

Curriculum Vitae

Ivette M. Calles, Ph.D.

PHONE: (979) 845-2581
E-MAIL: I.CALLES@TAMU.EDU

EDUCATION

- August 2018 - Feb. 2019 Postdoctoral Fellow (*APA Accredited*)
Nicklaus Children's Hospital, Miami, FL
Pediatric Psychology Fellowship
Fellowship Advisor: Rose Alvarez-Salvat, Ph.D.
- Sept. 2016 - Sept. 2017 Psychology Intern (*APA Accredited*)
Children's Hospital of Philadelphia, Philadelphia, PA
Pre-Doctoral Clinical Internship
Training Director: Paul M. Robins, Ph.D.
- August 2011 - Aug. 2018 Clinical Psychology Doctoral Training Program (*APA Accredited*)
Texas A&M University, College Station, TX
Doctor of Philosophy
- August 2006 - April 2010 Educational Specialist
Florida International University, Miami, FL
Major: School Psychology
- January 2004 - May 2008 Master of Science
University of Miami, Coral Gables, FL
Major: Educational Research, Measurement, and Evaluation
- January 1999 - May 2000 Master of Science
University of Miami, Coral Gables, FL
Major: Elementary Education
- August 1994 - May 1998 Bachelor of Arts *cum laude*
University of Miami, Coral Gables, FL
Major: Psychology; *Minor*: Sociology

TEACHING EXPERIENCE

- 1/24–present **Instructional Associate Professor**
Texas A&M University, Psychological and Brain Sciences, College Station, TX
- Designed course syllabus, prepared and taught lectures, and evaluated students' performance.
- Introduction to Psychology, PBSI 107*
Semester: Spring 2024
Research Methods in Psychology, PBSI 302
Semester: Spring 2024
- 1/20–12/23 **Part-Time Lecturer**
University of Miami, College of Arts and Sciences, Coral Gables, FL
- Designed course syllabus, prepared and taught lectures, and evaluated students' performance.
- Introduction to Psychology, PSY 110*
Semester: Spring 2020, Fall 2022, Spring 2023, Fall 2023
Child and Adolescent Development, PSY 230
Semester: Spring 2021
Introduction to Biobehavioral Statistics for Non-Majors, PSY 292
Semester: Fall 2020, Spring 2021, Fall 2021, Spring 2022, Fall 2022, Spring 2023, Fall 2023
- 6/19– 8/21 **Part-Time Lecturer**
University of Miami, School of Nursing & Health Studies, Coral Gables, FL
- Designed course syllabus, prepared and taught lectures, and evaluated students' performance.
- Research & Evidence-Based Adv Practice Nursing, NUR 630*
Semester: Summer 2019, Summer 2020, Summer 2021
Applied Biostatistics for Nursing Practice, NUR 664
Semester: Fall 2019, Spring 2020, Fall 2020
- 1/16–5/16 **Lab Instructor**
Texas A&M University, Department of Psychology, College Station, TX
- Taught lab portion of courses, including preparing and giving lectures, and evaluating students' performance.
- Experimental Psychology, PSYC 204*
Semester: Spring 2016
- 1/15–5/15 **Instructor**
Texas A&M University, Department of Psychology, College Station, TX
- Designed course syllabus, prepared and taught lectures, and evaluated students' performance.
- Psychology of Adolescence, PSYC 323*
Semester: Spring 2015

