

*Curriculum Vitae*  
**Alyssa Palmer**

Jane and Terry Semel Institute for Neuroscience  
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**EDUCATION**

- Postdoctoral Scholar     *Jane and Terry Semel Institute for Neuroscience and Human Behavior,*  
2023 – 2025                     University of California, Los Angeles  
**Advisors:** Nastassia Hajal and Blair Pailey
- Ph.D. 2023                     *The Institute of Child Development,* University of Minnesota  
   Developmental Psychopathology and Clinical Science  
**Thesis:** Risk and Resilience Factor’s Relation to Internalizing and Externalizing  
Symptoms in Early Childhood.  
**Academic Co-Advisors:** Ann Masten and Daniel Berry
- Clinical Internship         *Children’s Hospital Los Angeles,* University of Southern California  
2022 –2023                     **Track:** Early Childhood Mental Health
- M.A. 2018                     *The Institute of Child Development,* University of Minnesota  
   Developmental Psychopathology and Clinical Science  
**Thesis:** Parental emotion regulation strategies and parenting quality predict child  
adjustment in families experiencing homelessness  
**Committee:** Ann Masten, Daniel Berry, and Robert Kreuger
- B.S. 2016                     The Pennsylvania State University, University Park  
   The Schreyer Honors College, Honors in Psychology  
   Cum Laude in Psychology with a Focus in Neuroscience  
   Minors in Biology and Sociology  
**Thesis:** The effects of exuberance and effortful control on peer acceptance and  
social competence.  
**Honors Advisor:** Kristin Buss

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**RESEARCH INTERESTS**

Dynamic multisystem (biological, behavioral, relation, and socio-ecological) interactions and how those interactions buffer against the effects of early childhood experiences of poverty and related adversities (e.g. homelessness, maltreatment, family illness) on children’s mental health.

Identifying interventions strategies and targets to promote early childhood mental health and caregiving relationships.

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**HONORS, AWARDS, AND GRANTS**

- 2023                     NIMH T-32 (MH073517-16) Post-Doctoral Training Grant  
2023                     Society for Research on Child Development Outstanding Doctoral Dissertation Award  
2023                     Society for Research on Child Development Student Travel Award

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| 2021        | Council of Graduate Students Career Development Grant (\$650)                        |
| 2021        | American Psychological Foundation Dr. Lorraine D. Eyde Fund Grant (\$3,500)          |
| 2021        | Institute of Child Development Small Grant for Minneapolis Screening Study (\$1,000) |
| 2021        | Dr. Ruth Winifred Howard Diversity Award for Minneapolis Screening Study (\$1,000)   |
| 2021        | Doctoral Dissertation Fellowship   |
| 2021        | P.E.O. Scholar Award (\$20,000)  |
| 2021        | SCCAP APA Division 53, Routh Dissertation Grant, Honorable Mention                   |
| 2020        | Tri-Psych Graduate Student Diversity Fund for Young Scholars Program (\$2,500)       |
| 2020        | Interdisciplinary Doctoral Fellowship  |
| 2020        | Minnesota Social Worker's Student Showcase Award Winner                              |
| 2020        | Dr. Ruth Winifred Howard Diversity Award for Young Scholars Program (\$1,000)        |
| 2019        | Society for Research on Child Development Student Travel Award                       |
| 2018        | International Society for Developmental Psychobiology Travel Award                   |
| 2018        | Society for Psychophysiological Research Diversity Travel Award                      |
| 2018 – 2020 | NIMH T-32 (MH015755) Pre-Doctoral Training Grant                                     |
| 2018        | Title IV-E Child Welfare Training Grant (\$500)                                      |
| 2018 – 2020 | Grand Challenges – Homework Starts with Home Summer Fellowship                       |
| 2018        | Association for Psychological Science RISE Award                                     |
| 2017        | Institute of Translational Research Summer Fellowship                                |
| 2017        | Institute of Child Development Small Grant (\$1,000)                                 |
| 2016 – 2017 | CEHD Graduate Student Fellowship   |
| 2016        | Robert and Ruth Faris Child Psychology Grant   |
| 2016        | The International Congress on Infant Studies Travel Award                            |
| 2015        | Child Study Center Undergraduate Spotlight   |
| 2014 – 2016 | Ronald E. McNair Post Baccalaureate Achievement Program                              |
| 2014        | College of Liberal Arts Enrichment Grant (\$5,000)                                   |
| 2013 - 2016 | Chaiken Trustee Scholarship  |
| 2013        | Pennsylvania State University Academic Grant   |
| 2012 – 2016 | Dean's List  |
| 2012        | O'Haren Trustee Scholarship  |
| 2012        | Schumacher Honors Scholarship  |
| 2012 – 2016 | Lungren Academic Excellence Scholarship  |
| 2012 – 2016 | Schreyer Academic Excellence Scholarship   |
| 2012 – 2016 | ASPIRE EQT Scholarship (\$10,000)  |

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## PUBLICATIONS IN PEER REVIEWED JOURNALS

DeJoseph, M.L., Leneman, K., **Palmer, A.R.**, Padrutt, E., Mayo, O., & Berry, D. (2023). Adrenocortical and autonomic cross-system regulation in youth: A meta-analysis. *Psychoneuroendocrinology*.

