

# Adrián Alejandro Medina

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## EDUCATION

**Harvard T.H Chan School of Public Health** Boston, MA  
Master of Public Health (M.P.H.), Health & Social Behavior 2023 – 2024  
Conc(s): Population Mental Health; Maternal & Child Health  
GPA: 3.92

Advisor: Karestan Koenen, Ph.D.; Professor of Psychiatric Epidemiology  
Master's Thesis: *The Predictive Landscape of PTSD and Depression: Methylation Risk Scores as Biomarkers of Mental Health*

**Harvard Graduate School of Education** Cambridge, MA  
Master of Education (Ed.M.), Human Development 2022 – 2023  
Conc(s): Identity, Power, & Justice in Education; Early Childhood  
GPA: 3.85, Magna Cum Laude

**Harvard François-Xavier Bagnoud Center for Health & Human Rights**  
Graduate Certificate in Child Protection

**Loyola University Chicago,** Chicago, IL  
Bachelor of Science (B.S.), Neuroscience; Psychology 2017 – 2021  
Minors: Biology; Arabic Language & Culture  
GPA: 3.64, Cum Laude, Distinction in Neuroscience

Advisor: Rebecca Siltan, Ph.D.; Associate Professor of Clinical Psychology  
Honors Thesis: *Anxious Arousal & Anxious Apprehension are Distinctly Related to the Temporal Course of Response Inhibition*

## RESEARCH INTERESTS

Clinical and neurodevelopmental outcomes derived from adverse childhood experiences and chronic stress. Transdiagnostic mechanisms linking atypical brain development to varied functional connectivity across fronto-limbic regions. Investigating the interplay between experience-dependent plasticity and a/typical brain development with a focus on cognitive and emotional processing.

## PUBLICATIONS

- Medina, A.**, Tan, L., Harb, F., Elahi, S., Ardila, M.A., Mis, K., Zarzour, H., Husna, A., Aldos, S., Aldakkak, E., Miller, E., Toussaint, R, F., Sosa, S., Bustos, Y., Jolie, S., Santiago, C.D. (in press). The Right to Equitable Education for Refugee and Immigrant Youth during COVID-19. *Children's Legal Rights Journal*.
- Saboor, S., **Medina, A. A.**, & Marciano, L. (submitted). Examining the Integration of Positive Psychology in Digital Interventions for Adolescents and Young Adults: A Commentary Review of (Randomized) Controlled Trials. *Journal of Clinical Medicine*.
- Saboor, S., **Medina, A. A.**, & Marciano, L. (submitted). Application of Positive Psychology

in Digital Interventions for Youths: A Systematic Review and Meta-Analysis of (Randomized) Control Trials. *JMIR Mental Health*.

4. Wang, J., Turesky, T., Loh, M., Barber, J., Hue, V., Escalante, E., **Medina, A.**, Gaab, N. (submitted). Lateralization of activation in the Superior Temporal Gyrus for Speech Processing in Sleeping Infants Is Predictive of Their Language Skills in Kindergarten: an fMRI Study. *Brain & Language*.
5. **Medina, A. A.**, Ratanatharathorn, A. D., Roberts, A. L., & Koenen, K. C. (in preparation). The Predictive Landscape of PTSD and Depression: Methylation Risk Scores as Biomarkers of Mental Health.
6. **Medina, A. A.**, Cohen-Gilbert, J. E., & Nickerson, L. D. (in preparation). Exploring Neural Pathways to Adolescent Psychopathology: Amygdalar BOLD Oscillations and Resting State Functional Connectivity in Default-Mode & Salience Networks.
7. **Medina, A. A.**, Setton, R., A., Schacter, D., L. (in preparation). The Interplay between Emotion & Executive Function on Valence of Autobiographical Memories.
8. Polnaszek, K., Kahrilas, I.J., **Medina, A.A.**, & Siltan, R.L. (in preparation). Anxious Arousal & Anxious Apprehension are Distinctly Related to the Temporal Course of Response Inhibition.