- 9/14–12/14 **Lab Instructor**
Texas A&M University, Department of Psychology, College Station, TX
- Taught lab portion of course, including preparing and giving lectures, and evaluating students' performance.
- Experimental Psychology, PSYC 204,*
Semester: Fall 2014
- 7/14–8/14 **Co-Instructor**
Texas A&M University, Department of Psychology, College Station, TX
- Designed course syllabus, prepared and taught lectures, and evaluated students' performance.
- Psychology of Adjustment, PSYC 305*
Semester: Summer 2014
- 1/12–8/15 **Graduate Teaching Assistant**
Texas A&M University, Department of Psychology, College Station, TX
- Guest lectured, supervised and graded examinations and assignments, and managed grade book.
 - Designed and facilitated make-up examinations.
- Principles of Behavior, PSYC 414; Psychology of Adjustment, PSYC 305; Personality, PSYC 330; Introduction to Psychology, PSYC 107; Abnormal Psychology, PSYC 306*
Semester: Spring 2012, Summer 2012, Spring 2014, Summer 2014, Spring 2015, Summer 2015,
Lead Professors : Robert W. Heffer, Ph.D., Brian H. Stagner, Ph.D., Douglas W. Woods, Ph.D.
- 8/00–8/06 **Elementary School Teacher**
Miami-Dade County Public Schools, Miami, FL
- Taught grades 1-5.
 - Provided instruction in mathematics and science to attain goals for FCAT and long range development for fifth grade.
 - Taught Extended Foreign Language English Curriculum for third and fourth grades.
 - Taught FCAT Writes and Reading techniques for third and fourth grades.
 - Taught Inclusion and pull-out ESE classes.
 - Taught ELL immersion and pull-out classes.
 - Planned long and short term learning goals for grades 1-5.
 - Performed daily teacher responsibilities.
 - Organized field trips and extra-curricular activities.
 - Met regularly with parents and other professionals to discuss design paths for students' success.

RESEARCH EXPERIENCE

- 8/11– 8/18 Graduate Student Lab Coordinator
Clinical Child & Adolescent/Pediatric Psychology Lab, Department of Psychology, Texas A&M University, College Station, TX
- Engaged in all phases of research including study formulation, including conducting interviews, designing surveys, recruitment, data entry, data management, and quantitative and qualitative data analyses related to children with chronic medical conditions and anxiety or depression.
 - Participated in weekly research meetings, trained and managed undergraduate research assistants.
- Supervisor: Robert W. Heffer, Ph.D.*
- 1/12–1/13 Volunteer Research Assistant
Psychology Section, Department of Pediatrics, Baylor College of Medicine/ Texas Children's Hospital, Houston, TX
- Organized and entered data into Excel workbook for research study.
 - Conducted analyses on data in SPSS.
- Supervisor: David D. Schwartz, Ph.D.*
- 5/10–9/10 Volunteer Research Assistant
Child Anxiety and Phobia Program, Miami, FL
- Translated research questionnaires into Spanish.
 - Back translated questionnaires into English.
- Supervisor: Wendy K. Silverman, Ph.D.*
- 5/07–4/10 Graduate Research Assistant
Community Based Intervention Research Group, Florida International University, Miami, FL
- Rated recordings of counseling sessions for treatment adherence and clinical rapport.
 - Conducted initial data analysis in SPSS. Presented at FCA on initial research findings.
- Supervisor: Marilyn Montgomery, Ph.D.*
- 3/07–5/08 Graduate Research Assistant
University of Miami, Coral Gables, FL
- Administered and scored testing materials including Peabody, CTOPP, and Woodcock Johnson III.
 - Entered data in SPSS.
 - Conducted analyses on data in SPSS.
- Supervisor: James D. McKinney, Ph.D.*

PROFESSIONAL/CLINICAL EXPERIENCE

09/16-9/17 Pre-doctoral Clinical Psychology Intern
*Children's Hospital of Philadelphia, Department of Child and Adolescent
 Psychiatry and Behavioral Sciences, Philadelphia, PA*

Rotations:

- *Primary Care Clinics* (September-September): Participated in a multidisciplinary team providing consultation services and brief assessment services in the child and adolescent primary care clinics. Common presenting concerns include ADHD symptoms, depression, anxiety, and behavior concerns at home and school.

Supervisors: Jennifer Mautone, Ph.D., Billie Schwartz, Ph.D., Thomas Power, Ph.D., & Paul Robins, Ph.D.

