

Pew Research Proposal
Union University

Cover Sheet

Name(s) of Applicant(s): Mollie D. K. Carter

Title of Proposed Project:

Christ-modeled Self-Compassion: An Intervention for Decreasing Anxiety and Increasing Academic Grit in Undergraduate Students

Primary Discipline:
Psychology

Has this proposal been submitted to another agency, publication, or program (including for the Union University Research/Study Leave)?
No

If so, which one(s)? N/A

Location of proposed research: Union University Department of Psychology

Desired start date: The method will begin January 9, 2023.

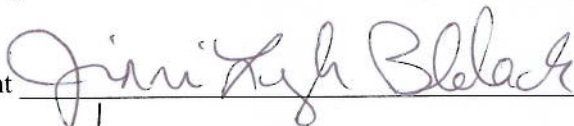
Recommending Scholars and their disciplines:

External: K. Paul Nesselroade, Chair of the Department of Psychology at Asbury University

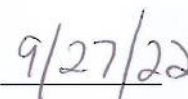
Union: Tamarin Huelin, LPC/MHSP Counseling Services

In consultation together, we recommend the approval of the proposal as an acceptable project and affirm that the applicant has the professional wherewithal to accomplish the project satisfactorily.

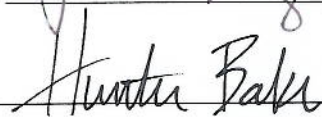
Chair of your department



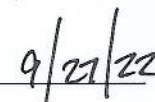
Date:



Dean of your school:



Date:



Christ-Modeled Self-Compassion: An Intervention for Decreasing Anxiety and Increasing
Academic Grit in Undergraduate Students

Mollie D. K. Carter

In partial fulfillment of the requirements for the PEW grant at Union University

2022-2023

2. Statement of the End Products

I intend to present this research at the Union University Scholarship Symposium, at the American Association of Christian Counselors' World conference in September 2023, and at the Christian Association of Psychological Science conference in Spring of 2024. I intend to submit a research article to the Journal of Psychology and Theology, the Journal of Psychology and Christianity, the Christian Higher Education journal, or another similar journal. Assuming the research protocol is effective, I will consider publishing the Christ-modeled self-compassion protocol in book format. Please see the proposed timeline for details.

3. Project Description/ Explanation of the Scholarly Activity

I. Statement of the Scholarly Activity

The current study examines the relationship between self-compassion, academic grit, and anxiety in college students. Specifically, this study is a quasi-experimental, pretest-posttest design that will examine the impact of a self-compassion intervention on anxiety and academic grit in undergraduate college students.

Additionally, self-compassion as a concept, along with its associated interventions, are secular, evidence-based approaches to healthier functioning. Christian educators, students, practitioners, and clients can benefit from a Christ-modeled form of self-compassion that will shift the focus of self-compassion from one that is self-serving to a focus on self-compassion centered on Christ's demonstration of compassion so that people function optimally and turn the compassion toward themselves outward to the world. Thus, I have written a self-compassion curriculum called the Christ-modeled self-compassion intervention to use in this study.

II. Description of the Activity and its Goals

Activity

The current study will take place in 5-7 undergraduate psychology courses as part of the curriculum. During the first week of class, students will complete a pre-test assessment of self-compassion, academic grit, and anxiety. For twelve weeks, students will watch a weekly video explaining an aspect of Christ-modeled self-compassion and its applications, and students will complete weekly questions and tasks to enhance self-awareness of the aspect covered. At the end of the twelve-week intervention, students will take a posttest assessment of self-compassion, academic grit, and anxiety. The goals of the study are to determine if a Christ-modeled self-

compassion intervention increases self-reported self-compassion and academic grit and if the intervention decreases anxiety.

Goals

Participants will learn of Jesus Christ's demonstration of compassion toward them through 12 lessons, one general lesson and one academic domain specific lesson, for each of the six aspects of self-compassion which are arranged in three dichotomies: self-judgement versus self-kindness, isolation versus common humanity, and overidentification with suffering versus Christian contemplation (Neff, 2003b; to replace mindfulness, see connections with Christian faith; Knabb, 2022). Participants will develop awareness through weekly reflective questions and tasks designed to increased Christ-modeled self-compassion. The researcher will assess the efficacy of Christ-modeled self-compassion intervention for increasing academic grit and decreasing anxiety. The researcher will disseminate the findings to contribute to knowledge on self-compassion and academic grit. The researcher will disseminate the Christ-modeled self-compassion curriculum.