#### CONFERENCE PRESENTATIONS

- |   |           |
|---|-----------|
| Flux Society Annual Congress  | Sep. 2023 |
| Wang, J., Turesky, T., Loh, M., Barber, J., Hue, V., Escalante, E., <b>Medina, A.</b> , Gaab, N.<br><i>Lateralization of Activation in the Superior Temporal Gyrus for Speech Processing in Sleeping Infants Is Predictive of Their Language Skills in Kindergarten: an fMRI Study.</i> |           |
| Society for Research in Child Development Biennial Meeting  | Apr. 2021 |
| <b>Medina, A.</b> , Jolie, S., Sosa, S., & DeCarlo Santiago, C.<br><i>Immigrant Related Stress and Child Somatization: Examining the Moderation Effect of Voluntary Engagement Coping.</i>  |           |
| Loyola University Chicago's Undergraduate Research & Engagement Symposium   | Apr. 2021 |
| <b>Medina, A. A.</b> , Polnaszek, K., Kahrilas, I.J., & Siltan, R.L.<br><i>Anxious Arousal &amp; Anxious Apprehension are Distinctly Related to the Temporal Course of Response Inhibition.</i>   |           |
| Midwestern Psychological Association Annual Conference  | Apr. 2021 |
| Miller, E., <b>Medina, A.</b> , Zarzour, H., Jolie. S., & DeCarlo Santiago, C.<br><i>Latino Children's Responses to Family Cultural Conflict Stress.</i>  |           |
| Center for the Human Rights of Children's Symposium   | Nov. 2020 |
| <b>Medina, A.</b> , Tan, L., Harb, F., Elahi, S., & DeCarlo Santiago, C.<br><i>The Right to Equitable Education for Refugee and Immigrant Youth during COVID-19.</i>  |           |
| Loyola University Chicago's Undergraduate Research & Engagement Symposium   | Apr. 2020 |

**Medina, A. A.**

*Visual Schedules & Priming Strategies: Integrating Behavioral Strategies in Transition Support for Persons with ASD at Misericordia Home.*

Loyola University Chicago's Social Justice Symposium Mar. 2020

**Medina, A.,** Salifu, E., & Ransom, M.

*Opulence: Do We Really Own Everything?*

University of Florida's Summer Health Professions Education Program (SHPEP) Gallery Walk Symposium Jun. 2019

**Medina, A.,** Hernandez, M., Blake, J., & Saeed, R.

*Genetic Editing & Its Ethical Dilemma.*

**RESEARCH EXPERIENCE**

**Senior Clinical Research Assistant** Oct. 2023 – Present

**Graduate Research Assistant** Jun. 2023 – Sep. 2023

**Applied Neuroimaging Statistics Research Laboratory, Computational Psychopathology Group**

**McLean Hospital, Harvard Medical School**

PIs: Lisa Nickerson, Ph.D., Poornima Kumar, Ph.D., & David Harper, Ph.D.

- Analyze the ABCD Study data to explore oscillatory BOLD activity in the amygdala and its functional connectivity with salience and default mode networks as potential indicators for pediatric anxiety and mood disorders.
- Conduct literature to investigate recent/relevant research studies and systematic reviews pertaining to functional connectivity, the amygdala, default-mode network, salience network, and developmental psychopathology.
- Collaboratively complete a registered report of this study to ensure transparency, improve research rigor, and reduce bias.

**Research Practicum Intern** Oct. 2023 – Present

**Stanley Center for Psychiatric Research, Biology of Trauma Initiative**

**Broad Institute of MIT & Harvard, Harvard T.H. Chan School of Public Health**

PI: Karestan Koenen, Ph.D., M.A. | Co-PI: Andrew Ratanatharathorn, Ph.D.

- Conduct secondary analysis of the Nurses' Health Study to investigate intricate interplay between trauma and epigenetics, the precipitated resilience and risk factors for psychopathology, and the psychiatric epidemiology of these challenges among nurse cohorts.

