

# Raymond La

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## EDUCATION

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- University of Illinois at Urbana-Champaign**, Champaign, IL 2020-Present  
Doctor of Philosophy in **Clinical-Community Psychology** expected 2026  
with coursework completed for Mixed (Quantitative and Qualitative) Methods minor
- San Diego State University**, San Diego, CA 2017-2019  
Master of Arts in **Psychology**
- University of California Davis**, Davis, CA 2010 - 2014  
Bachelor of Science in **Psychology** with coursework completed for Mathematics Emphasis  
Bachelor of Arts in **Asian American Studies** with coursework completed for Social Science:  
Sociology/Psychology Emphasis

## PROFESSIONAL AFFILIATIONS

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- Member, American Psychological Association 2021 - Present  
*Division 45: Society for the Psychological Study of Culture, Ethnicity, and Race*
- Member, Asian American Psychological Association 2021 - Present  
*Division on Students*  
*Division on Lesbian, Gay, Bisexual, Transgender, Queer and Questioning*
- Member, Association for Psychological Science 2023 - Present

## PUBLICATIONS

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- Yi, J., **La, R.**, Lee, B. A., & Saw, A. (2023). Internalization of the model minority myth and sociodemographic factors shaping Asians/Asian Americans' experiences of discrimination during COVID-19. *American Journal of Community Psychology*, 71(1-2), 123-135.
- McCabe, K., Sakamoto, S., Green-Rosas, Y., Kehoe, K., **La, R.**, Zerr, A., & Yeh, M. (2021). Keeping an "I" in PRIDE: Measuring imitation in parent child interaction therapy. *Behavior Therapy*, 52(1), 28-38.
- Yeh, M., Zerr, A., **La, R.**, & McCabe, K. (2018). An exploration of parent-youth agreement on functional impairment in adolescents utilizing outpatient mental health services. *Healthcare*, 6(3), 106-118. doi: 10.3390/healthcare6030106

## MANUSCRIPTS IN PROGRESS

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Zhao, C., La, R., & Hunter, C.D. (2023). *Familial Social Support Alleviates Asian/Asian American College Students' Anxiety Since the COVID-19 Pandemic*. Manuscript in preparation.

La, R., Hunter, C. D., & Yeh, M. (2023). *Social Support and major depressive episode across three racial minority adolescent groups*. Manuscript in preparation.

La, R., Hunter, C. D. (2023). *Social support and mental health service utilization across three racial minority adolescent groups*. Manuscript in preparation.

La, R., Gold, A. P., & Hunter, C. D. (2023). *Adapting Social Identity Mapping (SIM) Beyond Multiple Group Membership for BIPOC College Students*. Manuscript in preparation.

La, R. (2019). *Parent, child, and therapist cultural orientation and triadic (dis)agreement on treatment goals*. (Unpublished master's thesis). San Diego State University, San Diego, CA.

## RESEARCH EXPERIENCE

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**Graduate Research Assistant**, Cultural Heritage and Racial Identity Lab August 2020 – Present  
*Psychology Department*  
University of Illinois at Urbana-Champaign

- Developed a research project on Asian American COVID-19 Experiences of Discrimination (ACED), which examined protective and risk factors against the effects of racial discrimination on psychopathology.
- Assisted in virtually adapting a social identity map activity for a series of studies assessing how participants connect their ethnic/racial identity with other social identities, and the potential outcomes that may result from these connections.
- Conducted semi-structured interviews examining how participants connected their social identities in a social identity map activity.
- Supervised a team of undergraduate research assistants to ensure research studies are running as intentionally designed.
- Mentored a team of undergraduate research assistants to facilitate research development, career development, and graduate school preparedness.
- Prepared documentation for IRB approval on research projects.