- *Neonatal Follow-Up Assessment* (September-March): Participated in an interdisciplinary team in the assessment of medically high-risk infants, toddlers, and preschoolers (ages 6 months to 5 years). Administered standardized infant and young child testing instruments, parent interviews, and behavioral and play observations. Interpreted findings in the context of medical history and communicated developmental findings to families and other team members.

Supervisor: Dena Dunn, Psy.D.

- *Depression Clinic* (January-June): Trained in cognitive behavioral approaches to addressing depressive disorders in adolescents with mood disorders. Provided outpatient individual interventions in CBT for depressive disorders. Responsibilities included clinical assessments, case conceptualization, and intervention administration. Assesses monitored, and implemented safety plan for suicidal and self-injurious behaviors.

Supervisor: Rhonda Boyd, Ph.D.

- *Outpatient Clinic* (June-September): Trained in evidence-based approaches to addressing anxiety and depression in the pediatric population. Provided outpatient intervention in CBT for pediatric anxiety and depression to patients. Responsibilities included clinical assessments, case conceptualization, and intervention administration.

Supervisor: Jason Lewis, Ph.D.

- *ABC: The Anxiety Behavior Clinic* (June-September): Trained in cognitive behavioral approaches to primary anxiety disorders, including selective mutism and OCD. Provided outpatient intervention in CBT for pediatric anxiety to patients and parents. Responsibilities included clinical assessments, case conceptualization, and intervention administration.

Supervisor: Katherine Dahlsgaard, Ph.D.

- *Neuropsychological Assessment* (April-September): Conducted neuropsychological assessments for children and adolescents with a variety of cognitive, academic, and psychological concerns as well as patients with chronic health conditions that impact

their cognitive functioning. Responsibilities included case planning, clinical interview, administration of neuropsychological tests, writing comprehensive reports, and providing feedback to families.

Supervisor: Nina Thomas, Ph.D.

5/16-8/16 Practicum Therapist

Texas Children's Hospital, Baylor College of Medicine, Adolescent Medicine Houston, TX

- Work with an interdisciplinary team (medicine, nutrition, physical therapy, mental health) to introduce behavioral health services to new clients and behavioral check-ins within a Motivational Interviewing framework with returning clients.
- Provide individual and family evidence-based interventions to children and families with an eating disorder or weight management issues (approximately three clients per week).
- Serve ethnically and culturally diverse clients.
- Co-lead an 8-week behavioral group for adolescents referred to mental health by their physicians due to weight management issues (approximately 10 clients participated on a weekly basis).
- Collaborate with an interdisciplinary team, including medicine, nutrition, physical therapy and mental health professionals, in case management and planning in reference to the client's current treatment.

Supervisor: Beth Garland, Ph.D.

6/14-12/15 Practicum Evaluator

TAMU Psychology Clinic, Texas A&M University, College Station, TX

- Administered and scored assessment materials, wrote integrative reports - for child and adult referrals from the community, college students, law enforcement candidates, and communicate assessment results and recommendations to clients.
- Assessments included but are not limited to, ADHD, learning disabilities, developmental disabilities, anger management evaluations, and comprehensive psychological exams.
- Conducted eligibility for services endorsements and testing for intellectually and developmentally disabled clients.
- Participated in weekly supervision meetings in which we addressed a variety of assessment issues such as potential sources of the presenting problem, differential diagnoses, tests and test administration issues given the needs and referral questions of clients.

Supervisors: Robert W. Heffer, Ph.D.; Douglas K. Snyder, Ph.D.; Brian H. Stagner, Ph.D.; Les C. Morey, PhD.; John F. Edens, Ph.D.

1/15-6/15 Practicum Therapist

Texas Children's Hospital, Baylor College of Medicine, STARS Program Houston, TX

- Provided individual and family evidence-based interventions to children and families with a diagnosis of ADHD.
- Served ethnically and culturally diverse clients.
- Provided services for approximately three individual clients on a weekly basis and participated in supervision sessions, live observations, and case consultations.
- Collaborated with various mental health professionals in case management and planning in reference to the client's current treatment.

Supervisor: David Curtis, Ph.D.

