, account management, hiring, training, case consultation and direct service provision.

Paradise Valley Unified School District, *School Psychologist*

August, 2000 – May, 2006

Duties included serving as a school based resource for students, parents, and staff for educationally based intervention, consultation, and assessment. Responsibilities also included administrative oversight of the school based student study teams, coordination of special education placements, and monitoring compliance with state and federal guidelines. In addition to the duties outlined within the job role, an addendum was received for serving as a member of the district Threat Assessment Team, which provides both consultative and assessment services district wide.

Institute for Human Development, *Research Technician, American Indian Rehabilitation Research and Training Center*

August, 1998 - July, 1999

Served as research assistant for grant funded program tasked with the development of innovative approaches for vocational screening, individualized employment planning, and job placement for American Indians and Alaska Natives with learning disabilities (LD), depression, Fetal alcohol syndrome (FAS), or Alcohol-Related Neurodevelopmental Disorders (ARND). Duties included literature review and management, data collection, data base development, data analysis, and development of publications and training seminars in accordance with grant guidelines.

Division of Developmental Disabilities, *Support Coordinator/Foster Care Caseworker*

January, 1997 – July, 1998

Duties included working with children and adults with developmental disabilities and their families in a case management capacity that included service assessments, appropriation, and allocation in accordance with state and federal mandates. Foster Care duties included oversight of foster care placements, court reports, and facilitation of the adoption process.

Teaching Experience

Course Prefix	Title of Course	Institution
EDSP 102	Educational Psychology	IUP

Instructor*, Undergraduate level course focusing on introducing understandings from the fields of education and psychology as they relate to learning and instruction within the educational environment.*

Teaching Experience *(continued)*

Course Prefix	Title of Course	Institution
EDSP 376	Behavior Problems	IUP
	***Instructor**, Undergraduate level course focusing on understanding of challenging classroom behaviors through the study of developmental, environmental, and societal influences.*	
EDSP 747	Advanced Psychology of Adolescence	IUP
	***Instructor**, Graduate level course providing in-depth discussion of developmental issues that impact adolescents in instructional environments. In particular, physical, societal, and educational influences as they affect high-risk behavior in this age group are examined.*	
EDSP 745	Crisis Intervention and Psychological Counseling of Exceptional Children	IUP
	***Instructor**, Graduate level course providing students with an introduction to best practices in crisis intervention and counseling approaches within a Cognitive Behavioral Therapy framework*	
EDSP 811	Introduction to School Psychology	IUP
	***Instructor**, Graduate level course providing an introduction to the role and function of school psychologists, with emphasis on ethical and legal aspects of practice.*	
EDSP 812	Assessment for intervention I	IUP
	***Instructor**, Graduate level course introducing students to contemporary cognitive assessment instruments, with emphasis on administration, scoring, interpretation and report writing. An overview of contemporary theories and diagnostic constructs are also provided within the context of this course.*	
EDSP 949	Practicum II	IUP
	***Instructor**, Graduate level course that includes supervision of student clinicians engaged in assessment or counseling services being provided to clients referred to the IUP Child Study Clinic.*	
EDSP 942	Neuropsychology of Children's Learning Disorders	IUP
	***Instructor**, Graduate course presenting a neuropsychological approach to the identification and education of children with learning disorders. The course will include a brief history of the field, basic neuroanatomy as it relates to the learning processes, and the contemporary theoretical framework related to learning disordered children.*	
EDSP 952	Internship	IUP
	***Instructor**, Graduate level course providing ongoing supervision for students completing their field based internships required for credentialing as school psychologists.*	

Teaching Experience *(continued)*

Course Prefix	Title of Course	Institution
EDSP 963	Personality and Behavior Problems	IUP
	Instructor, *Graduate level course focusing on the assessment of personality and behavior in school age populations. The selection, administration, and interpretation of contemporary measures of personality and behavior are reviewed and students are responsible for administering, interpreting, and writing reports on the instruments covered in this course.*	
EDSP 978	Family Services for School-Related Problems	IUP
	Instructor*, Graduate level course emphasizing skill development in counseling, problem solving, and family systems through the provision of services to families seen within the University Clinic*.	
EPS 737	Psychodiagnostics I	NAU
	Instructor, *Graduate level course providing introduction to the selection, administration, and interpretation of objective and projective measures of personality. Students were responsible for administering, interpreting, and writing reports on the instruments covered in this course.*	
EPS 661	Group Processes	NAU
	-***Instructor****, Graduate level course providing introduction to and practicum experiences in group counseling with an emphasis on therapeutic process.*	
EPS 673	Psychoeducational Assessment I	NAU
	-***Teaching assistant****, Graduate level course providing an introduction to administration and interpretation of cognitive measures.*	

Dissertation Advisement

Weed, L. (in process). The influence of supervision on school psychologists' sense of self-efficacy. Indiana University of Pennsylvania.