**Program Evaluation Specialist II**, Developmental Services July 2019 – August 2020  
*Developmental Screening and Enhancement Program (DSEP)*  
*Healthy Development Services (HDS)*  
*KidSTART*  
Rady Children's Hospital San Diego

- Produced multiple reports on program outcomes and program compliance to managers and grant funders across three grant-funded developmental and mental health intervention programs
- Developed a new report for managers to assess how often behavioral specialists comply with program guidelines for administering behavioral assessments within established timelines
- Improved existing outcomes reports and protocols by identifying more efficient statistical procedures and identifying redundant and/or ineffective procedures for generating reports

- Provided support for behavioral specialists, developmental specialists, and care coordinators in data entry and data quality assurance
- Conducted literature reviews for research posters and for assessing how switching to newer editions of assessment measures may affect interpretation of developmental screenings
- Developed a research study analyzing the relationship between adverse childhood experiences and adaptive behaviors among treatment-seeking young children for a research poster
- Created a series of Stata syntax that identified data entry errors in a CMEDs database to streamline and improve data cleaning processes.
- Managed databases and data cleaning in Excel, Access, and CMEDS

**Graduate Research Assistant**, Child and Adolescent Mental Health Lab      August 2017 – July 2019  
*Psychology Department*  
 San Diego State University

Assisted on the following research projects:

*Personalizing Parent Training Interventions for Culturally Diverse Families*

NIMH R34 Grant MH109561

Co-PIs: Kristen McCabe, Ph.D. and May Yeh, Ph.D.

The primary aim of the project is to develop and pilot test a personalization instrument (PersIn) for customizing Parent-Child Interaction Therapy (PCIT) designed to increase engagement outcomes for families across culturally diverse backgrounds.

- Adapted recruitment material from the PersIn project to be used specifically for Asian American and African American communities
- Trained in and conducted phone assessments
- Coded PCIT session videos for treatment fidelity
- Trained in Dyadic Parent-Child Interaction Coding System (DPICS) including interrater agreement training and coded participant DPICS assessment videos
- Scored measures including the Child Behavior Checklist (CBCL), Parenting Stress Index 4<sup>th</sup> Ed. Short Form (PSI-4-SF), Eyberg Child Behavior Inventory (ECBI), Beck Depression Inventory-II (BDI-II), and Pan-Acculturation Measure (PAN)

*Cognitive Consensus in Cross-Cultural Competence*

NIMH R01 Grant MH071483

PI: May Yeh, Ph.D.

The primary aim of TeamWork In Services For Teens (TWIST) project is to examine cognitive consensus between stakeholders in outpatient mental health services for adolescents, factors associated with cognitive consensus, and how cognitive consensus relates to treatment processes and outcomes in the context of cultural competence.

- Analyzed data for poster and paper presentations investigating the relationship between parent-child cultural differences and its relationship to (dis)agreement on functional impairment, etiological explanations, and treatment goals, resulting in six completed first-authored presentations
- Co-authored a published manuscript on parent-child (dis)agreement on functional impairment in a culturally diverse sample; and a manuscript in progress on parent and child cultural orientations, and their likelihood of etiological agreement on the child's mental health problems
- Developed a thesis project using TWIST data to analyze the relationship between parent, child, and therapist acculturation backgrounds and how it relates to triadic agreement on treatment goals.
- Conducted literature reviews for posters, paper presentations, and a published manuscript

*Developing Culturally Responsive Interventions*

NIMH K01 Grant MH001924

PI: Kristen McCabe, Ph.D.

The Imitation Project involves developing coding guidelines for child and parental imitation in Parent-Child Interaction Therapy (PCIT) treatment video sessions to accompany the Dyadic Parent-Child Interaction Coding System (DPICS) to provide researchers and practitioners a way to measure child and parental imitation for assessment and evaluating treatment outcomes.

- Tested and provided feedback on the development of coding guidelines for imitative behavior to accompany the DPICS
- Co-authored two poster presentations produced from the project and a published manuscript

**Research Assistant**, Asian American Center for Disparities Research      July 2015 – December 2015  
*Psychology Department*

University of California Davis

- Reviewed literature on various topics including anxiety, distress tolerance, rumination, emotion regulation, persistence, academic performance, and resilience for a doctoral student to assist in developing her dissertation project analyzing the relationship between emotion regulation and academic achievement among Asian Americans.
- Provided feedback and assisted in the development of the doctoral student's dissertation based on weekly reports of the literature reviewed