DeJoseph, M.L., Carosella, K.A., & **The NextGen Lead Mentors<sup>†</sup>**. (2023). Diversifying the psychological sciences through peer-to-peer mentorship model: Insights and recommendations from the NextGen Psych Scholars Program (NPS). *Journal of Diversity in Higher Education*. <https://doi.org/10.1037/dhe0000504>

**Palmer, A. R.**, Piescher, K., Berry, D., Dupuis, D., Heinz-Amborn, B., & Masten, A. S. (2023). Homelessness and child protection involvement: temporal links and risks to student attendance and school mobility. *Child Abuse & Neglect*, 135, 105972. <https://doi.org/10.1016/j.chiabu.2022.105972>

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- Palmer, A.R.**, Foster, R. A., Distefano, R., & Masten A.S. (2022). Emotional reactivity, and parenting skills in families experiencing homelessness. *Journal of Family Psychology*, 36(4). 636-641. <https://doi.org/10.1037/fam0000921>
- Palmer, A.R.**, Dahl, C.\*, Eckerle, J.K., Spender, M., Gustafson, K., & Kroupina, M. (2021). A case study of the early childhood mental health therapeutic consultation protocol within a multidisciplinary pediatric clinic for adopted and foster care children. *Perspectives in Infant Mental Health*. [https://perspectives.waimh.org/wp-content/uploads/sites/9/2021/10/2021\\_2\\_Perspectives\\_IMH\\_29\\_10\\_2021\\_published.pdf](https://perspectives.waimh.org/wp-content/uploads/sites/9/2021/10/2021_2_Perspectives_IMH_29_10_2021_published.pdf)
- Langenfeld, A.D., Kroupina, M., **Palmer, A.R.**, & Gustafson, K. (2021). Importance of trauma-informed practice in evaluation of children diagnosed with autism spectrum disorder. *Journal of Developmental and Behavioral Pediatrics*, 42(8), 690-693. [doi:10.1097/dbp.0000000000000999](https://doi.org/10.1097/dbp.0000000000000999)
- Distefano, R., Grenell, A., **Palmer, A.R.**, Houlihan, K., Masten, A. & Carlson, S.M. (2021). Self-regulation as promotive for academic achievement in young children across risk contexts. *Cognitive Development*, 58, 101050. <https://doi.org/10.1016/j.cogdev.2021.101050>.
- Palmer, A.R.**, Distefano, R., Leneman, K., & Berry, D. (2021). Reliability of the Bodyguard2 (FirstBeat) in the detection of heart rate variability. *Applied Psychophysiology and Biofeedback*, 46, 251-258. <https://doi.org/10.1007/s10484-021-09510-6>
- Palmer, A.R.**, Labella, M., Plowman, E.J., Foster, R. & Masten, A.S. (2020). Parent emotion regulation strategies and parenting quality predict child internalizing symptoms in families experiencing homelessness. *Social Development*. 0, 1 – 18. <https://doi.org/10.1111/sode.12435>
- Zhang, J., **Palmer, A.R.**, Zhang, N., & Gewirtz, A. (2020). Father coercive parenting mediates the impact of emotion regulation on children's emotional problems. *Journal of Abnormal Child Psychology*. 48, 633-645. <https://doi.org/10.1007/s10802-020-00625-8>
- Berry, D., **Palmer, A.R.**, Distefano, R, & Masten, A.S. (2019). Autonomic complexity and emotion (dys) regulation in early childhood across high and low-risk contexts. *Development and Psychopathology*, 31(3), 1173-1190. [10.1017/S0954579419000683](https://doi.org/10.1017/S0954579419000683)

\* Undergraduate and post-baccalaureate mentee.

<sup>†</sup> I am a consortium author

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## MANUSCRIPTS UNDER REVIEW

- Palmer, A.R.**, Kalstabakken, A.W., Distefano, R., Carlson, S.M., Putnam, S.P. & Masten, A.S. (Submitted). A Short Executive Functioning Questionnaire in the context of early childhood screening: Psychometric properties. *Child Neuropsychology*
- Distefano, R., **Palmer, A.R.**, Kalstabakken, A., Zelazo, P., Carlson, S., & Masten, A.S. (Revise and Resubmit). Predictive validity of the NIH Toolbox Executive Function Measures with Developmental Extensions: Moderation by sociodemographic characteristics. *Developmental Neuropsychology*.

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Distefano, R., Nelson, K, **Palmer, A.R.**, Masten, A.S., & Carlson, S.M. (Submitted). The role of parenting in autonomy and executive functioning development amongst children experiencing homelessness. *Children and Youth Services Review*.

Valerio Montero, D., **Palmer, A. R.**, Masten, A. S., & Labella, M. H. (Submitted). Emotion regulation and expression among parents of children residing in emergency housing. *Journal of Child and Family Studies*.

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**BOOK CHAPTERS**

Masten, A.S., & **Palmer, A.R.** (2019). Parenting to promote resilience in children. In M.H. Bornstein (Eds.), *Handbook of parenting: Vol 5: Parenting practices* (3<sup>rd</sup> ed, 156-188). Routledge Publisher. <https://doi.org/10.4324/9780429401695-6>

**Palmer, A.R.**, Lakhan-Pal, S., & Cicchetti, D. (2019). Emotional development and depression. In V. LoBue, K. Perez-Edgar, & K.A. Buss (Eds.), *Handbook of emotional development* (695-748). Springer Cham. [https://doi.org/10.1007/978-3-030-17332-6\\_26](https://doi.org/10.1007/978-3-030-17332-6_26)

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**PRE-REGISTERED REPORTS AND OTHER PUBLICATIONS**

Benegas, J.M., **Palmer, A.R.**, Distefano, R., Hillyer, C.K., Kalstabakken, A.W., & Masten, A.S., (2023). Risks of early childhood adversity for academic skill development and learn. [Minn-LInK Brief No. 60]. Center for Advanced Studies in Child Welfare, University of Minnesota. <https://casw.umn.edu/portfolio-items/risks-of-early-childhood-adversity-for-academic-skill-development-and-learning-ml-60/>

**Palmer, A.R.**, Kalstabakken, A.W., Distefano, R., Hillyer, C.K., Seiwert, M.J., Carlson, S.M., & Masten, A.S. (2022). Executive functioning assessments in early childhood screenings. (Minn-LInK Brief No. 50). Center for Advanced Studies in Child Welfare, University of Minnesota. Available at: <https://casw.umn.edu/wp-content/uploads/2022/11/Brief-50.WEB508-1.pdf>