III. Theoretical Framework

According to Zimmerman (1989; 1990a), the social cognitive model of self-regulated learning is a cyclical framework that includes three phases: forethought, performance, and self-reflection. The first phase, forethought, includes task analysis and self-motivational beliefs. Task analysis includes goal setting and strategic planning, and self-motivational beliefs encompass intrinsic factors such as self-efficacy, outcome expectations, interest, and goal orientations (performance or mastery goals). The second phase of Zimmerman's model of self-regulated learning is the performance phase, which involves self-control and self-observation. Self-control involves self-instruction, imagery, attention focusing and refocusing, and task-related strategies,

while self-observation includes self-recording and self-monitoring. The final phase of the cyclical model of self-regulated learning is the self-reflection phase. Self-reflection includes self-judgement and self-reaction. Self-judgement is considered to include self-evaluation and causal attribution (internal or external source of success or failure). Self-reaction as part of self-reflection includes satisfaction/affect and moving forward to the next task with an adaptive or defensive orientation.

Zimmerman's (1989; 1990a) model of social-cognitive self-regulated learning was developed before the concepts of self-compassion (Neff, 2003) and grit (Duckworth, Peterson, Matthews, and Kelly, 2007) entered the psychological literature. Self-compassion is an orientation toward oneself that involves self-kindness, common humanity, and mindfulness (Neff, 2003), and it is assessed through self-report measures. Grit is persistence toward goals (Duckworth, et al., 2007), with academic grit specifically focusing on persistence toward academic goals. The extent to which an individual experiences academic grit is tested in the face of academic struggles, where persistence might be difficult, and it is assessed through self-report measures. Self-compassion and grit can be factors at all three phases of the model of self-regulated learning. First, self-compassion is likely a key factor in the self-motivational beliefs aspect of the forethought phase. Self-compassion involves being kind to oneself in the face of previous experiences that could have been successes or failures, which will be asserted in a belief that the current academic task is different from the last one and effort determine future success. Grit is likely a key factor in the self-observation of the performance phase. A student may observe the task and their current performance, determine its degree of difficulty, and employ behavioral and cognitive strategies that enhance or undermine persistence toward the goal. Self-reflection is also likely to involve self-compassion, as self-compassion will impact causal

attributions and adaptation/defensiveness. The self-compassionate student will understand that their effort and ability impacted their performance, but there could also be external factors such as task difficulty and other situational factors that mediate the relationship between their effort and ability to their success. Also, when a self-compassionate student fails a task but has an orientation toward self-kindness and mindfulness, they will be able to approach the forethought phase of the next situation with understanding that task failure is only reflective of the one task instead of believing that failure is part of their personhood. Instead, the self-compassionate student will believe that just because they failed at one task does not mean that they cannot put forth effort and succeed on the next task. Self-compassion then bridges the self-reflection and forethought phases. Anxiety fits into the self-reflection stage as a affective variable.

Therefore, I assert that Zimmerman's (1989; 1990a) social-cognitive model of self-regulated learning can be expanded to include self-compassion, grit, and anxiety.

IV. Brief examination of scholarly literature or context of the activity within your discipline.

Anxiety is the most common presenting problem among American college students reported by university counseling centers, with 60.8 percent of students presenting with anxiety, followed by 46.9 percent reporting stress and 44.3 percent presenting with depression (AUCCCD Annual Survey, 2021). Anxiety is known to impact variables that contribute to academic success, such as grit (Tuckwiller and Dardick, 2018), which is persistence toward goals in the face of struggles (Duckworth, Peterson, Matthews, and Kelly, 2007). Self-compassion is an orientation toward oneself marked by self-kindness instead of self-judgement, common humanity instead of isolation, and mindfulness instead of over-identification (Neff, 2003b). Self-compassion interventions are known to reduce anxiety in college students (Dundas, Binder, Hansen, and Stige, 2017), and self-compassion is known to be associated with grit (Weiss, 2018). Efforts aimed at enhancing grit have involved behavioral, cognitive, and emotional strategies of modifying general grit, but without much success (Hwang and Nam, 2021). While several self-compassion interventions have demonstrated effectiveness at increasing self-compassion and