**Research Assistant**, Social Cognition Lab      July 2014 – December 2015  
*Psychology Department*

University of California Davis

- Administered multiple studies using a variety utilizing implicit association measures such as the Implicit Association Task (IAT) and Stereotype Misperception Task (SMT) with college students
- Attended lab meetings to provide feedback on the progress of ongoing studies and development of potential studies
- Proofread and reviewed articles for graduate students and post-docs before submission for publication
- Attended lab meetings and offered feedback about the development, progress, and results of studies
- Developed a potential study utilizing the IAT and Go/No-Go Task to analyze the relationship between explicit ethnic identity, implicit ethnic identity, and mental health help seeking among Asian Americans

## **CLINICAL EXPERIENCE**

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**Graduate Student Clinician**, Childhood Adversity and Resiliency Services      August 2022 – Present  
*Psychology Department*

University of Illinois at Urbana-Champaign

- Delivered trauma informed therapy to children and adolescents using various modalities including Modular Approach to Therapy for Children with Anxiety, Depression, Trauma, or Conduct Problems (MATCH-ADTC) and Interpersonal Psychotherapy for Adolescents (IPT-A)
- Administered the Mini International Neuropsychiatric Interview for Children and Adolescents (MINI-KID) to evaluate clients' behavioral and emotional symptoms
- Administered the UCLA Child/Adolescent PTSD Reaction Index (PTSD-RI) to assess potential traumatic experiences and associated PTSD symptoms

- Trained in delivering Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)
- Scored and interpreted measures including the Children’s Depression Inventory – Second Edition (CDI-2), Multidimensional Anxiety Scale for Children – Second Edition (MASC-2), Selective Mutism Questionnaire (SMQ), and Strengths and Difficulties Questionnaire (SDQ)

**Graduate Student Clinician**, University of Illinois Autism Clinic  
*Psychology Department*  
 University of Illinois at Urbana-Champaign

August 2021 – July 2022

- Administered the Autism Diagnostic Observation Schedule – Second Edition (ADOS-2) to evaluate clients’ symptoms of autism spectrum disorder (ASD)
- Administered the Kaufman Brief Intelligence Test - Second Edition, (K-BIT2) to evaluate clients’ cognitive functioning
- Conducted intake interviews to assess developmental and educational history and ASD symptoms
- Wrote seven evaluation reports for diagnosing ASD and provided feedback reports with clients to explain findings, diagnoses, and an individualized action plan based on the evaluation
- Conducted screenings for ASD using the following measures: Modified Checklist for Autism in Toddlers Revised (M-CHAT-R); Social Communication Questionnaire (SCQ); Social Responsiveness Scale, Second Edition (SRS-2) Adult Form
- Scored and interpreted measures including the Child Behavior Checklist (CBCL), Behavioral Assessment System for Children – Third Edition (BASC-3), Beery-Buktenica Developmental Test of Visual Motor Integration - Fifth Edition Short Form (BEERY VMI), Multidimensional Anxiety Scale for Children – Second Edition (MASC-2) and Vineland Adaptive Behavior Scales – Third Edition (Vineland-3)
- Planned and facilitated group sessions for explaining ASD to recently diagnosed pre-adolescent girls
- Planned and lead a college preparation event for high school students with ASD in collaboration with The Autism Place (TAP) at University of Illinois at Urbana-Champaign

## **AWARDS**

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### **UIUC List of Teachers Ranked Excellent by their Students**

2021, 2022

The List of Teachers Ranked Excellent by their Students acknowledges instructors who received exceptionally high ratings from undergraduate students in their course.

### **American Psychological Association SCCAP Division 53 Student Poster Award**

2019

The American Psychological Association SCCAP Division 53 Student Poster Award is a series of awards given to student research posters presented at the American Psychological Association conference. I received the graduate student diversity research award for my first-author poster entitled, “*Culture and parent-child (dis)agreement on etiological explanations for child mental health problems*” which investigated the relationship between parent and child individual cultural orientations and parent-child cultural differences, and their likelihood of etiological agreement on the child’s mental health problems.

### **SDSU Psychology Department Teaching Assistant Award**

2019

The Teaching Assistant Award is awarded to graduate students who go above and beyond expectations to enhance the teaching missions of the San Diego State University psychology department.

**SDSU Psychology Department Teaching Assistant Award Honorable Mention** 2018

The Teaching Assistant Award Honorable Mention is awarded to graduate students who go above and beyond expectations to enhance the teaching missions of the San Diego State University psychology department.