**Research Assistant** Oct. 2023 – Present

**Environmental Neuroepidemiology Group, Weisskopf Lab**

**Harvard T.H. Chan School of Public Health**

PI: Andrew Roberts, Ph.D., M.P.H.

- Conducted comprehensive literature reviews to elucidate the impact of stress and psychosocial trauma on cognitive and mental health, contributing to the understanding of trauma-related disorders such as PTSD and depression.
- Synthesized findings from epidemiological and biological research studies, creating detailed summaries and reports that support ongoing research into the intergenerational effects of trauma on health.

- Developed visual aids including figures and diagrams for research presentations and assisted in the preparation of tables and documentation for manuscript submissions and grant proposals, enhancing the communication of complex research findings.

**Research Assistant**

Apr. 2023 – Oct. 2023

**Lee Kum Sheung Center for Health & Happiness**

**Harvard T.H. Chan School of Public Health**

PI: Kasisomayajula Viswanath, Ph.D. | Co-PI: Laura Marciano, Ph.D.

- Co-lead a meta-analysis evaluating the efficacy of positive psychology in digital interventions, assessing their role in enhancing mental well-being and resilience, underscoring the potential of digital platforms for psychological interventions.
- Develop PowerPoint presentations on contemporary studies of gratitude, positive psychology interventions, and mental health outcomes to be presented in larger talks/seminars.
- Conduct literature reviews to find contemporary research articles using keyword searches in Google Scholar & screening nearly 500 scientific articles to be used for a meta-analysis and systematic review of digital mental health/positive psychology interventions.

**Research Assistant**

Oct. 2022 – Oct. 2023

**Schachter Memory Laboratory**

**Harvard Kenneth C. Griffin Graduate School of Arts and Science**

PI: Daniel Schachter, Ph.D. | Co-PI: Roni Setton, Ph.D.

- Co-conducted the AMPS MRI study to compare memory and goal-directed planning in younger adults and the Repetition Suppression MRI study to assess the recombination of familiar entities for imagination across age groups.
- Begin learning user skills for Python and continue to expand on user skills for R Studio for data processing and analysis.
- Obtaining structural and functional MRI data from young adults (ages 18-26) and older adults (ages 60+) & analyzing acquired psychometric data using R Studio to clean, wrangle and analyze using statistical testing (e.g., T-tests, ANOVAs, mediation).

**Graduate Research Fellow**

Nov. 2022 – Aug. 2023

**Takahashi Lab for Developmental Neuroimaging & Neuroscience**

**A. A. Martinos Center for Biomedical Imaging, Harvard Medical School**

PI: Emi Takahashi, Ph.D. | Co-PIs: Alpen Ortug, Ph.D. & Luis Alatorre-Warren, Ph.D.

- Contributed to secondary analysis of the Developing Human Connectome Project (dHCP) by analyzing dMRI data from 1173 fetal/neonatal participants to study major white matter fibers in the infant brain.
- Learning to utilize DSI Studio, TrackVis, & Diffusion Toolkit software to perform in-vivo neural tractography analyses of diffusion Magnetic Resonance Imaging (dMRI) samples.
- Supporting junior research assistants in their learning of technical software (e.g., TrackVis) and in their independent projects/research tasks by providing mentorship and guidance.

**Laboratory Manager**

Sep. 2022 – Jun. 2023

**Vision Sciences Laboratory**

**Harvard Kenneth C. Griffin Graduate School of Arts and Science**

PIs: George Alvarez, Ph.D. & Talia Konkle, Ph.D.

- Prepare and manage content for publications, grant proposals, reports, and update faculty and lab websites, utilizing a range of technical applications including word processing, database management, and presentation software.
- Oversee administrative tasks such as copying, printing, scanning, and maintaining an organized lab filing system, ensuring smooth lab operations.
- Serve as the primary administrative contact for lab affiliates, handling financial reports, reimbursements, and managing grant budgets and expenditure tracking.
- Coordinate lab resources, from purchasing and inventory management to onboarding, training, and scheduling of students and temporary staff.