decreasing anxiety, the efficacy of self-compassion interventions on grit are unclear (Thompson, 2018). The reason for lack of clarity may be lack of focus on domain specific grit (Mosewich, Dunn, Dunn, and Wright, 2021). Therefore, this study explores the impact of a self-compassion intervention on anxiety and academic grit, which is persistence toward academic tasks and goals (Clark and Malecki, 2019). I assert this path makes sense because if a student is able to accept the failures and uncertainties of college life with self-kindness, the understanding that everyone experiences failure and suffering, and a disposition that is focused in the present moment, the student will be able to engage in practices that will help them to persist, such as asking for help, eliminating distractions, and other strategies for self-regulation. These strategies will not only increase grit, but also decrease anxiety.

Additionally, self-compassion as it was developed by Neff (2003b) involves self-focused compassion for the sake of compassion itself and the reduction of shame and other negative variables. Although this focus is helpful for the unregenerated person, a regenerated person places their focus on Jesus Christ, and with Him comes thoughts that are noble, right, pure, and holy. I propose a shift from the self-serving concept of self-compassion to Christ-modeled self-compassion. I propose a Christ-modeled self-compassion curriculum, and I propose a study that will assess the effectiveness of such a curriculum on grit in undergraduate college students.

V. Connection to Ernest Boyer's Model of Scholarship.

Ernest Boyer's (1990) model of scholarship supports discovery, integration, application, and innovative teaching as scholarship. The current research fits into each of these categories. The current study is original research because while there is general knowledge that self-compassion and grit covary, there are no known intervention studies on the impact of a self-compassion intervention on academic grit. The current research is integrative because self-compassion is a self-focused psychological concept but acknowledging and following the humanity of Jesus through his example of compassion in the midst of his embodiment, finiteness, and dependence will shift the goal of self-compassion from one that is self-serving to one that is Christlike. Jesus's example regarding the principles of self-compassion offers an integrated Christ-modeled self-compassion that integrates psychology and theology. The current research

is applicable because an intervention will be applied with the goal of enhancing student functioning in academic tasks. Finally, the current study involves teaching and learning. Including self-regulation related assignments into psychology courses is a growing trend aimed at equipping students with coping skills.

References

- Boyer, E. (1990). *Scholarship reconsidered: Priorities of the Professorate*. Carnegie Foundation for the Advancement of Teaching: Princeton, NJ.
- Clark, K. N., and Malecki, C. K. (2019). Academic grit scale: Psychometric properties and associations with achievement and life satisfaction. *Journal of School Psychology, 72*, 49-66.
<https://doi.org/10.1016/j.jsp.2018.12.001>.
- Duckworth, A. L., Peterson, C., Matthews, M. D., & Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology, 92*(6), 1087–1101. <https://doi.org/10.1037/0022-3514.92.6.1087>
- Dundas, I., Binder, P-E., Hansen, T. G. B., and Stige, S. H. (2017). Does a short self-compassion intervention increase healthy self-regulation? A randomized control trial. *Scandinavian Journal of Psychology, 58*, 443-450. <https://doi.org/10.1111/sjop.12385>.
- Hwang, M.-H., and Nam, J. E. K. (2021). Enhancing grit: Possibility and intervention strategies. *Multidisciplinary Perspectives on Grit, 77-93*.
- Knabb, J. J. (2022). *Faith-Based ACT for Christian Clients: An Integrative Approach*. Routledge.
- Mosewich, A. D., Dunn, J. G. H., Dunn, J. C., and Wright, K. S. (2021). Domain-specific grit, identity, and self-compassion in intercollegiate athletes. *Sport, Exercise, and Performance Psychology, 10*(2), 257-272. <https://doi.org/10.1037/spy0000267>.
- Neff, K. D. (2003a). Development and validation of a scale to measure self-compassion. *Self and Identity, 2*, 223-250.
- Neff, K. D. (2003b). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity, 2*, 85-102.
- Thompson, E. S. (2018). *Self-compassion meditation: Applications for online students*. Proquest dissertations.