O'Connell, B. (in process). Personality and demographic differences among RTI and Cognitive Processing/Neuropsychological Assessment oriented school psychologists. Indiana University of Pennsylvania.

Hollins, N. (in process). Family-school relationships of caregivers of children with incarcerated parents. Indiana University of Pennsylvania.

Major Presentations

McGowan, M. R. (2012, February). *Violence risk assessment in educational settings: Reviewing evidence and practice*. A mini-skills workshop presented at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

Major Presentations (*continued*)

*Leed, S., McGowan, M., & Black, L. (2012, February). *Age-based versus grade-based normative comparisons: Implications for specific learning disabilities.* A paper presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

*Flynn, J., Kuncelman, C., Ankerbrand, K., Black, L., & McGowan, M. (2012, February). *Implications of Using Age Based Versus Grade Based Normative Comparisons in grades K-12*. A poster presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

*Kaas, F., Holtzman, D., Linaburg, B., & McGowan, M. (2012, February). *Exploring the utility of Stanford-Binet composite scores for evaluating giftedness*. A poster presentation at the annual convention of the National Association of School Psychologists, Philadelphia, PA.

*Flynn, J., Kuncelman, C., Ankerbrand, K., Black, L., & McGowan, M. (2011, October). *Implications of Using Age Based Versus Grade Based Normative Comparisons*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Holtzman, D., Kass, F., Linaburg, B., Wagner, H., & McGowan, M. (2011, October). *Exploring the utility of the Stanford-Binet 5 composite scores for evaluating gifted and talented students*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

McGowan, M. (2011, June). *Managing violence in schools: Assessment, intervention, and monitoring.* A workshop presentation at the annual meeting of the Pennsylvania Psychological Association, Harrisburg, PA

*Kass, F. & McGowan, M. (2010, October). *Clinical vs. Actuarial Decisions: Assessing Violence Potential Using a Structured Professional Judgment Model*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

*Santoro, K., O'Brien, D., Pucci, A, McGowan, M., & Staszkiewicz, M. (2010, March). *The Structured Assessment of Violence Risk in Youth: A meta-analysis*. A poster presentation at the annual convention of the National Association of School Psychologists, Chicago, IL.

*O'Brien, D., Pucci, A., Santoro, K., Staszkiewicz, M., & McGowan, M. (2009, October). *Weighing the utility of the SAVRY for assessing violence risk in schools*. A poster presentation at the annual meeting of the Association of School Psychologists of Pennsylvania, State College, PA.

Major Presentations (*continued*)

McGowan, M. R. (2009, October). *Violence Risk Assessment in Pediatric Populations*. A workshop presentation at the Continuing Education and Ethics Conferences, Pennsylvania Psychological Association, Mars, PA.

McGowan, M. R. (2009, February). *The Role of Violence Risk Assessment in Comprehensive School Safety Plans.* A mini-skills presentation at the annual convention of the National Association of School Psychologists, Boston, MA.

McGowan, M. R. (2008, June). *Violence Risk Assessment in Secondary Education Settings: A Predictive Validity Study*. A poster presentation at the annual meeting of the Pennsylvania Psychological Association and winner of the *2008 Science-Practice Research Poster Award*, Harrisburg, PA.

McGowan, M. R., Mellott, R. N., & Horn, R. A. (2007, August). *Assessment of violent and non-violent youth in educational settings.* A poster presentation at the annual meeting of the American Psychological Association, San Francisco, CA.

Mitchell, D., McGowan, M., Lilly, K., Martinez, L., Horn, R., & Mellott, R. (2005, April). *An examination of the continued use of the Scientist-Practitioner Model.* A poster presentation at the annual meeting of the Rocky Mountain Psychological Association, Phoenix, Arizona.