5/12–5/15

Practicum Therapist

TAMU Psychology Clinic, Texas A&M University, College Station, TX

- Conducted intake evaluations and provided individual and family evidence-based interventions to children, adolescents, and adults with a variety of presenting concerns including behavioral and emotional problems in childhood, developmental disabilities, eating disorders, and adjustment to major surgery in an outpatient setting.
- Primarily served low-income, ethnically and culturally diverse clients in local and surrounding communities.
- Provided services for approximately five individual clients on a weekly basis and participate in weekly supervision sessions, staff meetings and case consultations.
- Collaborated with various mental health facilities when necessary for previous assessment and therapy records relevant to the client's current treatment.
- Collaborated with schools, teachers, and pediatricians on treatment intervention and evaluation when necessary.

Supervisors: Robert W. Heffer, Ph.D.; Sherecce A. Fields, Ph.D., Brigit Van Widenfelt, Ph.D.; Brian H. Stagner, Ph.D.

6/12

Group Therapist

Social Skills Training Group for Children with Asperger's Syndrome and High Functioning Autism, Brazos Valley Rehabilitation Center, Bryan, TX

- Planned, coordinated, and facilitated social skills training for children with Asperger's Syndrome and high functioning Autism.
- Provided feedback to parents about children's progress in the group.
- Designed and developed assessment and evaluation measures for children's progress in the group and at home specific to social skills taught in the group.

Supervisor: Robert W. Heffer, Ph.D.

6/16-8/16

6/15-8/15

6/12-12/12

Clinic Coordinator

Texas A&M University Psychology Clinic, College Station, TX

- Primary duties included: conducted telephone intakes with potential therapy and assessment clients, assisted in emergency screening and assisted in therapist/client assignment, ordered and maintained

psychological assessment reports, software, and equipment, greeted clinic patients and processed payment, coordinated law enforcement evaluations, and updated records of current case assignments. Participated in weekly clinic staff meetings to discuss clinic business, assign cases to students' caseloads, and assist in tracking assessment and therapy cases.

Supervisor: Robert W. Heffer, Ph.D.

8/09–6/11

School Psychologist

Miami-Dade County Public Schools, Miami, FL

- Conducted psychological evaluations.
- Administered intelligence tests, achievement tests, personality tests, and processing tests.
- Conducted intervention group for low reading achievement students.
- Provided counseling for students in the Emotional/Behavioral Disability program.
- Conducted meetings with parents and pertinent school personnel regarding student achievement.
- Participated in Autism Endorsement classes.

DISSERTATION

8/15-8/18

Texas A&M University, College Station, TX

Major: Clinical Psychology

Project Title: Relationships among anxiety, depression, induced stress, sleep disturbances, health related quality of life, and impulsivity in emerging adults.

Committee: Robert W. Heffer, Ph.D. (*Chair*); Gerianne M. Alexander, Ph.D., Sherecce A. Fields, Ph.D.; William A. Rae, Ph.D.

PRE-DOCTORAL RESEARCH PROJECT

1/12- 5/13

Texas A&M University, College Station, TX

Major: Clinical Psychology

Project Title: Youth and Parent Anxiety and Stress at Diagnosis as Predictors of Future Health Outcomes in Type 1 Diabetes.

Committee: Robert W. Heffer, Ph.D. (*Chair*); Sherecce A. Fields, Ph.D.; William A. Rae, Ph.D.; David D. Schwartz, Ph.D.

PUBLICATIONS

Calles, I. M., Schwartz, D. D., & Heffer, R. W. (in preparation). Youth and Parent Anxiety and Stress at Diagnosis as Predictors of Future Health Outcomes in Type 1 Diabetes.