**Palmer, A.R.** (2021). A student perspective on promotive mental health for clinical psychology graduate students historically excluded from institutions of higher education. **APA Division 12 Clinical Science Newsletter**. Available at: [http://sscpweb.org/resources/PDFs/Newsletter/2021/Clinical%20Science%20Fall%202021\[89\].pdf](http://sscpweb.org/resources/PDFs/Newsletter/2021/Clinical%20Science%20Fall%202021[89].pdf)

**Palmer, A.R.**, & Homework Starts with Home Research Partnership (2020). Emergency housing, transitional housing, and child welfare in the Twin Cities Metro. (Minn-LInK Brief No. 44). Center for Advanced Studies in Child Welfare, University of Minnesota. Available at: <https://casw.umn.edu/wp-content/uploads/2020/11/Brief-44-WEB508.pdf>

**Palmer, A. R.** (2019, December 26). Parent emotion regulation and parenting. Retrieved from [osf.io/bqha5](https://osf.io/bqha5) and <https://conservancy.umn.edu/handle/11299/210182> [systematic review]

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**POSTER AND PAPER SYMPOSIUM PRESENTATIONS**

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- Palmer, A.R.,** Masten, A.S., & Berry, D. (2023). *Multisystem resilience factors: Promoting and protective children's mental health in Multiple Risk and Cultural Contexts* [**Symposium Presentation, Chair**]. Society for Research on Child Development 2023 Biennial Meeting, Salt Lake City, Utah.
- Palmer, A.R.,** Masten, A.S., & Berry, D. (2023). *Measurement invariance of the Strength and Difficulties Questionnaire in early childhood* [**Flash Talk**]. Society for Research on Child Development 2023 Biennial Meeting, Salt Lake City, Utah.
- Benegas, J.M., **Palmer, A.R.,** Francis, K., Distefano, R., Kalstabakken, A., & Masten, A. (2023). *Early childhood Child Protective Service involvement, school readiness, and academic achievement: A Longitudinal community-based cohort*. Society for Research on Child Development 2023 Biennial Meeting, Salt Lake City, Utah.
- DeJoseph, M., Leneman, K.B., **Palmer, A.R.,** Padruitt, E.R., Mayo, O.A., & Berry, D. (2022, November). *Adrenocortical and autonomic cross-system regulation in youth: A meta-analysis* [Poster]. International Society for Developmental Psychobiology 2022 55<sup>th</sup> Annual Meeting, San Diego, CA.
- Palmer, A.R.,** Masten, A.S., & The Homework Starts with Home Research Partnership. (2022, April). *The role of child protective services and emergency/transitional housing in child school engagement* [**Symposium Presentation**]. American Educational Research Association 2022 Annual Meeting, San Diego, CA.
- Leneman, K.B., DeJoseph, M.L., **Palmer, A.R.,** Blair, C.B., & Berry, D.B. (2022, April). *Early childhood relations between indirect discrimination stress, racial socialization, and behavior problems* [Poster] The Society for Child Development Special Topics Meeting: Discrimination, Equity and Justice. Virtual.
- Palmer, A.R.,** Piescher, K., Heinz Amborn, B., & Masten, A.S. (2022, March). *Integrating data to drive progress: Ending student homelessness* [**Symposium Presentation**]. National Human Services Data Consortium Spring 2022 Conference. Minneapolis, MN.
- Palmer, A.R.,** Foster, R. A., Distefano, R., & Masten A.S. (2021, April). *Physiological reactivity, emotional reactivity, and parenting skills in families experiencing homelessness* [Poster]. 2021 biennial Meeting of Society for Research in Child Development. Virtual
- Palmer, A.R.,** Leneman, K, DeJoseph, M., Sifre, R. , Blair, C., & Berry, D (2021, April). *An aMNLFA approach to measurement invariance of the Strength and Difficulties Questionnaire* [Poster]. 2021 biennial Meeting of Society for Research in Child Development. Virtual
- Palmer, A.R.,** & Homework Starts with Home Research Partnership (2020, November). *Emergency/transitional housing and child protection in the twin-cities metro* [**Symposium Presentation**]. Ending Student Homelessness Grand Challenges Conference, Virtual. Available at: <https://innovation.umn.edu/ending-student-homelessness/conference-videos/>
- Palmer, A.R.,** & Kroupina, M., (2020, October). *The integration of early childhood mental health into pediatric care including general and specialty programs* [**Symposium Presentation**]. ZERO TO THREE's Annual Conference 2020. Virtual.