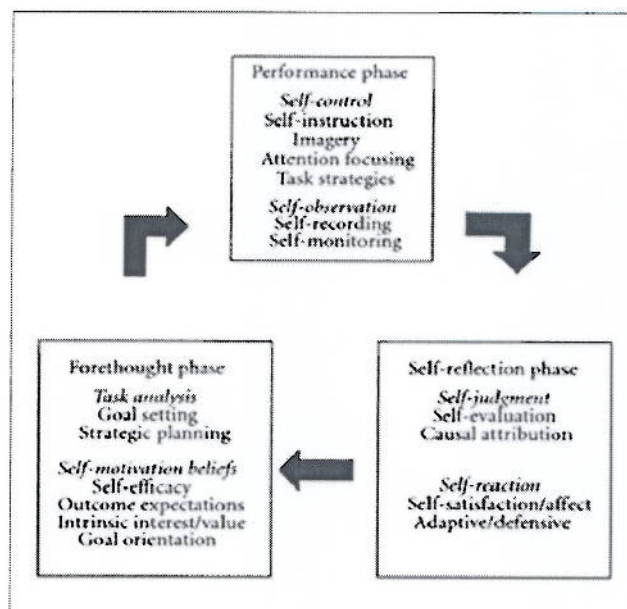
Tuckwiller, B., and Dardick, W. R. (2018). Mindset, grit, optimism, pessimism, and lifestyle satisfaction in university students with and without anxiety and/or depression. *Journal of Interdisciplinary Studies in Education*, 6(2).

Weiss, A. E. (2018). Examining the predictive abilities of mindfulness, self-compassion, and grit. West Virginia University Research Repository.

Zimmerman, B.J. (1989). A social cognitive view of self-regulated academic learning. *Journal of Educational Psychology*, 81, 329–339.

Zimmerman, B.J. (1990a). Self-regulating academic learning and achievement: the emergence of a social cognitive perspective. *Educational Psychology Review*, 2, 173–201.

Theoretical Framework Figure



4. An essay (500 - 1000 words) describing how the Christian faith relates to your understanding of your discipline and how it relates to this scholarly endeavor.

The Christian faith is the foundation of my understanding of the discipline of Psychology. Psychological traditions propose varying views on topics such as human nature, psychopathology, human flourishing, and relationships. No theory of psychology is comprehensive, and each theory has flaws and well-known criticisms. Thus, it is important to look outside the field of psychology for a reliable source of truth from which to evaluate the foundation, contributions, and evidence-based practices associated with each psychological tradition. The Bible is the ultimate source of truth—living, active, infallible, and historically accurate. The Bible reliably asserts that humans are made in the image of God, but due to the Fall of Mankind, humans are sinful and incapable of doing good apart from God without selfish motives. The Bible explains that pathology and death are the consequences of original sin, and that suffering is the result of personal sin, the sin of others, the impact of sin on the world and the human body, an opportunity for the glory of God to be on display, or a combination of these factors. The Bible provides wisdom for living and flourishing, both individually and in relationships with others. Therefore, I assess the foundations and assumptions of psychological theories based on these truths. I acknowledge and utilize evidence-based practices that have arisen from traditions that are manmade, and therefore faulty, but I do not elevate the use of theories or evidence-based practices over the truth and wisdom of scripture.

Due to human inability to atone for sin, Jesus took on flesh, lived a sinless life, and took our sin upon himself as He died. Jesus rose from the dead and ascended into Heaven, where He sits at the right hand of God and intercedes for believers. Following Jesus's ascent, the Holy Spirit was poured out initially on the Day of Pentecost. The Holy Spirit convicts of sin, points to Jesus,

fills believers at salvation and continuously thereafter, and gives gifts to believers for the equipping and edifying of the body of Christ. These truths are the cornerstone of transformational psychology and doing psychology well in the Spirit, as proposed by John Coe and Todd Hall (2010).

The influence of scripture is also important for the current study. Although Jesus was surrounded by people who would not acknowledge his divinity because of his humanity during His earthly ministry, contemporary Christians do the opposite, focusing primarily on his divinity at the expense of allowing Jesus's humanity to provide an example for our own humanity. Christ modeled personhood involves characteristics of embodiment, finiteness, and dependent on God and others (Mitchell, 2003). Examining Jesus's humanity on display toward himself and others during his earthly ministry provides an example of how we should live, relate to ourselves, and relate to others. The current study focuses on Jesus's compassion as an example of the compassion we can demonstrate toward ourselves and the outcomes that Christ-like compassion may foster in us.

