

CAROLYN COWL-WITHERSPOON, MS

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SUMMARY OF QUALIFICATIONS

- Educator, teacher, and mentor with over 17 years of experience working with children, adults, parents, administrators, faculty, and fellow educators in educational and social and emotional growth and development curricula.
- Piloted and presented social and emotional learning (SEL) curriculum in California school district for grades K through 6. Wrote training manual for school district in the implementation and facilitation of SEL curriculum. Mentored fellow counseling assistants in the effective implementation of SEL curriculum throughout school district.
- Independently conceptualized, created, initiated, wrote, and organized large, well attended symposium which was granted CE approval, at annual APA convention in 2016. Coordinated all logistics throughout the process, including the recruiting of five speakers for the symposium. Acted as facilitator/discussant during the symposium, as well as a presenter.
- Creator, director, and facilitator of a nonprofit corporation whose goal is the integration of proven SEL curricula to all students in grades K through 12, with emphasis on providing children with immediate accessibility to the non-intuitive SEL skills necessary to thrive in a complex world. Additional emphasis on staff training and parent education will enhance the integration process while increasing students' effective use of SEL skills beyond the classroom.

EDUCATION

Doctor of Philosophy in Social Psychology Walden University, Minneapolis, MN	Expected 2019
Master of Science in Psychology Walden University, Minneapolis, MN	2017 4.0 GPA
Graduate Student, Community Counseling University of Houston – Victoria, Sugar Land, TX	2014 4.0 GPA
Bachelor of Arts in English Literature California State University, Long Beach, CA	1981 3.62 GPA
Associate in Arts, Humanities and Fine Arts Saddleback College, Mission Viejo, CA	1978 3.69 GPA

CONSULTING AND PRESENTATION EXPERIENCE

Virtual Happy Hour Conference Call, February 2016. Invited by Dr. Stephanie Mihalas, on behalf of Division 42, to share information and expertise on religious privilege and the ethical challenges of appropriately integrating religion, spirituality, and nonreligious beliefs into therapeutic and educational environments, for audience of graduate students and early career professionals, followed by a question-and-answer period.

Guest Speaker, February 2016. Invited by Congregation Beth El to give presentation on religious privilege, its manifestations, implications, and potential significance for Christians and non-Christians worldwide.

Anger De-escalation Presentation, October, 2005, Irvine Unified School District Elementary School Campus. Presented information and solution options to staff on how to recognize, manage, and mitigate angry parents and students on school campus in ethically appropriate and compassionate ways, emphasizing staff and student safety while addressing parental concerns.

American Psychological Association Presentation Experience

Cowl-Witherspoon, C. (August, 2016). *The Judaic tradition of strength through adversity*. Panel presentation on collaborative symposium entitled *Religion and spirituality as character strengths: Implications for research, practice and teaching*. American Psychological Association Convention, Denver, CO

Cowl-Witherspoon, C. (2016, August). *The worldwide evolution of anti-Semitism and its potential significance for other religious, spiritual, or nonreligious groups*. In C. Cowl-Witherspoon (Chair), *Difficult Discussions: Religion – Recognizing and Managing Religious Biases and Prejudices*. Symposium conducted at the meeting of the American psychological Association, Denver, CO

Cowl-Witherspoon, C. (August, 2015). *Christian Privilege, the Subordination of Religious Multiculturalism, and the Therapist's Role*. Poster Presented at the American Psychological Association Convention, Toronto, Ontario, Canada

SUPERVISED COUNSELING EXPERIENCE

Counseling Assistant

Irvine Unified school district, Irvine, California (IUSD)

2001-2003, 2004-2005

Worked in every classroom with students in K-6th grade, in addition to small groups and one on one interventions, by implementing all IUSD approved SEL (Social and Emotional learning) curricula (focusing on empathy, problem solving, emotional management, grief therapy, bullying awareness and prevention, interpersonal growth and development, anger mitigation, effective communication, recognizing facial clues and body language to facilitate successful socialization, etc.); maintained all record-keeping and reporting; attended weekly counseling staff training sessions to develop and enhance therapeutic skills, discuss any challenges or concerns and examine possible solutions; information sharing and strategizing with fellow counseling assistants, Guidance Resources supervisor, and licensed clinician about ethical concerns, staff concerns, or administrator concerns throughout the implementation of SEL curricula. Worked with parents and family members of students to address concerns and ensure student success. Presented overview of SEL curricula to staff and parents at the beginning of each school year, explaining benefits of program and addressing staff and parents' tie-in to ensure success.