Nellis, L., McGowan, M., & Connell, J. (1999, April). *Fetal Alcohol Syndrome: Implications for School Psychologists*. Symposium, Western Psychological Association Irvine, CA.

Pincus, A.L., Dicinson, K.A., McGowan, M. & Layman, B. (1995, March). *Personality & Group Climate.* Paper presentation at the annual meeting of the American Psychological Association, New York, NY.

* Presented with students

Invited Presentations/Consultation

McGowan, M. (2011, April). *Violence Risk Assessment in Pediatric Populations: Using a Structured Professional Judgment model*. Brown Bag Series hosted by the Department of Psychology, Indiana University of Pennsylvania.

McGowan, M. (2004). *Violence Risk Assessment*. Continuing education program presented to the Northern Arizona Psychological Society, hosted by Northern Arizona University, Flagstaff, Arizona.

Meehling, O., McGowan, M., Izzarelli, S. (2004). *Violence Risk and Threat Management,* presentation provided to 14 school based Threat Management Teams within the Phoenix Union High School District, Phoenix, AZ.

Invited Presentations/Consultation (*continued*)

Spessard, T., McGowan, M., Izzarelli, S. (2003). *Violence Risk and Threat Management*, presentation provided to 44 school-based Threat Management Teams within the Paradise Valley Unified School District, Phoenix, AZ.

Publications

In Press

McGowan, M. R. & Holtzman, D. R. (in press). Exploring the utility of the Stanford-Binet 5 gifted composite score for evaluating gifted and talented students. *Gifted Child Quarterly*.

Refereed Journals, Book Chapters, Newsletters and Monographs

Runge, T. J. & McGowan, M. R. (2012). What Is Mental Giftedness in Pennsylvania? *The Pennsylvania Psychologist, 72(8), 20-22.*

McGowan, M. R. (2012). Advocacy applied within an ecological context. *The Pennsylvania Psychologist*, *72*, 11.

McGowan, M. R., Horn R. A., & Mellott, R. N. (2011). The predictive validity of the Structured Assessment of Violence Risk in Youth in secondary educational settings. *Psychological Assessment*, 20, 35-46. doi: 10.1037/a0022304

McGowan, M. R. (2011). Improving human functioning: Helping clients to understand and manage physical pain. *The Pennsylvania Psychologist*, *71*, 3.

McGowan, M., McCloskey, G., Maerlender, A., & Whitaker, J. (2011). Neuropsychology of auditory processing disorders. In Andrew Davis (Ed). *Handbook of Pediatric Neuropsychology* (pp. 709-710). New York: Springer Publishing.

McGowan, M. R. (2010). Ethics workshops: Keeping pace with ethical and legal parameters for practice. *The Pennsylvania Psychologist*, *70*, 15.

McGowan, M. R. (2009). Reaching out to early career psychologists. *The Pennsylvania Psychologist*, *69*, 15.

McGowan, M. R. (2008). *Violence Risk Assessment in Schools: Exploring the predictive validity of the Structured Professional Judgment Model*. Saarbrucken: VDM Verlag Dr. Muller Aktiengesellschaft & Co.

Publications (*continued*)

Horn, R. A., McGowan, M. R., Mitchell, D. R., Mellott, R. N., Lilly, K., & Martinez, L. (2006). A pilot study examining the longer-term stability of the scientist-practitioner model of training. *American Behavioral Scientist, 50*, 830-841.

LaDue, R.A., Schact, R.M., Tanner-Halverson, P., & McGowan, M. (1999). *Fetal Alcohol Syndrome: A manual to aide in vocational rehabilitation and other non-medical services.* Institute for Human Development, Flagstaff, Arizona.

Grants/Funding Awards

Source		Amount		Date
Indiana Univ. of PA Senate: Small Grants		$500		2009
Indiana Univ. of PA Senate: Small Grants		$500		2010
National Register of Health Service Providers in Psychology Credentialing Scholarship		$395		2010
Indiana Univ. of PA Senate: Small Grants		$750		2012

Professional Recognition/Awards

Outstanding Master's Student of the Year Award 1999-2000, Northern Arizona University, Department of Educational Psychology

Outstanding Doctoral Student of the Year Award 2006-2007, Northern Arizona University, Department of Educational Psychology

2008 Science-Practice Research Poster Award, Pennsylvania Psychological Association, 2008 Annual Convention.

2010 Early Career Psychologist Credentialing Scholarship, National Register of Health Service Providers in Psychology

Volunteer of the Year Nominee 2010-2011, Indiana University of Pennsylvania

Service

Community and Professional Service

Member, Board of Directors, Indiana Regional Medical Center
The Indiana Regional Medical Center is a 501(c)(3) corporation. This board meets monthly and oversees budgetary, planning, policy, accreditation, and practice initiatives of the Indiana Regional Medical Center. This board is also responsible for the monitoring strategic planning proposals, oversight of hospital management, as well as community advocacy efforts.