The concept of self-compassion involves being kind toward oneself rather than judgmental, recognizes common humanity and rejects isolation during suffering, and emphasizes mindful living instead of overidentification with suffering (Neff, 2003b). Part of the greatest commandment is to "love our neighbors as ourselves," but this command assumes that we love ourselves well. In reality, when we are critical toward others and blame them for our unmet expectations, displacement is often occurring because we are critical toward ourselves and failing to meet our own expectations or the perceived expectations of those around us. To love others well, we must show ourselves the same compassion that Jesus has demonstrated toward us. He modeled compassion toward the woman at the well, toward the adulteress who was about

to be stoned, and toward us all through his sacrifice. Since we now have no condemnation in Christ Jesus, those who are regenerated and being sanctified have no reason to treat themselves with contempt. If we take up an orientation toward kindness with ourselves, we will be more likely to demonstrate the Lord's kindness toward others, a kindness which leads to repentance. The second set of dichotomies regarding self-compassion is isolation versus common humanity. Jesus demonstrates a rejection of the human tendency to isolate in his gathering of disciples to be with him. We also read in scripture that Jesus was tempted by Satan at a time when He was hungry, tired, and alone. Likewise, in substance use counseling, I encourage clients to avoid body states of hungry, angry, tired, and lonely, because in those states we are more likely to react to situations automatically instead of acting with the intentionality displayed by Jesus. The opposite of isolation is common humanity, and Jesus is the most reliable example of characteristics that describe personhood as his earthly form was embodied, finite, and dependent on God and others (Mitchell, 2003). An important aspect of common humanity is understanding that all humans suffer. Jesus was in tune with his suffering, and He is our example of how to suffer well by demonstrating that we can ask the Father to relieve the opportunity to suffer and yet submit to the Father's will. The final dichotomy in self-compassion work is mindfulness in opposition to overidentification with suffering. Overidentification is the tendency to focus only on suffering while failing to focus on what is right and good in the present moment. Instead, well-developed Christian contemplative practices have been developed in place of the Buddhist and secular forms of mindfulness, and Christian contemplation should replace the concept of mindfulness (Knabb, 2022) in Christ-modeled self-compassion work. Christian contemplation is a spiritual discipline that allows a regenerated person to view the trials and joys of life through a distinctly Christian perspective. Through taking on this compassionate view of suffering, we can

better identify with Christ and his suffering, resist the anxiety associated with shame and perfectionism, and persist toward our academic goals.

References

- Coe, J., and Hall, Todd. (2010). *Psychology in the Spirit*. InterVarsity Press.
- Knabb, J. J. (2022). *Faith Based ACT for Christian Clients: An Integrative Treatment Approach*. (2nd Edition). Routledge.
- Mitchell, B. J. (2003). Persons Beyond Roe v. Wade: The Post-Human Age? *The Southern Baptist Journal of Theology*, 7(2), 68-77.
- Neff, K. D. (2003b). Self-compassion: An alternative conceptualization of a healthy attitude toward oneself. *Self and Identity*, 2, 85-102.

5. A Brief Budget

Item	Cost
State/Trait Anxiety Inventory – license to administer to 150 participants twice (300 copies)	\$525.00
Statistical Consulting – I run analyses myself, but I like to have a consultant check over my work and run any additional analyses I need – up to 8 hours of work.	Up to \$400.00
Registration for American Association of Christian Counselors World Conference (AACC) 2023 (approximately \$300.00) and registration for Christian Association of Psychological Studies Conference (CAPS) 2024 (approximately \$200.00)	Approximately \$500.00
Conference Hotel AACC (approximately \$1000.00) and Conference Hotel CAPS (approximately \$600.00)	Approximately \$1,600.00
Mileage to AACC (240 miles roundtrip at \$110.40) and CAPS (601 miles roundtrip at \$0.46 per miles = \$276.46)	Approximately \$386.00
Dining at AACC (\$60.00 per day for 4 days = \$240.00) and CAPS (\$60.00 per day for 4 days = \$240.00)	Approximately \$480.00
Open Source Publication Fees (remaining \$609.00)	Approximately \$609.00
Total (approximate)	\$4500.00