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- Palmer, A.R.**, & Masten, A.S. (2020, March). *Homelessness and child protection in the twin-cities metro, an integrated administrative data approach* [**Symposium Presentation**]. 127<sup>th</sup> Annual Minnesota Social Service Association Training Conference and Expo, Minneapolis, MN
- Palmer, A.R.**, Lucke, C.M., Rahl-Brigman, H.A., & Masten, A.S. (2019, November). *Differential effects of early life deprivation and threat on depression and parenting in families experiencing homelessness* [Poster]. 35<sup>th</sup> Annual Meeting of the International Society for Traumatic Stress Studies, Boston, MA.
- Lucke, C.M., **Palmer, A.R.**, Rahl-Brigman, H.A., & Masten, A.S. (2019, November). *Recent traumatic adversity and parenting quality in parents experiencing homelessness: An examination of risk and protective factors* [Poster]. 35<sup>th</sup> Annual Meeting of the International Society for Traumatic Stress Studies, Boston, MA.
- Palmer, A.R.**, Distefano, R., Masten, A.S., & Berry, D. (2019, September). *Physiological and emotion regulation in early childhood* [Poster]. 2019 Society for Psychophysiological Research Annual Meeting, Washington, D.C.
- Williams, C. \*, **Palmer, A.R.**, Distefano, R., Masten, A.S., & Berry, D. (2019, September). *The associations between incidents of homelessness, executive functioning, and respiratory sinus arrhythmia in preschool aged children* [Poster]. 2019 Society for Psychophysiological Research Annual Meeting, Washington, D.C.
- Palmer, A.R.**, DePasquale, C.E., Foster, R.A., Masten, A., & Berry, D. (2019, March). *Parenting, parenting characteristics, risk and parent parasympathetic regulation in families experiencing homelessness* [Poster]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.
- Grenell, A., Distefano, R., **Palmer, A.R.**, & Carlson, S.M. (2019, March). *Importance of executive function and emotion regulation for children's school success: Protective or promotive factors?* [Poster]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.
- Berry, D., Leneman, K.B., **Palmer, A.R.**, & Akstere, L\*. (2019, March). *Experiential stress and higher-order cognition: Enemy or adaptive organizer?* [**Symposium Presentation**]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.
- Palmer, A.R.**, Stallworthy, I., Masten, A.S., & Berry, D. (2019, March). *Dyadic synchrony among preschool aged children and Their Parents Currently Experiencing **Homelessness*** [**Symposium Presentation**]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.
- Foster, R. A., **Palmer, A.R.**, & Masten, A.S. (2019, March). *Correlates of parental reflective functioning in families experiencing homelessness* [Poster]. 2019 biennial Meeting of Society for Research in Child Development, Baltimore, MD.
- Leneman, K. B., **Palmer, A.R.**, Distefano, R., Grenell, A., & Berry, D. (2018, November). *Recovery matters: Investigating the full physiological response profile in relation to marker of psychopathology* [Poster]. International Society for Developmental Psychobiology Annual Meeting, San Diego, CA.

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- Palmer, A.R.**, Distefano, R., Leneman, K., Grenell, A., Masten, A.S., & Berry, D. (2018, November). *The effects of sociodemographic risk, adversity and homelessness on respiratory sinus arrhythmia* [**Symposium Presentation**]. International Society for Developmental Psychobiology Annual Meeting, San Diego, CA.
- Palmer, A.R.**, Berry, D., & Leneman, K. (2018, October). *Validation of using FIRSTBEAT BODYGUARD2 to collect interbeat interval data with preschool-aged children* [Poster and **Flash Talk**]. Society for Psychophysiological Research Annual Meeting, Quebec, Canada.
- Leneman, K., Varhol, A., **Palmer, A.R.**, & Berry, D. (2018, October). *Suspenders: A Methodological Contribution to Collecting Quality Impedance Data in Children* [Poster]. Society for Psychophysiological Research Annual Meeting, Quebec, Canada.
- Zhang, J., **Palmer, A.R.**, Zhang, N., & Gewirtz, A. (2018, November). *Father coercive parenting mediates the impact of emotion regulation on children's emotional problems* [**Symposium Presentation**]. National Council of Family Relations Annual Convention, San Diego, CA.
- Palmer, A.R.**, Labella, M., Plowman, E., & Masten, A.S. (2018, May). *Risk and protective factors for child emotional symptoms in families experiencing homelessness* [Poster]. 2018 Association for Psychological Science 30<sup>th</sup> Annual Convention, San Francisco, CA.
- Palmer, A.R.**, & Masten, A. (2018, April). *Parent emotion regulation and affect: Differences in emerging adulthood and middle adulthood in the context of homelessness* [Poster]. 2018 Society for Research on Adolescents Biennial Meeting, Minneapolis, MN.
- Zazay\*, F., **Palmer, A.R.**, & Masten, A. (2017, August). *Resilience in children experiencing homelessness: Preschool attendance & later academic success* [Poster]. The Ronald E. McNair Minnesota Symposium, Minneapolis, MN.
- Palmer, A.R.**, Buss, K., McDoniel, M., Morales-Pamplona, S. (2016, March/May). *The effects of exuberance in infancy and effortful control on social competence and peer acceptance* [Poster]. Undergraduate Research Exhibition, State College, PA. [Poster] xx Biennial International Conference on Infant Studies, New Orleans, Louisiana.
- Palmer, A.R.**, Buss, K. (2015, July/September). *The effects of exuberance and effortful control on behavioral measures of peer acceptance* [**Symposium Presentation**]. Ronald E. McNair and Summer Research Opportunity Program Symposium, State College, PA. [**Symposium Presentation**]. Ronald E. McNair National Conference, Baltimore, Maryland.
- Palmer, A. R.**, Renko, A., Davis G., & Stocker, K. (2015, March). *Attitudes towards bisexuality* [Poster]. Undergraduate Research Exhibition, State College, PA. [Poster]. Psi Chi Undergraduate Exhibition, State College, PA.

\* Undergraduate and post-baccalaureate mentees.

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## INVITED PRESENTATIONS

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**Palmer, A. R.**, Piescher, K., Berry, D., Dupuis, D., Heinz-Amborn, B., & Masten, A. S. (2023, April). Homelessness and child protection involvement: temporal links and risks to student attendance and school mobility. UNICEF, Street Connected Children.  
<https://www.youtube.com/watch?v=FnbrxTRnnQo> (180 Attended)

**Palmer, A.R.** (2022, April) Children's experience of emergency, transitional housing and child protective services in the twin-cities metro. Freedom for the Streets Community Outreach Meeting. (35 Attended)

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**GRADUATE RESEARCH EXPERIENCE**

**Project Competence Research on Risk and Resilience (PCR3) Lab**

**Supervisor:** Ann S. Masten, Ph.D., LP

School Success in Motion (SSIM)