Member, Corporation Board of Directors, Indiana Regional Medical Center
This board meets quarterly and provides budgetary oversight and input into the development of strategic planning proposals.

Chair (elect), Convention Committee, Pennsylvania Psychological Association
This committee meets to coordinate, develop, and manage operations related to Pennsylvania Psychological Association conventions, which includes review and selection of presentation proposals as well as review of attendance and participant satisfaction/evaluation from previous conferences.

Chair, Student Research Poster Awards, Pennsylvania Psychological Association
This subcommittee of the Convention Committee reviews proposals for poster presentations submitted by students for the annual convention. Recommendation for admission and awards are made to the convention committee.

Member, School Psychology Board, Pennsylvania Psychological Association
This committee meets to coordinate, disseminate, and discuss issues related to the practice of school psychology in Pennsylvania. Topics include legislative, policy, professional development, and training matters relevant to the field psychology as well as practice of school psychology in the state.

Member, Editorial Board, *Journal of School Violence*
Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

Member, Editorial Board, *Psychology in the Schools*
Responsibilities include providing feedback to journal editors regarding manuscripts being considered for publication.

University Service

Member, University Senate

This body represents shared governance of the university that is comprised of representatives from administration, faculty, staff, and students. Senate activities include review and recommendation to the president concerning curricular, finance and development, awards, student affairs, and policies.

Member, Library and Educational Services Committee

This body provides input and direction to the Library and Educational services on the IUP campus.

Member, Academic Computer Policy Advisory Committee

ACPAC recommends policy related to technology in support of the academic mission. These units include but are not limited to: the President, the Provost, the University Senate, the Deans' Council, and the Office of the CIO.

Member, Graduate Coordinators Committee – School of Graduate Studies and Research

Meetings coordinated by the School of Graduate Studies and Research with responsibilities for providing input to and gaining direction from the Dean of Graduate Studies regarding university wide initiatives and policies.

College Service

Member, College of Education and Educational Technology Research Committee

Responsibilities include reviewing and awarding grants submitted by faculty from the COE-ET as well as programmatic initiatives for fostering research and cross departmental collaborations

Member, Graduate Counsel - College of Education and Educational Technology

Meetings coordinated by the College of Educational and Educational Technology with responsibilities for providing input to and gaining direction from the Dean of COE-TE regarding college wide initiatives and policies.

Departmental Service

Coordinator, School Psychology Certification Program

Responsibilities include orientation, advisement, scheduling and accreditation for students enrolled in both the M.Ed. in Educational Psychology and C.A.G.S. in School Psychology. Administration and oversight of graduate assistantships, recruitment, admissions, accreditation as well as monitoring program compliance with state and federal guidelines are also included in this role.

Departmental Service *(continued)*

Co-Chair, School Psychology Committee

Responsibilities include monitoring student progress for specialist and doctoral candidates as well as readiness for graduation. Committee business also includes review and recommended revision of program requirements.

Member, Educational and School Psychology Curriculum Committee

Responsibilities include curricular planning, alignment, and development across undergraduate, specialist, and doctoral courses offered through the Department.

Co-Chair, Departmental Review Board *(2008-2009)*

Previous responsibilities included reviewing research protocols originating within the department and making recommendations prior to submission to the University Institutional Review Board (IRB)

Professional Associations

American Psychological Association
Association of School Psychologists of Pennsylvania
Honor Society of Phi Kappa Phi
National Association of School Psychologists
Pennsylvania Psychological Association

Licenses/Certifications

Arizona Certified School Psychologist (2001 – 2007)
Nationally Certified School Psychologist (2003 – present)
Licensed Psychologist, PS 016568 (*Pennsylvania*) (2008 – present)
National Register of Health Service Providers in Psychology, #52923 (2010-present)