6. A time frame for the completion and a plan for the dissemination of the project.

Date/Date Range	Event
October 1-31, 2022	Finalize the curriculum and record videos
November 1-December 10, 2022	Seek and Finalize Institutional Review Board approval Submit paper presentation/clinical demonstration abstract for American Association of Christian Counselors conference 2023
January 9-13, 2023	Gather pre-test data
January 16-April3, 2023	Implement Christ-modeled self-compassion intervention protocol
April 3-7, 2023	Gather post-test data
April 8-May 21, 2023	Analyze data Present Preliminary findings and the protocol at Union University Scholarship Symposium
June 1-August 14, 2023	Write journal article and submit to Journal of Psychology and Theology, Journal of Psychology and Christianity, or Christian Higher Education
September 13-16, 2023	Present paper/clinical demonstration at American Association of Christian Counseling World conference
October, 2023	Submit paper abstract for Christian Association of Psychological Studies Conference 2024
March/April, 2024	Present at Christian Association of Psychological Studies Conference
April, 2024	Present Final findings at Union University Scholarship symposium

Mollie D. K. Carter, PhD, LPC/MHSP**Personal Information**

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Jackson, TN 38305
(731)334-0413
mdcarter@uu.edu

Professional License

State of Tennessee Department of Health March 2017-present
Licensed Professional Counselor with Mental Health Service Provider designation
License Number LPC0000003847

Education

Ph.D	The University of Memphis Educational Psychology and Research	May 2020
M.A.	Oral Roberts University; Tulsa, OK Mental Health Counseling	May 2013
B.S.	Union University; Jackson, TN Psychology Minor: Biology	May 2011

University Experience

Assistant Professor Department of Psychology School of Arts and Sciences Union University Courses I teach: Introduction to Psychology; Behavioral and Cognitive Theories of Learning; Statistics for the Behavioral Sciences; Applied Research; Issues in Psychology and Religion.	July 2022-present
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Assistant Professor Department of Psychology School of Arts, Humanities, and Social Sciences Asbury University Courses taught: Psychology in Everyday Life; Advanced Psychology and Professional	August 2021-July 2022
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Life; Statistics for the Social and Behavioral Sciences; Counseling I; Expressive Therapies

Program Director and Assistant Professor

August 2020-present

Psychology Program

School of Arts, Humanities, and Social Sciences

Lincoln Memorial University

Courses taught: PSYC-100 Introduction to Psychology; PSYC-221 Child, Adolescent

Development; PSYC-255 Social Psychology; PSYC-450 Health Psychology; PSYC-460

Counseling Theories and Techniques; PSYC-498 Internship in Psychological Services

Adjunct Instructor of Psychology

August 2014-May 2022

Department of Psychology, Union University

Courses taught: PSY-213 Introduction to Psychology; PSY-316 Behavioral/Cognitive

Theories of Learning; PSY-324 Child Growth and Development; PSY-338 Issues in

Psychology and Religion

Teaching Assistant

January 2016-May 2020

Department of Counseling, Educational Psychology and Research

The University of Memphis

Courses taught: EDPR-2111 Lifespan Development; EDPR-3302 Child and Adolescent

Development EDPR-4301 Child Development in Education

Research Experience

Current Works

Carter, M.D.K., Dean, J., Walden, L., & Miller-Eschlemann, M. Spiritual abuse and attachment to God: Faith maturity as a full mediator. Manuscript being prepared for submission to the Journal of Psychology and Theology.

Carter, M. D. K. The Social Psychology of Masking in the Classroom. Manuscript under review for the Journal of Current Psychology.

Presentations

Carter, M. D. K., Dean, J., & Miller-Eschlemann, M. (2022). A path from spiritual abuse to attachment to God: Adult attachment as a mediator. Poster presented at Christian Association of Psychological Science Convention. Louisville, KY.: April, 2022.

Carter, M. D. K., & Blalack, J. L. (2021). Spiritual modeling and perspective-taking in

the discipleship of emerging adults. 75-minute workshop presented at American Association of Christian Counseling World Conference. Orlando, FL.: September, 2021.

Walden, L., Carter, M. D. K., & Carmack, R. (2021). Harm Reducing A-CRA Implementation Decreases Truancy and Disciplinary Action. Paper presented at National Association of School Psychologists Conference. Virtual.: February, 2021.

Carter, M. D. K., & Yang, C-c. (2019). A path to compulsive social media use: Social media social comparison as a moderator. Poster presented at American Association of Christian Counseling World Conference. Nashville, TN.: October, 2019.