Data collection experience and evaluations through the use of Early Mental Health

Initiative (EMHI) instruments, including Walker Survey Instrument (WSI), Walker-McConnell Scale (WMS), and Participant Data Instrument (PDI).

EDUCATION AND TEACHING EXPERIENCE

Creator, Executive Director, and Educator

In Every Child's Corner.org

2018

The mission of this nonprofit organization is to provide all children, (early learners through twelfth grade), access to proven SEL curricula designed to assist children in developing appropriate social and emotional growth and development skills which will allow them to successfully navigate through a challenging world. This organization will focus on introducing

and facilitating SEL curricula throughout various academic sites while maintaining teacher support and parent education, as well as gathering data to track student success. Emphasis on student success will include teaching children how to apply SEL skills in all phases of their lives, both within classroom environments and beyond. Staff support will include training seminars, implementation strategies, and suggestions for the successful integration of multicultural awareness and sensitivity, while maintaining an ethically informed sensibility throughout all interactions with students, parents, staff, administrators, and families.

Director of Education and Outreach

Mercury Baroque, Houston, TX

2011 - 2012

Handled all contracts and communications between school sites and musician educators for Mercury Baroque's educational Music + Motion program; met with administrators and staff at individual school sites to discuss curricula and individual site needs; coordinated all scheduling for Music + Motion program between music educator and school sites; worked closely with music educator over curricula goals and implementation; facilitated the acceptance of Mercury Baroque into the Houston Arts Partners (HAP) organization and was Mercury Baroque's representative at all HAP meetings and events; enhanced orchestra's community presence in music education and outreach programs.

California English Language Development Test (CELDT) Tester

Administered the California Language Proficiency Test to all incoming students (K-12), who met testing requirements for IUSD and the state of California.

2000-2002, 2006-2008

Instructor, Adult Education, IUSD

2002, 2003, 2006

Created curricula and taught adult education classes for Irvine Adult School in English Literature.

Instructional Assistant, IUSD

2000-2001

Created curriculum, implemented facilitation, and taught English Language Learner curriculum for elementary school students in a pull out program for students of Turtle Rock Elementary School.

Acting Head Teacher

1993-1995

Apple Tree School, Sugar Land, Texas

Responsibilities included teaching four-year-old preschooler's all approved

educational curricula (focus on gross and fine motor, language, socialization, cognition, and science); overseeing all teachers and students; creating and maintaining lesson plans; parent-teacher conferences; mentoring teachers; assisting in the creation and facilitation of student performances during assemblies; describe educational program to parents during annual Open House; working closely with Program Director and Assistant Director to ensure that educational goals and student needs were being met.

LEADERSHIP AND VOLUNTEER EXPERIENCE

Holocaust Museum Houston, Houston, TX

2015 - 2017

Responsibilities included: initial interactions with the public; regulating the flow of visitors to the exhibits and theater; supplying information to visitors about the museum, special events, or membership; assisting in information gathering for the purpose of grants and funding; completing gift shop transactions; selling admission tickets; and directing patrons and students to the library.

Ritual Committee Chairperson and High Holiday Committee Co-chairperson

Congregation Beth El, Missouri City, TX

2015 - 2017

Worked in cooperation with staff and members of all committees, as well as other members of the congregation and leadership, to enhance and support the congregation through religious rituals and social enrichment. Created all agendas, directed all meetings, facilitated special projects, directed volunteer teams, and coordinated large, well-attended events.

Court Appointed Special Advocate, Guardian ad Litem

Child Advocates of Fort Bend, Rosenberg, TX

2008

Completed a 30 hour volunteer training program and was assigned as a CASA/GAL advocate to a child in the Social Service system. Worked in collaboration with CASA supervisors, family members, social workers, attorneys, and foster parents. Appeared in court proceedings to present written reports and recommendations while advocating on behalf of the child.