**Graduate Research Assistant**

Oct. 2022 – Aug. 2023

**Research Assistant**

Aug. 2021 – Feb. 2022

**Gaab Laboratory**

**Harvard Graduate School of Education**

PI: Nadine Gaab, Ph.D. | Co-PIs: Ted Turesky, Ph.D. & Jin Wang, Ph.D.

- Assisted with the BabyBOLD Study, delving into the genetic links in dyslexia development using MRI (fMRI, MRSI) and comprehensive reading, language, and cognitive assessments for children (ages 4-10) & their caregivers with a familial history.
- Organizing collected child psychometric data across 3 time points and compiling them into excel/CSV files along with descriptive JSON files acting as a data dictionary.
- Train research staff on how to operate the MRI console, assess the quality of acquired data, and apply safety precautions established by the Center for Brain Science & Neuroimaging.

**Research Associate**

Sep. 2022 – Apr. 2023

**Research Project Manager**

Jan. 2022 – Sep. 2022

**Clinical Research Coordinator**

May 2021 – Jan. 2022

**Stress & Development Laboratory**

**Harvard Kenneth C. Griffin Graduate School of Arts and Science**

PI: Katie McLaughlin, Ph.D. | Co-PIs: Maya Rosen, Ph.D. & David Weissman, Ph.D.

- Conducted virtual sessions for the OCEAN study, which investigates the impact of environmental experiences on emotional, cognitive, and neurobiological development in children. Derived data from children by assessing their language skills (e.g., CELF), conducting brain imaging sessions (MRI), and administering achievement-based tests (e.g., WJ-IV).
- Collected data for the FACES study, which aims to explore the relationship between early-life stress and emotional awareness, learning, generalization, as well as prosociality and aggression. Gathered various data points, including executive function and emotion labeling, from adolescents (ages 13-18) using neurobehavioral methods (fMRI, behavioral paradigms).
- Oversaw the operations of a K99 study while leading post-doctoral fellow was on leave and interviewed/hired/trained/supervised a study team of 20 members to ensure fluid data collection, accurate data management, and exceptional data quality.
- Simultaneously coordinating study pool finances for two separate studies, conducting check reconciliations, managing travel reimbursements for participants, and submitting approvals of time sheets for per-diem research assistants.

- Acquiring data from caregivers using a battery of questionnaires to examine a variety of environmental/internal factors, such as trauma and violence exposure, child behavior, and family-oriented traits (e.g., UCLA PTSD-RI, VEX-R, CBCL).
- Managed Institutional Review Board applications, led participant recruitment through Facebook, snowball sampling, and community outreach, and programmed study data instruments using REDCap.
- Oversaw data management and quality assurance, prepared manuscripts/research protocols, and handled administrative tasks to ensure smooth laboratory operations.

**Undergraduate Research Fellow**

Aug. 2020 – Aug. 2021

**Center for Urban Research & Learning**

**Loyola University Chicago**

PIs: Christine George, Ph.D., Abha Rai, Ph.D., Amanda Ward, Ph.D., & Gina Spitz, Ph.D.

- Collaboratively organized multiple Excel spreadsheets for data cleaning purposes to be transferred to SPSS from multiple legal organizations that work to assist case workings of undocumented immigrants or incarcerated individuals.
- Assist in gathering materials and document editing for grant funding via the National Institute of Justice to support a research project pertaining to modifications by service providers in supervised visitations and exchanges due to the COVID-19.
- Support the primary investigator and fellow investigators in conducting a literature review related to service modification guidelines set by service providers and the Office of Violence against Women as a result of the COVID pandemic followed by using Qualtrics to create a survey for data collection.
- Conduct English and Spanish translational and transcriptional services for pre-recorded interviews conducted by the research staff under the supervision of the research coordinator for the Cook County Family Court Enhancement Program.

