Curriculum Vitae

Christopher J. McCarthy
Professor, Educational Psychology

I. BIOGRAPHICAL INFORMATION

A. Education

Ph. D.	August 1995	Georgia State University, Atlanta, Georgia Major: Counseling Psychology
M.A.	May 1990	Boston College, Chestnut Hill, Massachusetts Major: Counseling
B.A.	May 1988	University of Virginia, Charlottesville, Virginia Major: Psychology

B. Professional Experience

September, 2020 - Present	Faculty Ombud, University of Texas at Austin
September 2018 - August, 2021	Department Chair, Department of Educational Psychology University of Texas at Austin, Austin, Texas
September 2013 to Present	Associate Chair and Graduate Adviser, Department of Educational Psychology University of Texas at Austin, Austin, Texas
September 2007 to August 2013	Training Director, Counseling Psychology Program Department of Educational Psychology University of Texas at Austin, Austin, Texas
September 2001 to August 31, 2007	Director, Counselor Education Program Department of Educational Psychology University of Texas at Austin, Austin, Texas
September 2007 to Present	Professor Department of Educational Psychology University of Texas at Austin, Austin, Texas

September 2001 to Present	Associate Professor Department of Educational Psychology The University of Texas at Austin, Austin, Texas
September 1995 to August 2001	Assistant Professor Department of Educational Psychology The University of Texas at Austin, Austin, Texas

C. Professional Memberships

American Educational Research Association (AERA)
Division E - Counseling and Human Development
Stress and Coping in Education Special Interest Group
American Counseling Association (ACA)
Association for Specialists in Group Work (ASGW)

D. Professional Credential

Licensed Psychologist, Texas State Board of Examiners of Psychologists, License #32018

II. Teaching

Principal Areas of Teaching
Graduate: Helping and Counseling Skills, Group Interventions, Career Development.
Undergraduate: Career Planning.

Supervisor for EDP Assistant Instructors Career Planning; four sections per semester.

III. Service

A. University Service

Member, Search Committee for Administrative Manager, Department of Educational Psychology, Fall, 2022

Member, Faculty Search Committee for Counseling, Department of Educational Psychology, Fall, 2022

Member, College Advisory Committee, College of Education, Fall, 2022

Member, UT Faculty Ombuds Search Committee, Spring, 2022.

Member, Council for LGBTQ+ Access, Equity, and Inclusion. Spring, 2019 – present. *Chair,* Workforce Climate Subcommittee.

Consultant, Comprehensive Diagnostic and Treatment Evaluation Program, Department of Psychiatry and Behavioral Sciences, The University of Texas at Austin Dell Medical School. Fall 2020 – Spring 2021.

Member, Integrated Behavioral Health Scholars (IBHS) Program Advisory Council, Department of Psychiatry at Dell Medical School, Fall 2019 – August, 2021.

Member, UT Task Force on Traditional Graduate Programs within UT, Spring, 2020.

Member, Undergraduate Studies Steering Committee, Spring 2019.

Member, Vick Center Advisory Committee, Fall, 2017 – Fall, 2019.

B. Editorial Service

Series Co-editor, *Research on Stress and Coping in Education,* Information Age Publishing Fall 2021 – present.

Editor, *Journal for Specialists in Group Work*, July 2011 – July 2017.

Associate Editor, *Journal for Specialists in Group Work*, November, 2005 – July, 2008.

Current Editorial Board Member, *Journal of Trauma Studies in Education; Journal for Specialists in Group Work; International Journal of Stress Management*

Completed Service as Editorial Board Member, *Journal of Counseling and Development; Journal of Individual Psychology*

Ad Hoc Reviewer (Recent) *Teaching and Teachers: Theory and Practice*; *Health and Technology, The Teacher Educator, Teaching and Teacher Education, Educational Psychology Review, Applied Psychology: Health and Well-Being, Educational Policy*

C. National Service

Working group representative for UT Austin, Action Collaborative on Preventing Sexual Harassment in Higher Education, National Academies, Environmental Harms Working Group, Summer, 2023 to present.

Mentor, Junior Faculty Mentor Program, *Journal for Specialists in Group Work*/Association for Specialists in Group Work Spring, 2022.