**UC Davis Asian American Studies Academic Achievement Award** 2014

The Asian American Studies Academic Achievement Award is awarded to a graduating student in the department with a major GPA above 3.50, an overall GPA above 3.00, and produced a research project relevant to the department and the Asian American community. I received this reward for my grant proposal for a human service agency that combats Asian American mental health stigma in San Francisco by increasing mental health literacy through educating and training community leaders to engage in conversations about mental health and providing them resources to facilitate help seeking, producing and distributing culturally tailored literacy ad campaigns, and training general practitioners and health professionals working at San Francisco Chinatown's Chinese Hospital to recognize cultural-specific somatic symptoms of mental illness to refer them to mental health services and/or resources.

**UC Davis College of Letters and Science Dean's Honors List** 2013, 2014

The UC Davis College of Letters and Science Dean's Honors List is awarded to students with a GPA within the top 16<sup>th</sup> percentile within the college during the quarter.

## **TEACHING EXPERIENCE**

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**Graduate Teaching Assistant** August 2020 – Present  
*Psychology Department*  
University of Illinois at Urbana-Champaign

- Instructed the following courses:
  - Introduction to Psychology (PSYC 100) – Hybrid (in-person and virtual) format
  - Community Psychology (PSYC239)
  - Clinical Psychology Lab (PSYC 379)
- Developed a syllabus and course curriculum for teaching community psychology to undergraduate students
- Educated and advised undergraduate psychology students on their course material and academic and career goals
- Lead and lectured classrooms for students enrolled in an introductory psychology course
- Graded coursework including research papers, recorded grades, and organized paperwork related to course records
- Presented as a guest lecturer on identity and clinical work to a group of undergraduate interns for Cunningham Children's Home

**Graduate Teaching Assistant** August 2017 – May 2019  
*Psychology Department*  
San Diego State University

- Assisted in the instruction of the following courses:
  - Abnormal Psychology (PSY 350)
  - Psychology of Adolescent and Early Adulthood Development (PSY 332)
  - Psychology of Infant and Child Development (PSY 331)
  - Psychology of Personality (PSY 351)
  - Statistical Methods in Psychology Support (PSY 280X)

- Educated and advised undergraduate psychology students on their course material and academic and career goals
- Lead a classroom for students enrolled in a supplementary remedial course for a psychology statistics course and lectured on psychological research and statistics methods
- Presented as a guest lecturer on “Ethnic Identity, and Identity and Globalization”
- Graded coursework including research papers, recorded grades, and organized paperwork related to course records

## **LEADERSHIP AND SERVICE TO COMMUNITY**

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**Secretary**, Graduate Employee Organization May 2023 - Present  
University of Illinois at Urbana-Champaign

- Manage data related to GEO committees, organizing efforts, and/or members.
- Generate routine and ad-hoc reports for various committees to aid in organizing efforts.
- Conduct and analyze routine graduate student surveys to identify graduate student needs and concerns.
- Evaluate and update data security and handling protocols as appropriate.
- Aid in data-related efforts tied to archiving documents and records tied to GEO.

**Psychology Department Steward**, Graduate Employee Organization August 2022 - Present  
University of Illinois at Urbana-Champaign

- Engaged in graduate student community outreach to raise awareness about their graduate worker union and recruited students into the union
- Developed community events to increase awareness about the graduate worker union and increase union membership
- Documented and reported issues and concerns from psychology graduate students regarding their assistantships to advocate their needs to the graduate worker union

**Graduate Student Notetaker**, Faculty Diversity and Inclusion Initiative March 2019  
San Diego State University

- Participated in an annual campus-wide faculty meeting to address gaps and strategies for improving faculty diversity and inclusion, and how addressing these issues may help benefit students’ needs
- Facilitated and took notes on a focus group of faculty members discussing diversity issues at a student, faculty, and institutional level and identified themes from the focus group discussion

## **PRESENTATIONS**

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**La, R., Zhao, C., Cornejo, M. B., Yang, G., & Hunter, C.D.** (2023, July). *Internalized model minority myth, racial discrimination, and depression among Asian/Asian American college students: A preliminary study*. Poster presented at the biannual meeting of the American Psychological Association Division 45, San Diego, CA.