Carter, M. D. K., & Yang, C-c. (2018). A path to compulsive social media use: Entrapment as a mediator, gender as a moderator. Poster presented at Society for Research on Adolescence. Minneapolis, MN.: April, 2018.

Carter, M. D. K., Yang, C-c., & Holden, S. M. (2017). Loneliness, entrapment, and compulsive social media use: A path model. Presented at Society for Studies of Emerging Adulthood. Washington, D. C.: November, 2017.

Publications

Carter, M. D. K. (2022). Paths from spiritual support to college self-efficacy in southeastern Christian and southeastern public university students. *Journal of Curriculum Studies Research special issue* 4(1): 1-17. <http://doi.org/10.46303/jcsr.2022.2>

Yang, C-c., Carter, M. D. K., Holden, S. M., & Webb, J. J. (2019). Developmentally salient psychosocial characteristics, rumination, and compulsive social media use during the transition to college. *Addiction Research and Theory*, doi:10.1080/16066359.2019.1682137.

Yang, C-c., Holden, S. M., & Carter, M. D. K. (2018). Social media social comparison and identity distress at the college transition: A dual-path model. *Journal of Adolescence*, 69, doi: j.adolescence.2018.09.007.

Yang, C-c., Holden, S. M., & Carter, M. D. K. (2018). Social media social comparison of ability (but not opinion) predicts lower identity clarity: Identity processing style as a mediator. *Journal of Youth and Adolescence*, doi: 10.1007/s10964-017-0801-6.

Yang, C-c., Holden, S. M., & Carter, M. D. K. (2017). Emerging adults' social media

self-presentation and identity development at college transition: Mindfulness as a moderator. *Journal of Applied Developmental Psychology*, 52, doi: 10.1016.j.appdev.2017.08.006.

Service

Statistical Consulting

Undergraduate Psychology Research Group, Union University
2018 and 2019

Colloquium Book Discussion Leader

University Honors Program, Union University

Counseling Experience

Private Practice

August 2017-present

Provide individual and family counseling.

School Based Liaison for At Risk Youth

October 2014-January 2016

Parkview Learning Center, alternative school

Jackson Madison County School System in partnership with

Pathways Behavioral Health services, an affiliate of West Tennessee Healthcare

Conduct intakes, individual counseling, and group counseling.

Supervisor of Program Implementation

January 2015-January 2016

Treatment and Recovery for Youth Initiative, State of Tennessee in partnership with

Pathways Behavioral Health Services, an affiliate of West Tennessee Healthcare

As part of a clinical research trial, support staff by continually monitoring implementation of the Adolescent Community Reinforcement approach to ensure fidelity to the model. Instruct clinicians on how to use the Adolescent Community Reinforcement approach effectively with a variety of presenting problems. Assist research evaluator by relaying intake, assessment, and discharge information. Participate in state and federal compliance visits. Maintain contact with stakeholders.

Program Counselor

January 2014-January 2016

Treatment and Recovery for Youth Initiative, State of Tennessee in partnership with

Pathways Behavioral Health Services, an affiliate of West Tennessee Healthcare

As part of a clinical trial, implement individual, caregiver, and family therapy consistent with the Adolescent Community Reinforcement Approach.

Program Counselor/Coordinator

June 2013-October 2014

Adolescent Substance Abuse/Co-occurring Disorders Intensive Outpatient Program

Pathways Behavioral Health Services, an affiliate of West Tennessee Healthcare

Conduct group therapy for adolescents with co-occurring disorders in three hour sessions for four days each week. Perform assessments to determine eligibility for admission. Administer chemical dependence assessments and write reports for juvenile court systems across Northwest Tennessee.

Community Presentations

The Impact of Social Media Use on College Students

Presented to the Psychology Club at Union University

Council on Children's Mental Health, State of Tennessee

Present findings and community outreach aspects of the research grant at quarterly meetings upon request. State of Tennessee Department of Mental Health and Substance Abuse Services.

Work-Life Balance

Educate employees of the Southwest Developmental District and T.L.M. Associates regarding the importance of maintaining healthy boundaries between professional and personal aspects of life.

Mindfulness for Emergency Medical Personnel

Presented on the topic and practice of mindfulness for emergency medical personnel of West Tennessee Healthcare.

Adolescent Community Reinforcement Approach (A-CRA)

Trained clinicians of Pathways Behavioral Health Services regarding the A-CRA model of co-occurring disorders treatment.