- Participated in a longstanding research collaboration with a local family emergency homeless shelter to investigate risk and resilience processes related to self-regulation and parenting with-in families experiencing homelessness.
- **Responsibilities:**
  - **School Success in Motion 2012:** data analysis, manuscript preparation.
  - **School Success in Motion 2014:** coding parent child interactions using the Parent Management Training – Oregon Model (PMTO) Family Interaction Task behavioral coding manual, supervised a team of diverse undergraduate and graduate level behavioral coders, data entry, data cleaning, data analysis, statistical analysis, and manuscript preparation.
  - **School Success in Motion 2017:** study design, coordination with institutional review board, small grant applications, supervising undergraduate students in study material preparation, supervising undergraduates in data collection, cleaning cardiac physiological data, coding parent child interactions using the Parent Management Training – Oregon Model (PMTO), coding child emotion regulation during tasks, supervising a team of behavioral coders, data analysis, and manuscript preparation.
  - **School Success in Motion 2018: The Role of Self-Regulation:** study design, coordination with institutional review board, small grant applications, supervising undergraduate students in study material preparation, cleaning biological data, data analysis, and manuscript preparation.
  - **School Success in Motion 2019:** consultant on study design, coding parent-child interaction data, statistical analysis, and manuscript preparation.

Minneapolis Public School Screening Study

- ***Spearheaded*** a collaboration with the Minneapolis Public School system to integrate longitudinal administrative data with previously collected early childhood screening data in order to identify how new self-regulation measure in predicted to student's 3<sup>rd</sup> grade academic and behavioral outcomes.
- **Responsibilities:** Performing the roles of a ***project coordinator*** and ***lead data analyst***; Study design, collaborating with community data owners, writing data sharing agreements with local government agencies, presenting to multiple government agencies, applying to grant funding, policy brief creation, and manuscript preparation.

**Bioecology, Self-Regulation and Learning (BSL)**

**Supervisor:** Daniel Berry, Ed.D.



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Modes of Cognition and Arousal

- The project aimed to understand the effect of pre-school aged children's stress arousal and executive functioning skills on their cognitive flexibility and functioning. I contributed study elements to answer questions about parent-child co-regulation and the role of child stress on parent physiological and emotional responding.
- **Responsibilities:** Designed and piloted multiple new experimental behavioral tasks, trained parasympathetic and sympathetic cardiac data collection for preschool children and their parents, cleaned physiological data, collected and processed salivary cortisol data, lead and trained a large team of undergraduates, data analysis, presentations, and manuscript preparation.

Self-Regulation as a Protective Factor

- Collaborators: Stephanie Carlson, Ph.D., and Ann S. Masten, Ph.D., LP
- The study aimed to understand the impact of multiple constructs and modes of self-regulation on child functioning. A secondary goal was to validate ambulatory heart rate variability methods against the gold standard acquisition technique.
- **Responsibilities:** Study design, coordinating with the institutional review board, participant recruitment, physiological data cleaning, physiological data collection training and supervision, undergraduate training, data analysis, and manuscript preparation.

The Family Life Project

- Collaborators: The Family Life Project Executive Team
- The study (N = 1,292) follows children living in rural poverty from birth through adolescence. The aim is to understand the relationship between environmental stressors and self-regulation across development.
- **My dissertation** leverages this large longitudinal study and advanced statistical methods to characterize how positive influences accumulate alongside sociodemographic risk and adverse events. Further, I aim to understand how these processes are related to pre-school aged mental health.
- **Responsibilities:** Study/Statistical design, coordination with the executive team, data analysis, presentations, and manuscript preparations.

**After Deployment, Adaptive Parenting Tools (ADAPT)**

**Supervisor:** Abigale Gewirtz, Ph.D., LP

- This study aimed to understand the effects of a parenting intervention for veterans and their partners following deployment. This study investigated if parents gain parenting skills and emotion regulation skills from the intervention. They are also interested in the downstream effects of the intervention on child and couple well-being.
- I collaborated with an interdisciplinary team to analyze the effects of parent emotion regulation abilities, affect expression, physiological regulation, and child psychopathology symptoms.
- **Responsibilities:** Physiological data cleaning, data analysis, and manuscript preparation

**Grand Challenges Homework Starts with Home Initiative**

**Supervisor:** Homework Starts with Home Executive Team and Minn LiNK staff

- I collaborated with an interdisciplinary team (Minnesota State Government Agencies, School of Social Work, and Humphry School of Business) to analyze the effects of a housing intervention, where families experiencing homelessness were provided monetary housing assistance.

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- My project focused on evaluating the impact of the intervention on child protective service involvement and how the experience of both systems was related to child school engagement.
- **Responsibilities:** Administrative data cleaning, data analysis, policy brief creation, community presentations, political lobbying, creating a Title IV-E Child Welfare training module, assisted in grant writing, and manuscript creation.

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## CLINICAL TRAINING AND CERTIFICATIONS

- One Day *Families Overcoming Under Stress – Early Childhood* (FOCUS-EC) initial training.
- Three Day *Families Overcoming Under Stress* (FOCUS) initial training.
- Three Day *Child Parent Psychotherapy* initial training and began rostering process
- Three Day *Incredible Years Preschool Basic* Parent Group Facilitator Training
- Three Day *Coping Cat Cognitive Behavioral Therapy* Training
- Two day Telehealth Training for Mental Health Professionals
- Completed *Zero to Three Certification* in DC 0 -5: Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood
- Completed ten-module online training for *Trauma-Focused Cognitive Behavioral Therapy*
- Participated year-long learning collaborative for *Trauma Focused Cognitive Behavioral Therapy*. Eligible for certification upon obtaining licensure
- Completed day-long training in *Dialectical Cognitive Behavioral Therapy*

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## POST-DOCTORAL CLINICAL TRAINING

### Family Development Program

Department of Population Behavioral Health, University of California Los Angeles

*Therapy and Consultation, August 2023 – August 2025*

**Supervisor:** Catherine Mogil, PsyD., LP.

- **Responsibilities:** Monitored treatment plans; Provided brief consultations for parents experiencing acute distress around NICU stay; Provided long-term therapy for parents experiencing distress due to NICU stay.
- **Clients:** Perinatal Mothers and Fathers with babies in the Neonatal Intensive Care Unit
- **Supervision:** Individual – weekly, Group - weekly
- **Treatment Modalities:** Provide parents with psychoeducation on social, emotional, and behavioral functioning as well as developmental guidance, and information on trauma and trauma responses. Used the Family Development Program framework that was informed by FOCUS-Couples, Trauma Informed Therapy, CBT, and ACT.