**Zhao, C., La, R., & Hunter, C.D.** (2023, July). *COVID-19 social media and anxiety among Asian/Asian American college students*. Poster presented at the biannual meeting of the American Psychological Association Division 45, San Diego, CA.

- Gold, A. P., **La, R.**, & Hunter, C.D. (2023, July). *Connections between religious/spiritual identity and social identities among BIPOC college students*. Poster presented at the biannual meeting of the American Psychological Association Division 45, San Diego, CA.
- La, R.**, Gold, A.P. & Hunter,C.D. (2023, May). *Adapting Social Identity Mapping (SIM) during COVID-19: Reflections on post-pandemic qualitative research*. Poster presented at the meeting of the International Congress of Qualitative Inquiry Conference, Urbana, IL.
- Gold, A. P., **La, R.**, & Hunter,C.D. (2023, May). *Developing a qualitative codebook on identities during the pandemic*. Poster presented at the meeting of the International Congress of Qualitative Inquiry Conference, Urbana, IL.
- La, R.**, Baskar, R., & Hunter, C.D. (2023, May). *Social support and service utilization: An exploration of African American adolescents with LMDE*. Poster presented at the meeting of the American Psychological Society, Washington, D.C.
- Zhao, C., **La, R.**, & Hunter, C.D. (2023, May). *Social support and anxiety symptoms among Asian/Asian American college students*. Poster presented at the meeting of the American Psychological Society, Washington, D.C.
- La, R.**, Hunter, C.D. (2022, October). *Social Identity Mapping (SIM) among Asian American college students*. Poster presented at the meeting of the Asian American Psychological Association <https://aapaonline.org/convention/>
- La, R.** (2022, May). *Identity, mental health, and trauma opportunities and challenges*. Poster presented at the meeting of the International Congress of Qualitative Inquiry Conference. <https://icqi.org/program/>
- La, R.**, Carrera, Z., Gonzalez, A., Kuderski, G., & Hunter, C. D. (2022, April). *Social support and service utilization: An exploration of Hispanic adolescents with LMDE*. Poster presented at the meeting of the Diversifying Scholarship Conference. <https://uva.theopenscholar.com/diversifyingscholarship>
- La, R.**, Hunter, C.D., Choi, A., & Zhao, C. (2021, October). *Social support and service utilization among Asian American adolescents*. Poster presented at the meeting of the Asian American Psychological Association. <https://aapaonline.org/2021/06/03/aapa-2021-national-convention-oct-1-3/>
- La, R.**, Haraden, D., & Hunter, C. D. (2021, March). *Social support and major depressive episode among African American adolescents*. Poster presented at the biannual meeting of the American Psychological Association Division 45, Ann Arbor, MI.
- La, R.**, Yeh, M., Zerr, A., McCabe, K., & Green-Rosas, Y. (2019, October). *Social support and lifetime major depressive episode experience among Asian American adolescents*. Poster presented at the meeting of the Asian American Psychological Association, San Diego, CA.
- La, R.**, Yeh, M., McCabe, K., Zerr, A., & Ganger, W. (2019, August). *Culture and parent-child (dis)agreement on etiological explanations for child mental health problems*. Poster presented at the meeting of the American Psychological Association, Chicago, IL.