**Thesis Researcher**

Jul. 2020 – May 2021

**Laboratory Manager, Research Assistant**

Sep. 2019 – May 2021

**Wellbeing & Emotion Laboratory at Loyola**

**Loyola University Chicago**

PI: Rebecca Siltan, Ph.D.

- Co-conducted EEG sessions for the SMiLe study, which employs an 8-week mindfulness intervention using the Headspace app for depressed college students, aiming to enhance positive emotions, savoring, and attention. Collected responses from various questionnaires (e.g., MASQ, BSI, PSWQ) and developed proficiency in MATLAB for EEG data analysis.
- Collaborated with the principal investigator and co-writers on a thesis study evaluating the differential influence of anxious arousal versus anxious apprehension symptoms on the temporal course of neural activity during response inhibition, supported by the cognitive/behavioral neuroscience honors program and the ASPIRE scholarship via the Center for Experiential Learning.
- Manage the lab's infrastructure to promote a more efficient form of communication and task managing within the lab's team, while also researching and promoting opportunities for other research assistants.

**Provost Fellow**

Apr. 2020 – May 2021

**Laboratory Manager, Research Assistant  
Children Adapting to Stress and Adversity Laboratory  
Loyola University Chicago**

Jun. 2019 – May 2021

PI: Catherine DeCarlo Santiago, Ph.D.

- Participated in key studies focused on immigrant families, including analyzing family coping mechanisms against immigration stress, and piloting a school-based intervention (STRONG program) for refugee/immigrant students in Chicago.
- Led a research project on the effects of voluntary engagement coping on child somatization in Latino immigrant families, utilizing the Family Interaction Macro-Coding System for data collection and analysis in SPSS.
- Conducted comprehensive participant interactions, from interviews to distributing research questionnaires and managing data collection, with specialized support for Spanish-speaking participants.
- Provided linguistic expertise by translating research materials from English to Spanish and formatting documents in Arabic.

## CLINICAL EXPERIENCE

**Community Residence Counselor, MAP Certified  
Bipolar & Schizophrenia Residential Treatment Program  
McLean Hospital**

Mar. 2022 – Sep. 2023

- Provided direct patient care through group and individual counseling in accordance with patient's current treatment plan, administered appropriate medications to patients in residential treatment, & communicated information regarding patient milieu/therapeutic environment to appropriate staff in a timely manner.
- Intervened in managing complex patient situations and participated in leading and co-leading patient groups.
- Established relationships with patients that were helpful, maintained professional boundaries, & provided patients with direction/supervision for community activities according to needs.

**Mental Health Technician  
Personal Effectiveness Program  
Misericordia Heart of Mercy**

Aug. 2019 – May 2020

- Assisted developmental training instructors in providing individualized services to individuals living with intellectual, mental, and/or physical disabilities. These specialized services included non-verbal communication (via American Sign Language), positive behavior support, functional academic/vocational skills, and interpersonal skills.
- Attending psychiatric clinics alongside the staff psychiatrist, behavioral services director, and board-certified behavior analyst to review medication and behavioral progress and outcomes among residents.
- Researched the behavioral support plan of specific residents to become familiar with both target and problem behaviors, while also attending meetings led by a board-certified behavior analyst to discuss the progress of residents' individual behavioral support plans.

**Certified Pharmacy Technician (CPhT)  
Pharmacy Services**

Jun. 2018 – Apr. 2021

## **Walgreens**

- Became CPR certified and obtained training and licensure to administer the COVID-19 vaccine to patients within essential worker, elder, and high-risk populations, as well as acting as vaccination coordinator to ensure fluid operations and complete billing and vaccination record forms.
- Researched and resolved dosage conflicts, potentially harmful drug interactions, insurance issues and other matters to ensure patient safety/wellness.
- Assisted pharmacists in relaying medicinal consultations to Spanish-speaking patients to assure therapeutic efficacy and medicinal understanding.
- Swiftly and correctly calculated dosages, dispensed medications, prepared prescription labels, and filled prescriptions for approval by pharmacists.