- Heffer, R. W., Chew, B. L., Perna, R., Izmirian, S. C., Ching, M. S. L., Loughan, A. R., **Calles, I. M.**, & Aguirre, V. P. (2015). Intellectual Disability and Autism Spectrum Disorder (pp. 183-206). In G. M. Kapalka (Ed.), *Disruptive disorders: A guide for integrating pharmacotherapy and psychotherapy*. New York: Routledge.
- Calles, I. M.** (2015). Applying to graduate school in psychology as a nontraditional student. *Life in Graduate School: How to Get There, What to Expect, and How to Succeed*. Texas Psychological Association Student Division Newsletter, 6(1), 12.
- Calles, I. M.** (2015). Social justice and children. *Psychology and social justice: Why we do what we do*. Texas Psychological Association Student Division Newsletter, 7(1), 12.
- Calles, I. M.** & Stanton, K. (2015). Culture-related diagnostic issues in therapy. *Psychology and social justice: Why we do what we do*. Texas Psychological Association Student Division Newsletter, 7(1), 8.
- Calles, I. M.** (2015). Self-care for graduate students with families. *Self-care in academic, professional, & personal lives*. Texas Psychological Association Student Division Newsletter, 8(1), 12.
- Calles, I. M.** (2015). What is continuing education? *TPA 2015 Annual Convention: Professional Development, Networking, and Continuing Education*. Texas Psychological Association Student Division Newsletter, 9 (1), 10.
- Calles, I. M.** & Osborne, L.(2015). Professional development: Key to establishing a professional identity. *TPA 2015 Annual Convention: Professional Development, Networking, and Continuing Education*. Texas Psychological Association Student Division Newsletter, 9 (1), 8.

CONFERENCE PRESENTATIONS

- Calles, I. M.**, Aguirre, V. A., & Heffer, R. W. (April, 2015). *Patterns of sleep, school, and health-related challenges in a national sample of youth with varying levels of parent-reported anxiety*. Poster Presentation at the National Conference of the Society of Pediatric Psychology, San Diego, CA.
- Calles, I. M.**, Aguirre, V. A., & Heffer, R. W. (October, 2014). *Patterns of health-related challenges in children with depression*. Poster Presentation at the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Calles, I. M.**, Heffer, R. W., Fields, S. A., Schwartz, D. D. (March, 2014). *Youth and parent anxiety as predictors of health outcomes in Type 1 diabetes (T1D)*. Poster Presentation at the National Conference of the Society of Pediatric Psychology, Philadelphia, PA.
- Calles, I. M.**, Heffer, R. W., Fields, S. A., Schwartz, D. D. (April, 2013). *Youth and parent anxiety and stress as predictors of metabolic control health outcomes in Type 1 diabetes*.

Poster Presentation at the National Conference of the Society of Pediatric Psychology, New Orleans, LA.

Calles, I. M., Fleary, S. A., Heffer, R. W., & Taylor, A. (October, 2012). *Patterns of social and emotional challenges in children with diabetes*. Poster Presentation at the National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.

Fleary, S. A., Ettienne-Gittens, R., **Calles, I. M.**, & Heffer, R. W. (April, 2012). *Beliefs about obesity, weight perceptions, and modifiable obesity-related behaviors in a national sample*. Poster Presentation at the Annual Meeting and Scientific Sessions of the Society of Behavioral Medicine, New Orleans, LA.

Montgomery, M., Basma, D., & **Calles, I. M.** (November, 2009). Following manuals versus going with intuition: Developing rapport in evidence-based treatments. Oral Presentation at the annual conference of the Florida Counseling Association. Miami, FL.

Lazarus, P. J., Poland, S., & **Calles, I. M.** (October, 2009). Columbine 10 years later: Myths, realities, and lessons learned. Oral Presentation at the annual conference of the Florida Association of School Psychologists. St. Petersburg, FL.

RESEARCH & TRAVEL GRANTS

Calles, I. M. (2014–2015). Vision 2020 Research Bursary, College of Liberal Arts, Texas A&M University. (\$1,000).

Calles, I. M. (2014). Student Travel Grant, Department of Psychology, Texas A&M University. (\$400).

Calles, I. M. (2013–2014). Vision 2020 Research Bursary, College of Liberal Arts, Texas A&M University. (\$1,000).