- Green-Rosas, Y., Sakamoto, M., Kehoe, K., **La, R.**, Zerr, A., McCabe, K., & Yeh, M. (2019, April). *Creating reliable guidelines to code imitation*. Poster presented at the meeting of the Western Psychological Association, Pasadena, CA.
- La, R.**, Yeh, M., Zerr, A., McCabe, K., & Ganger, W. (2019, March). *Parent and child cultural orientations and its relationship to treatment goal agreement*. Paper presented at the San Diego State University Student Research Symposium, San Diego, CA.
- McCabe, K., Green-Rosas, Y., Sakamoto, M., Zerr, A., **La, R.**, Kehoe, K., Yeh, M., & Proctor, C. (2018, October). *Developing reliable guidelines to code imitation*. Poster presented at the meeting of the Society for Advancement of Chicanos/Hispanics and Native Americans in Science, Austin, TX.
- La, R.**, Yeh, M., Zerr, A., McCabe, K., Green-Rosas, Y., & Ganger, W. (2018, August). *Conflicting cultural backgrounds and its relationship to parent-child agreement on treatment goals*. Paper submitted as part of a symposium at the meeting of the Society for Research in Child Development, Baltimore, MD.
- La, R.**, Yeh, M., McCabe, K., Zerr, A., Green-Rosas, Y., Sanchez, B. L., & Ganger, W. (2018, August). *Immigration history, culture, and parent-child differences in functional impairment evaluations*. Poster session presented at the meeting of the American Psychological Association, San Francisco, CA.
- La, R.**, Yeh, M., Zerr, A., McCabe, K., & Ganger, W. (2018, May). *Shared cultural affinity group and parent-child agreement on functional impairment evaluations*. Poster session presented at the meeting of the Association for Psychological Science, San Francisco, CA.
- La, R.**, Yeh, M., McCabe, K., Zerr, A., Sanchez, B. L., Proctor, C., Green-Rosas, Y., & Sakamoto, M. (2018, April). *Parent-child cultural mismatch and differences in evaluating functional impairment*. Poster presented at the meeting of the Western Psychological Association, Portland, OR.
- La, R.**, Yeh, M., Zerr, A., McCabe, K., & Ganger, W. (2018, March). *Cultural match, language match, and parent-child functional impairment evaluations*. Paper presented at the San Diego State University Student Research Symposium, San Diego, CA.

## RELEVANT COURSEWORK

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### Doctoral Coursework:

#### *Quantitative and Qualitative (Mixed) Methods Minor Coursework*

- Hierarchical Linear Models
- Qualitative Inquiry Methods
- Mixed Method Inquiry

#### *Clinical-Community Psychology Coursework*

- Introduction to Clinical-Community Psychology – Psychopathology
- Introduction to Clinical-Community Psychology – Clinical Science Intervention
- Introduction to Clinical-Community Psychology – Ecological and Social Approaches to Human Behavior and Intervention
- Statistical Methods (2 semester course)
- Research Methods in Clinical-Community Psychology
- Diversity Seminar

### Masters Coursework:

- Experimental Design and Data Analysis in Behavioral Research (2 semester doctoral course)
- Multivariate Statistics
- Seminar in Psychological Measurement
- Seminar in Social Psychology
- Physiological Correlates of Behavior

### Undergraduate Coursework:

#### *Psychology - Mathematics Emphasis Coursework*

- Statistical Analysis of Psychological Data (2 quarter upper division psychology course)
- Applied Statistical Methods: Analysis of Variance (Statistics department upper division course)
- Applied Statistical Methods: Regression Analysis (Statistics department upper division course)
- Concepts of Computing (Engineering: Computer science lower division course)

#### *Asian American Studies - Social Sciences: Sociology/Psychology Emphasis Coursework*

- Ethnicity, Culture, and Self (Upper division Asian American Studies course)
- Asian American Communities (Upper division Asian American Studies course)
- Social and Psychological Perspectives of Asian Americans (Lower division Asian American Studies course)
- Interracial Interpersonal Dynamics (Upper division sociology coursework)
- Sociology of Culture (Upper division sociology coursework)

## SKILLS AND CERTIFICATIONS

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### Computer Skills:

- Proficient with R and Stata statistical programs
- Basic proficiency with SPSS, SAS, and Mplus statistical programs
- Basic proficiency with NVivo qualitative data analysis software
- Programming and designing studies with Media Lab and DirectRT
- Proficient with Zotero and Mendeley citation programs
- Advanced with Microsoft Excel including PivotTables, VLookup, and Data Tables
- Proficient with Microsoft Word and Microsoft PowerPoint

- Familiar with Access and CMEDS databases
- Basic programming with Python
- Basic use of Adobe Photoshop CS5
- Basic use of ELAN transcription software
- PC literate

**Languages:**

- Cantonese oral and speaking familiarity
- Japanese oral, speaking, and writing familiarity

**Other Research Skills:**

- Grant development and writing
- Trained in Dyadic Parent-Child Interaction Coding System (DPICS) coding