## **Clinical Spanish Interpreter Primary Care Treatment Program Nandra Family Practice**

May 2018 – May 2021

- Demonstrated the breadth and depth of linguistic proficiency and the capacity to analyze cultural differences that are essential to ensure that providers and Limited English patients communicate with ease and accuracy.
- Interpreted complex data and simplified as required, ensuring comprehensive education on treatments/options available to the patient(s).
- Assisted during examinations, consultation, and procedures to facilitate positive patient-provider communication.

## **TEACHING EXPERIENCE**

### **Teaching Fellow PSY 1900: Introduction to Statistics for the Behavioral Sciences Harvard College**

Jan. 2024 – Present

Lead Instructor(s): Grace Lin, Ph.D.

- Providing a conceptual and practical introduction to statistics in psychology and other behavioral sciences for Harvard Psychology undergraduate students.
- Topics covered included measures of central tendency and variability, probability and distributions, correlations and regression, hypothesis testing, t-tests, analysis of variance, and chi-square tests.
- Conducted lab sections focusing on statistical analysis using R Studio, enhancing students' proficiency in data interpretation and application of statistical methods.
- Developed and managed laboratory materials and exercises, ensuring students' grasp of statistical concepts and their practical application in psychological research.
- Engaged students in interactive learning experiences, emphasizing the importance of statistical analysis in behavioral science research.
- Provided individualized feedback on assignments and lab exercises, fostering students' analytical skills and understanding of statistical methodologies.

### **Teaching Fellow HDE 101: Developmental Insights: Connecting Human Development Throughlines Across Research and Practice Harvard Graduate School of Education**

Sep. 2023 – Dec. 2023



Lead Instructor(s): Dana McCoy, Ph.D., Junlei Li, Ph.D., & Stephanie Jones, Ph.D.

- Assist in delivering the Program Core Experience, focusing on the throughlines connecting human development science and practice.
- Facilitate student engagement during lectures, workshops, and small-group meetings, prioritizing dialogue, feedback, and reflection to connect knowledge with personal and professional experiences.
- Support students in becoming critical consumers and creators of human development science, guiding them in reviewing evidence from research and practice to identify knowledge gaps and develop a "theory of change" for their future work.
- Emphasize community-building within the Human Development & Education Ed.M. Program, ensuring active participation, engagement, and self-reflection to foster a collaborative learning environment.

**Teaching Fellow**

Jul. 2023 – Aug. 2023

**EVI 101: Evidence**

**Harvard Graduate School of Education**

Lead Instructor(s): Gabrielle Oliveira, Ph.D. & Doug Mosher, M.A.

- Assisted in teaching the required foundations module for graduate students at the Harvard Graduate School of Education.
- Materials covered: major forms of evidence, including descriptive quantitative/qualitative, causal experimental/quasi-experimental, synthetic, and process.
- Facilitated student discussions on readings and project development using team-based learning approaches, graded daily forum posts and quizzes, evaluated final group presentations, and enhanced understanding of evidence application in real-world practice problems.

**Research Instructor**

Jun. 2023 – Aug. 2023

**MBB S-102: Becoming a Brain Scientist: Neuroscience and Psychology Research**

**Harvard Summer School**

Lead Instructor: Garth Coombs, Ph.D.

- Instructed and advised students in the MBB S-102 course at Harvard Summer School, overseeing their research experience, lab work, and introducing them to various methods, techniques, and theories used in psychology and neuroscience.
- Taught weekly sections, facilitated student engagement, and guided them in formulating hypotheses, designing experiments, collecting/analyzing data, and presenting their findings to the class.
- Designed laboratory materials related to neuroimaging and tractography and provided individualized feedback on assignments.