PUBLICATIONS IN APA DIVISION NEWSLETTERS

Cowl-Witherspoon, C. (2018). Is that *really* relevant? The argument for ethical competencies in Religion. *The General Psychologist*.53(1)

Cowl-Witherspoon, C. (2018). The complex realities of ambiguous sexual harassment. *The feminist psychologist*.45(2).

Cowl-Witherspoon, C. (2017). The pursuit of graduate school: Vanity or necessity? *Psi Chi*. December. <http://www.psichi.org/blogpost/987366/291270/The-Pursuit-of-Graduate-School-Vanity-or-Necessity#.WlgUeVgyoy8>

Cowl-Witherspoon, C. (2016). From ally to action: A call to move from passive support to active engagement. *PERSPECTIVES*. 3(1).

Cowl-Witherspoon, C. (2016). Ethical considerations for the integration of religion and spirituality into therapeutic contexts. *The Independent Practitioner*. 36(3).

Cowl-Witherspoon, C. (2016). Embracing familial religious beliefs without unintentionally propagating religious racism to successive generations. *The General Psychologist*. 50(2).

Cowl-Witherspoon, C. (2015). Anti-Semitism and the quest for peace and religious equity. *The Peace Psychologist*. Winter.

Cowl-Witherspoon, C. (2015). The secret struggle for equality. *The Feminist Psychologist*, 42(5).

ADDITIONAL COUNSELING AND EDUCATION TRAINING

- Consulting Psychology Ethics in the Emerging World Environment
- STAR, STAGES, Time Together, Second Step, and Steps to Respect counseling curricula, by Susan Holt, LCSW, Program Director, Guidance Resources, Irvine, California
- Building Self-Esteem, Step by Step, by Christine Honeyman, IUSD, Irvine, California
- Early Mental Health Initiative (EMHI) Annual Training Conferences, Anaheim, CA
- Sand Tray in the Playroom, by Jodi Magill-Rivera, M.A., School Psychologist, EMHI Technical Assistance Consultant
- Nondirective Play, by Arley Loeffler, LCSW, EMHI Technical Assistance Consultant
- Basic Communication: Building Trust and Rapport, by Vicky Eagleson, EMHI Technical Assistance Consultant
- Group Dynamics (Other Model Focus), by Sharon Jahn and Spence Rundberg, EMHI Technical Assistance Consultant's

- Organizing Children’s Learning, by Karen R. Hughes, Houston Community College Child Development
- The Creative Curriculum (Diane Trister Dodge) sessions on table toys, blocks, and cooking. Sponsored by Child care Council of Greater Houston, Inc. presented by Glenda Canteen, Priscilla Metoyer and Brenda Carr.

PROFESSIONAL MEMBERSHIPS AND AFFILIATIONS

American Psychological Association (APA) Affiliate Membership 2015 - Present

APA Division Memberships: Society for General Psychology; Society for the Teaching of Psychology; Developmental Psychology; Society for Personality and Social Psychology; Society of Consulting Psychology; Educational Psychology; School Psychology; Society for the Psychology of Aesthetics, Creativity and the Arts; Society for Theoretical and Philosophical Psychology; Society for Humanistic Psychology; Society for the Psychology of Women; Society for the Psychology of Religion and Spirituality; Society for the Psychological Study of Lesbian, Gay, Bisexual, and Transgender Issues; Society for the Psychological Study of Culture, Ethnicity and Race; Society for the study Of Peace, Conflict and Violence: Peace Psychology Division; Society for the Psychological Study of Social Issues (SPSSI).

American Psychological Association of Graduate Students (APAGS)	2015 - Present
American Counseling Association (ACA) Student Membership	2014 – Present
Association for Psychological Science (APS) – Graduate Student Affiliate	2017 - Present

HONORS AND RECOGNITION

Psi Chi Member April 2016 - Present

Irvine Public Schools Foundation, Mini-Grant Fund May 2001

Received special grant fund award in recognition of successful implementation of SEL curricula and outstanding counseling interactions with students from a grateful parent. Award was presented by the Parents Appreciating Teachers and Staff (PATS) organization.

Profiled in the Houston Chronicle newspaper, in *This Week* section about successful literature

program for children, taught at the Sugar Land Community Center, Texas. Article was written by Robert B. Henderson, reporter for the Houston Chronicle.

1993