### Parents of Preschoolers Study

Department of Population Behavioral Health, University of California Los Angeles

*Therapy, August 2023 – March 2024*

**Supervisor:** Nastassia Hajal, Ph.D., LP.

- **Responsibilities:** Provided FOCUS-EC preventative intervention in context of an RCT
- **Clients:** Parents of preschool aged children with their own experiences of trauma.
- **Supervision:** Individual – weekly, Group - weekly

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- **Treatment Modalities:** FOCUS-EC

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**CLINICAL INTERNSHIP**

**CHLA Child Clinical and Pediatric Internship**  
**Children's Hospital Los Angeles, University of Southern California**  
July 2022 – June 2023

**Child and Family Rotation**

**Supervisor:** Jennifer Rafeedie, Psy.D., LP.

- **Responsibilities:** Conduct diagnostic intake assessments with children and families; develop treatment plans; provide individual therapy; provide family therapy; facilitate parenting skills groups; write progress notes; case coordination.
- **Clients:** School age children and adolescents on MediCal with symptoms of depression, anxiety, conduct problems, and attention challenges.
- **Treatment Modalities:** Cognitive Behavioral Therapy; Coping Cat; Incredible Years Pre-School Basics Program
- **Additional Training:** Bi-weekly intake clinic group supervision; Bi-weekly didactic seminars; Monthly diversity seminars; Expert Coping Cat supervision; Weekly Incredible Years Group facilitator supervision and training.

**Assessment Rotation**

**Supervisor:** Oscar Donoso, Ph.D., LP.

- **Responsibilities:** Administer neuropsychological assessments to children and adolescents; administer mental health questionnaires; conduct clinical interviews with parents/caregivers, children, and adolescents about psychosocial and psychiatric functioning; write integrative reports; provide parent and child feedback; case coordination; collaborate with multidisciplinary teams
- **Clients:** School age children and adolescents with complex mental health and neuropsychological assessment questions.
- **Assessments:** Wechsler Intelligence Scale For Children, Fifth Edition; Clinical Evaluation of Language Fundamentals -5; The Berry-Buktenica Developmental Test of Visual-Motor Integration; Bruininks-Oseretsky Test of Motor Proficiency 2<sup>nd</sup> Edition; NEPSY-II; Behavior Rating Inventory of Executive Function 2<sup>nd</sup> Edition; Conners-3 Parent; Behavioral Assessment Scale for Children 3<sup>rd</sup> Edition; Revised Children's Manifest Anxiety Scale 2<sup>nd</sup> Edition; Adaptive Behavior Assessment System – 3<sup>rd</sup> Edition.
- **Additional Training:** Weekly case conference and seminars on various assessment topics.

**Early Childhood Mental Health Rotation**

**Supervisor:** Patricia Lakatos, Ph.D., LP

- **Responsibilities:** Conduct diagnostic intake assessments; develop treatment plans; provide dyadic and family therapy; provide individual collateral therapy session with parents; case coordination; collaborate with multiple treatment providers
- **Clients:** 0 – 5-year-olds on Medical who have experience early childhood trauma and/or have developmental delays or disabilities
- **Treatment Modalities:** Child Parent Psychotherapy; DIR Floortime

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- **Assessments:** Ages and Stages Questionnaire Third Edition; Ages and Stages Questionnaire: Social and Emotional Second Edition; Functional Emotional Assessment Scale; Life Stressors Scale; Traumatic Events Screening Inventory; Trauma Symptom Checklist for Young Children.
- **Additional Training:** Bi-weekly DIR floor time group supervision; Bi-weekly Child Parent Psychotherapy group supervision; Weekly early childhood mental health seminars

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## CLINICAL PRACTICE

### Fraser

*Day Treatment, August 2021 – May 2022*

[229 hours]

**Supervisor:** Kelly Haack, Ph.D., LP.

- **Responsibilities:** Monitored treatment plans; Lead social and emotional skills groups
- **Clients:** 2 – 6-year-olds who have experienced early childhood trauma
- **Supervision:** Individual - weekly
- **Treatment Modalities:** Provide children with psychoeducation on social, emotional, and behavioral functioning. Used play-based therapy to help children develop coping, problem-solving, and social skills

### Minnesota Neuropsychology

*Neuropsychology Assessment, February 2021 – October 2021*

[65 hours]

**Supervisor:** Elizabeth Adams, Ph.D., LP., ABN

- **Responsivities:** Administered and scored neuropsychological assessments to children and adolescents.
- **Clients:** 3 – 16-year-olds with dyslexia, dysphagia, learning disabilities and who are gifted and talented.
- **Supervision:** Individual – bi-weekly
- **Administered:** Wechsler Adult Intelligence Scale, 4<sup>th</sup> Edition; Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition; California Verbal Learning Test – Children’s Version; Wechsler Preschool and Primary Scale of Intelligence – 4<sup>th</sup> Edition; Wechsler Individual Achievement Test, 4<sup>th</sup> Edition; Delis-Kaplan Executive Functioning System; Comprehensive Test of Phonological Processing -2, Conner’s Continuous Performance Test, 3<sup>rd</sup> Edition; NEPSY- II Designs.