**Teaching Fellow**

Aug. 2022 – Dec. 2022

**PSY 1901: Methods of Behavioral Research**

**Harvard College**

Lead Instructor: Mina Cikara, Ph.D.

- Teaching Fellow for the required research methods course for Harvard Psychology undergraduate students.
- Material covered: research design and evaluation, statistical and research ethics, statistics exercises, data analysis, technical skills using R Studio, tables and figures preparation, research project construction, and manuscript and presentation development.

- Designed all laboratory materials and problem sets, teaching weekly 60-minute lab sections providing individualized written feedback on assignments.

## **SERVICE/EXTRACURRICULAR EXPERIENCE**

**Chief Operations Officer** Sep. 2022 – Present  
**MedCast Transportation, LLC**

- Directing all operational aspects, including distribution, customer service, HR, administration, and sales, while implementing best practices for superior service delivery.
- Developing strategies and policies to enhance operational efficiency, improve company performance, and ensure financial stability through effective management and planning.
- Collaborating with the CEO on strategic planning, budgeting, and investment activities, and fostering growth by managing key partner and vendor relationships.

**Chief Operations Officer, Director of Research** Sep. 2022 – Present  
**NewBeginnings Foundation, NPO**

- Partner with Chief Executive Officer to reorganize team structure, redefine roles, and establish commitments to diversity, equity, inclusion & belonging.
- Develop a mentorship structure that connects the leadership team with the volunteer team to offer support in professional development and peer support.
- Establish clear hierarchy for data security as it relates to levels of access for executive leadership, affiliated associates, field members, and research interns.

**Youth Mentor** Jun. 2022 – Jan. 2024  
**Big Brother Big Sisters of Eastern Massachusetts**

- Serve as a mentor for children in the program by helping with school homework & projects, providing various forms of support, and forming a relationship based on positive communication and trust.
- Offer guidance on college applications, job applications, and financial literacy for first-generation students from underprivileged backgrounds.

**Student Mentor** Sep. 2022 – Dec. 2022  
**Prospective Ph.D. & RA Event in Psychology (PPREP) Program**  
**Harvard University**

- Supported students from under-represented backgrounds specifically pursuing graduate study in psychology/neuroscience with application components like a personal statement, a curriculum vitae, & interview question preparation.
- Aided mentees in developing and refining potential research interests they considered pursuing in the future and subsequently drafted and refined their research statement of purpose.
- Guided undergraduate students in finding suitable trainee positions prior to entering a graduate program that aligned with their research interests.

**Co-Chair** Apr. 2020 – Apr. 2021  
**Maroon & Gold Society**  
**Loyola University Chicago**

- Facilitated monthly meetings with the other co-chair and handled communication between administration and fellow cohort members.
- Organized monthly meetings with the other co-chair and Assistant Vice President to include speakers and content that presented on topics relevant to the cohort's interest (student activities, diversity, equity & inclusion, etc.).
- Represented the cohort in meetings with the University president and higher administration to discuss the progress of equity-based initiatives and needed modifications post-COVID closure along with several other student representatives.

**SHPEP Ambassador**

Oct. 2019 – May 2020

**Association of American Medical Colleges**

**Loyola University Chicago**

- Strategically promoted the program to increase participation of students from marginalized backgrounds interested in health professions.
- Co-facilitated meetings about medical school application information and offered additional resources with registered student organizations, including Loyola's chapter of the Minority Association of Pre-Medical Students.
- Conducted individual consultations about the application process leading to attendance of SHPEP programs and discussed my experience with several students of color on campus.

**Medicine Pathways Intern**

May 2019 – Jun. 2019

**Summer Health Professions Education Program (SHPEP)**

**University of Florida**

- Collaborated with students from diverse backgrounds and networked with healthcare professionals across various fields, funded by the Robert Wood Johnson foundation, and engaged in seminars examining the U.S. healthcare industry, health disparities, and access issues.
- Worked with a human patient simulator to demonstrate biological, physical, and chemical principles through hands-on scenarios, such as the risks of drug abuse and smoking.
- Participated in clinical rotations to explore various healthcare careers, shadowed psychiatrists at UF Health Shands Hospital, and collaborated on a research project that culminated in a gallery walk event showcasing survey data analysis.