Calles, I. M. (2013). Student Travel Grant, Department of Psychology, Texas A&M University. (\$400).

Calles, I. M. (2012). Student Travel Grant, Department of Psychology, Texas A&M University. (\$450).

Calles, I. M. (2011). Student Travel Grant, Department of Psychology, Texas A&M University. (\$450).

PROFESSIONAL SERVICE EXPERIENCE

11/14–12/15 Director of Resources

Texas Psychological Association Student Division, Austin, TX

- Maintained the resource database and kept students informed about important news related to psychology, such as recent events and funding opportunities; wrote articles for quarterly newsletter.

6/14–11/14 Student Representative Texas A&M Campus

Texas Psychological Association Student Division, Austin, TX

- Learned about advocacy and legislation affecting emerging psychologists in TX, networked with psychologists in TX, and participated in TPA Student leadership, including planning student events for the annual conference.

PROFESSIONAL DEVELOPMENT WORKSHOPS

1/12–8/18 Academy of Future Faculty Certificate Program (OGAPS & CTE)

Graduate Student Member, Texas A&M University

- Attended professional development opportunities (e.g., seminars on teaching statement writing, teaching large classes, troubleshooting in the classroom, etc.) that enhance teaching skills in the area of undergraduate teaching.
- Met with a faculty mentor to discuss teaching strategies and techniques throughout the course of the certificate program.
- Observed several undergraduate class instructions and note skills or techniques used.
- Networked with faculty and students on campus.

5/15 Graduate Student Grant Writer's Seminar

- Learned basic information about grant writing, such as the organizational structures of the major federal funding agencies, how priority scores are calculated, what facilities and administrative (indirect, overhead) cost are, and how to analyze a critique in anticipation of a resubmission.

5/15 Mentoring Undergraduate Researchers: Workshop for Graduate Students

- Discussed strategies for learning practical approaches to mentoring undergraduate students.
- Met in small groups to discuss common mentoring problems and get advice from experienced mentors.

6/12 Teaching of Psychology Workshop

- Attended a week long intensive teaching workshop detailing effective teaching strategies and styles.
- Discussed teaching strategies for both large and small courses, and teaching materials were disseminated to those in attendance.

Instructor: Ludy Benjamin, Ph.D. (former president of the APA Division of Teaching Psychology)

- 8/11 Teaching Assistant Training (Center for Teaching Excellence)
Texas A&M University, Department of Graduate Studies, College Station, TX
- Completed intensive 3-day course in which teaching small and large undergraduate classes was demonstrated and practiced in groups.

AWARDS AND HONORS

- 2014–2015 Distinguished Service Award (\$400), Clinical Psychology Department, Texas A&M University
- 2011–2015 Vision 2020 Fellowship (\$40,000), College of Liberal Arts, Texas A&M University
- 1998 Graduated Cum Laude, General Honors, Award of Academic Merit, University of Miami
- 1996 Phi Kappa Phi Honor Society, Inducted, University of Miami
- 1996 Psi Chi Phi Honor Society, Inducted, University of Miami
- 1996 Golden Key Honor Society, Inducted, University of Miami
- 1996 Alpha Lambda Delta Honor Society, Inducted, University of Miami
- 1994-1998 Dean's Honor List, University of Miami

PROFESSIONAL MEMBERSHIPS

American Psychological Association, Student Member
Society of Clinical Psychology–Division 12, Student Member
Society of Pediatric Psychology–Division 54, Student Member
Society of Clinical Child & Adolescent Psychology–Division 53, Student Member
Society for Developmental & Behavioral Pediatrics, Student Member
Society of Behavioral Medicine, Student Member
National Association of School Psychologists
Phi Kappa Phi Honor Society, Lifetime Member
Psi Chi Honor Society, Lifetime Member
Golden Key National Honor Society, Lifetime Member
Alpha Lambda Delta Honor Society, Lifetime Member

LANGUAGE SKILLS

English: Proficient levels in reading, writing, and oral abilities
Spanish: Proficient levels in reading, writing, and oral abilities