### University of Minnesota Medical Center, Women’s Well Being Clinic

*Therapy and Assessment, July 2020 – August 2021*

[272 hours; 28 Psychological Assessments]

**Supervisor:** Emily Pisetsky, Ph.D., LP., & Kristina Reigstad, Psy.D., LP.

- **Responsibilities:** Conducted diagnostic intake assessment with women in the perinatal period; developed treatment plans; provided individual therapy; coordinated care across settings; wrote clinical notes; worked with multi-disciplinary team to coordinate care.
- **Clients:** Adult females in the perinatal period with concerns related to perinatal depression, obsessive compulsive disorder, anxiety, and trauma.
- **Supervision:** Individual – weekly; Group – weekly
- **Treatment Modalities:** Cognitive Behavioral Therapy, Acceptance and Commitment Therapy, Exposure Response Prevention.

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**University of Minnesota Medical Center, Behavioral Health Clinic for Families**

*Therapy, July 2019 – August 2021*

[818 hours]

**Supervisor:** Katherine Lingras, Ph.D., LP., & Kristina Reigstad, Psy.D., LP.

- **Responsibilities:** Conducted diagnostic assessments with children and parents; developed treatment plans, provided individual therapy, and parent guidance or family therapy as clinically indicated; coordinated care across settings; wrote clinical notes.
- **Clients:** Children ages 3 to 16 with concerns related to OCD, anxiety, behavior, parent-child relationship challenges, depression, and trauma. Parent's of depressed Teens.
- **Supervision:** Individual – weekly; Group – bi-weekly
- **Treatment modalities:** Trauma-Focused Cognitive Behavioral Therapy, Cognitive Behavioral Therapy, Exposure Response Prevention, HEART-P Parenting Intervention, Adaptations of Incredible years Parent-management curriculum, and Adaptations of Coping Cat

**University of Minnesota Medical Center, Birth to Three Clinic and Adoption Medicine Clinic**

*Therapy and Assessment, July 2019 – May 2020*

[206 hours]

**Supervisor:** Maria Kroupina, Ph.D., LP.

- **Responsibilities:** Assisted with diagnostic assessments with children and parents; developed treatment plans, provided individual therapy, and parent guidance or family therapy as clinically indicated; coordinated care across settings; wrote clinical notes; worked with multi-disciplinary team for brief interventions and screenings; assisted in the development of intervention and screening protocol for a pediatric setting (*see publications*).
- **Clients:** Ages 2 to 7 with concerns related to anxiety, behavior, parent-child relationship challenges, and trauma
- **Supervision:** Individual and Group - weekly
- **Treatment modalities:** Adaptations of Trauma-Focused Cognitive Behavioral Therapy, Adaptations of Attachment Biobehavioral Catchup, Adaptations of Circle of Security, and Adaptations of Child-Parent Psychotherapy

**University of Minnesota Medical Center, Department of Pediatric Psychology**

*Neuropsychology, July 2018 – May 2019*

[559 hours; 54 integrated reports]

**Supervisor:** Amy Gross, Ph.D., LP., & Christopher Boys, Ph.D., LP.

- **Responsibilities:** Administered neuropsychological assessments to children and adolescents; conducted clinical interviews with parents/caregivers, children, and adolescents about psychosocial and psychiatric functioning; wrote integrative reports.
- **Clients:** 6-to 19-year old's with neurological or medical conditions (Traumatic Brain Injury, Fetal Alcohol Syndrome, Diabetes), neurodevelopmental disorders (ADHD, Autism), learning disability, and major psychiatric disorders (Anxiety Disorder, Major Depression).
- **Supervision:** Individual and Group – weekly
- **Administered:** Adaptive Behavior Assessment System – 2; Behavior Rating Inventory of Executive Function; Behavioral Assessment System for Children, Third Edition; California Verbal Learning Test – Children's Version; California Verbal Learning Test, 2<sup>nd</sup> Edition; Child Behavior Checklist; Children's Memory Scale; Delis-Kaplan Executive

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Functioning System; Rey-Osterrieth Complex Figure; Social Language Development Test – Adolescent; Social Language Development Test – Elementary; Test of Variable Attention; Wechsler Adult Intelligence Scale, 4<sup>th</sup> Edition; Wechsler Intelligence Scale for Children, 5<sup>th</sup> Edition; Wisconsin Card Sort Test; Woodcock Johnson Tests of Achievement, 3<sup>rd</sup> Edition.

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## **TEACHING EXPERIENCE**

|      |  |
|------|--|
| 2022 | CPSY 2301: Introduction to Child Development<br>Guest Lecturer   |
| 2022 | CPSY 5303: Social and Emotional Development<br>Teaching Assistant  |
| 2021 | CPSY 3896: Internships in Child Psychology<br>Instructor   |
| 2019 | CPSY 2301: Introduction to Child Development<br>Instructor – Teaching Apprenticeship                         |
| 2019 | CPSY 4329: Biological Foundations of Development<br>Teaching Assistant                                       |
| 2018 | CPSY 3308W: Introduction to Research Methods in Child Psychology<br>Teaching Assistant                       |
| 2017 | CPSY 4331: Social and Personality Development, University of Minnesota<br>Teaching Assistant, Guest Lecturer |

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## **SCIENTIFIC AND PROFESSIONAL ORGANIZATIONS**

|                |   |
|----------------|---|
| 2018 – Present | Association for Psychological Science                             |
| 2018 – Present | American Psychological Association                                |
| 2018 – 2019    | Society for Psychophysiology Research                             |
| 2018 – 2019    | International Society for Research on Developmental Psychobiology |
| 2017 – 2018    | Society for Research on Adolescents                               |
| 2017 – Present | Society for Research on Child Development                         |
| 2016 – 2017    | International Congress on Infant Studies                          |
| 2013 – 2017    | PSI CHI – Psychology Honors Society                               |