**Founding President**

Jan. 2019 – May 2021

**PRISM**

**Loyola University Chicago**

- Oversaw a team of seven executive board members and coordinated tasks required to successfully execute monthly programming dedicated to educating attendees on issues pertaining to queer &/or trans\* people of color.
- Established learning outcomes to ensure an educational component to programming and conducted quality checks along the progression of tasks.
- Aided queer &/or trans\* students of color who were specifically pursuing studies in STEM or pre-medicine with aspects like personal statements, post-baccalaureate plans, & MCAT/GRE study schedules.
- Acted as a liaison for the student organization when meeting with university administration and student government.

**Instructional Facilitator, Peer Mentor  
Center for Diversity & Inclusion  
Loyola University Chicago**

Aug. 2018 – May 2020

- Counseled students individually, assisted them in overcoming obstacles in their first year in college, adjusted to a new environment, and made proper choices to stay focused.
- Planned and facilitated community engagements that fostered community amongst students who identified as men of color and informed students about specific social issues.
- Facilitated staff meetings that outlined relevant information, conducted strengths, weaknesses, opportunities, & threats analyses of prior community engagements, and taught professional development techniques.
- Specifically sought mentees who were undertaking pre-medicine/STEM studies to help in navigating applications for summer programs, ideas for extracurriculars, course recommendations, and general tips about professionalism.

**ACADEMIC ACHIEVEMENTS, AWARDS, & MEMBERSHIPS**

Presidential Scholar, Harvard University ( <b>\$69,300</b> )	2023 – 2024
Member, Harvard Gender & Sexuality Caucus	2022 – 2023
Member, Queer Neuropsychological Society	2022 – 2023
Damen Award	2021
Beta Beta Beta International Honors Society in Biology	2021
Psi Chi International Honors Society in Psychology	2021
All Students Prosper If Resources Exist Fund ( <b>\$1,500</b> )	2021
Kale Williams Human Rights Scholarship Recipient ( <b>\$1,000</b> )	2020 – 2021
Honors in Cognitive/Behavioral Neuroscience	2020 – 2021
Center for Urban Research & Learning Fellowship ( <b>\$5,000</b> )	2020 – 2021
Provost Research Fellowship Recipient ( <b>\$2,000</b> )	2020 – 2021
Community & Solidarity Award	2020
Nu Rho Psi International Honors Society in Neuroscience	2020
SHPEP Certificate of Completion, University of Florida	2019
Dean's List	2017 – 2021
Presidential Scholarship Recipient, ( <b>\$80,000</b> )	2017 – 2021

**LANGUAGES**

English – native speaker, speak fluently and read/write with high proficiency.  
Spanish –native speaker, speak fluently and read/write with high proficiency.  
German –speak, read, and write with intermediate proficiency.  
Arabic –speak, read, and write with elementary proficiency.

**SKILLS AND CERTIFICATIONS**

**Clinical:** APhA Immunizing Certification, BLS Certified, MAP Certified, PTCB Certified

**Neuroimaging:** Electroencephalography (EEG), Magnetic Resonance Imaging (sMRI, fMRI, MRSI, dMRI, rs-fMRI)

**Programming Language(s):** MATLAB (novice), Python (novice), R Studio (proficient), SAS (novice), SPSS (proficient), STATA (intermediate)

**Task Presentation:** E-Prime (novice), PsychoPy

**Technical:** CLAN & CHAT, Diffusion Toolkit, DSI-Studio, Family Interaction Macro-Coding System, Google Suite, Human Rights Education Training Certificate, Microsoft Office Suite, Project Management Professional (PMP®), Qualtrics, REDCap, Schedule Management, TrackVis, Translation/Interpretation, Zotero