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## **INVITED REFEREED JOURNAL PEER REVIEWS**

Emotion  
Journal of Family Psychology  
Development and Psychopathology  
Infant Behavior and Development

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Clinical Pediatrics  
Social Development  
Cognitive Development  
International Journal of Psychology  
Health, Education, and Behavior  
Child: Care, Health, and Development

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**RELEVANT VOLUNTEER AND OUTREACH ACTIVITIES**

- 2021                    **Diversity, Equity, and Inclusion Committee Member – Curriculum Development**, Clinical Science and Psychopathology Research Program  
University of Minnesota, Minneapolis, MN
- 2021                    **Student Columnist**, Society for a Science of Clinical Psychology
- 2020 – Present        **Lead Graduate Student Mentor**, Next-Gen Psychology Scholars Program  
University of Minnesota, Minneapolis, MN  
<https://meriahdejoseph.com/grad-school/announcing-the-next-gen-psych-scholars-program-npsp/>
- 2020                    **Volunteer and Educational Material Development**, Greater Minneapolis Crisis Nursery  
Minneapolis, MN
- 2019 – 2021          **Project Mentor and Curriculum Development**, Young Scientist Program  
University of Minnesota, Minneapolis, MN  
<https://sites.google.com/umn.edu/youngscientists/home>
- 2018 – Present        **Curriculum Development Committee Member**, Institute of Child Development  
University of Minnesota, Minneapolis, MN
- 2018 – Present        **Volunteer Presenter**, Growing Brains Educational outreach  
University of Minnesota, Minneapolis, MN  
<https://www.youtube.com/watch?v=fnYBYqikr7A&t=336s>
- 2017 – 2018          **Prospective Students Committee Member**, Institute of Child Development  
University of Minnesota, Minneapolis, MN
- 2017 – 2018          **Early Childhood Development Volunteer**, People Serving People Family Emergency Homeless Shelter  
Minneapolis, MN
- 2017                    **Graduate Mentor and Panel Volunteer**, Ronald E. McNair Program  
University of Minnesota, Minneapolis, MN
- 2016 – 2017          **Special Events Committee Member**, Institute of Child Development  
University of Minnesota, Minneapolis, MN

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- 2016 **Event Volunteer**, Mom Enough  
Minneapolis, MN
- 2013 – 2015 **Volunteer Mentor**, Big Brothers Big Sister  
State College, PA
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## UNDERGRADUATE RESEARCH EXPERIENCE

- 2015 – 2016 **Research Assistant**, *Coping and Regulation of Environmental Stress Lab*  
**Supervisor:** Martha Wadsworth, Ph.D.
- CARES lab investigates coping behaviors and the effects of environmental stress – related to minority and poverty status – on children’s physical and psychological outcomes.
  - Responsibilities included:
    - Acted as a confederate during TSST experiments; collected salivary cortisol samples; Entered and managed data; Ran descriptive statistics.
- 2015 **McNair Summer Research Program Participant**, *Emotion Development Lab*  
**Supervisor:** Kristin Buss, Ph.D.
- 9-week McNair summer research experience prepares under represented populations for graduate level doctorate education.
  - Conducted independent research; attended research methods workshops, special faculty presentations, and graduate school preparation workshops.
- 2013 – 2016 **Research Assistant**, *Emotion Development Lab*  
**Supervisor:** Kristin Buss, Ph.D.
- The Emotion Development lab investigates systems involved in the development of emotion regulation, temperament, and personality.
  - Responsibilities Included:
    - Data entry; data analysis; data organization; maintained reliability with a pro-social behavioral coding team; lead a three-person social competence behavioral coding team; lead a three-person facial and vocal affect behavioral coding team.
- 2013 **Research Assistant**, *Language and Cognition Lab*  
**Supervisor:** Eleonora Rossi, Ph.D. and Judith Kroll, Ph.D.
- The Language and Cognition lab investigates how bilingual individuals manage two languages, and how they function on a cognitive level compared to monolinguals.
  - Responsibilities included:
    - Data entry; participant management and recruitment; conducted experiments with bilingual (Spanish-English) and monolingual (English) speakers in a fMRI machine.
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## POST-BACCALAUREATE AND UNDERGRADUATE APPLIED EXPERIENCE

- 2016                      **Special Needs Aid, *The Watson Institute***  
**Supervisor:** On-site master's level psychologists
- **Responsibilities:** Assisted children in engaging in camp activities; completed progress reports on the child's social and emotional functioning; developed behavioral management plans in the context of the camp.
  - **Clients:** School aged children with Autism Spectrum Disorder
  - **Intervention:** In the moment social/emotional coaching with other typically developing children.
- 2015 – 2016            **Mental Health Practicum with Children, *The Pennsylvania State University***
- **Responsibilities:** Facilitated weekly intervention groups; managed child emotional needs; wrote progress evaluations.
  - **Clients:** 4 – 7 year olds
  - **Intervention:** Adaptation of FAST TRACK program and the Promotion of Alternative Thinking (PATHS) program.
- 2014                      **Neuropsychology Undergraduate Intern, *Allegheny General Hospital***  
**Supervisor:** Glen Getz, Ph.D., ABN
- **Responsibilities:** Conducted 250 hours of outpatient and inpatient brief neuropsychology assessments; observed and assisted with clinical intakes; shadowed an inpatient psychiatrist for 16 hours.
  - **Clients:** Inpatient adults with potential traumatic brain injuries. Children and adults in the outpatient neuropsychology clinic.
  - **Assessments Administered:** Wechsler Adult Intel (WAIS-IV), Digit Span (From WMS-III), Beery Visual Motor Integration, Controlled Oral Word Association, Animals (semantic fluency), Woodcock Johnson Test of Intelligence, Woodcock Johnson III Test of Achievement, Clock Drawing, Wisconsin Card Sorting Task, and Stroop Color Word Test.
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