Chair, Editor Search Committee, *Journal for Specialists in Group Work*, Association for Specialists in Group Work, Fall, 2021.

Task Force Chair, Association for Specialists in Group, Multicultural and Professional Standards Revision, July 2020 – July, 2021.

President, Association for Specialists in Group Work, American Counseling Association, July 2018 – July, 2019.

Chair, Stress and Coping in Education Special Interest Group, American Educational Research Association, July, 2012 – July 2015; July 2018 – July, 2021.

Program Chair, Stress and Coping in Education Special Interest Group, American Educational Research Association, July 2015 – July 2018.

External Reviewer for Promotion (recent) Louisiana State University, West Virginia University, University of Houston-Clear Lake, University of North Texas, Arizona State University, Pace University, University of Virginia, Arizona State University, University of Ohio, George Mason University, University of Tennessee, University of New Mexico, University of South Carolina

D. Community Service

Student Mentor, Westlake High School, Eanes School District, Fall, 2021.

E. Recent Invited Presentations

Preventive Coping in College and Beyond, Presented to Wellness 101: The Honors Student Edition course, University of Texas College of Natural Science Honors Department, April 12, 2022.

Staying Strong Under Stress, University of Texas College of Education Conversations Series, April 20, 2022.

Quantitative Research on Group Work, Association for Specialists in Group Work Mentorship Program, May 4, 2022.

IV. Scholarship

A. Books

McCarthy, C.J., Lynch, R. J., & DiDonato, S. (Eds.) (under contract). *Research on College Stress and Coping: Implications from the COVID-19 Pandemic and Beyond.* Charlotte, NC: Information Age Publishing, Inc.

Choudhuri, D. D. & McCarthy, C. J. (Eds.) (2023). *Fundamentals of Group Process Observation.* Taylor and Francis, NY, NY.

McCarthy, C.J., & Lambert, R.G. (Eds.) (2023). *Research on Stress and Coping in K-12 Education: Implications for the COVID-19 Pandemic and Beyond.* Charlotte, NC: Information Age Publishing, Inc.

McCarthy, C. J., DeLisi, M., Getzfeld, A. R., McCarthy, C., Moss-King, D. A., Mossler, R., Privitera, G. J., Spence, C., Walker, J. D., Weinberg, R. S., and Youssef-Morgan, C. A. (2016). *Introduction to Applied Behavioral Science.* San Diego, CA: Bridgepoint Education.

McCarthy, C. J., & Archer, J. (2013). *Theories of Counseling and Psychotherapy: Contemporary Applications.* (2nd Edition). San Diego, CA: Bridgepoint Education.

McCarthy, C.J., Lambert, R.G., & Ullrich, A. (Eds.) (2012). *International perspectives on teacher stress.* Greenwich, Connecticut: Information Age Publishing, Inc.

Archer, J., Jr., & McCarthy, C. J. (2006). *Counseling theories: Contemporary applications and approaches.* Upper Saddle River, NJ: Prentice-Hall.

Lambert, R. G., & McCarthy, C. J. (Eds.). (2006). *Understanding teacher stress in an era of accountability.* (Vol. III). Greenwich, Connecticut: Information Age Publishing, Inc.

Matheny, K. B., & McCarthy, C. J. (2000). *Write your own prescription for stress.* Oakland, CA: New Harbinger.

B. Book Chapters

Mosley, K. C., Gupta, A., & McCarthy, C. J. (in press). Social support and COVID-19: How US K-12 teachers were impacted by gratitude and mentoring during the COVID- 19 pandemic. *Instructional survival in the midst of the perfect storm: The experiences of K-12 teachers during the COVID-19 global pandemic.* Information Age Publishing.

Choudhuri, D. D., McCarthy, C. J., & Okech, J. E. A. (2023). Introduction to process observation in groups. In Choudhuri, D. D. & McCarthy, C. J. (Eds.) (2023). *Fundamentals of Group Process Observation.* Taylor and Francis, NY, NY.

Choudhuri, D. D., & McCarthy, C. J. (2023). Ethical and professional issues in process observation. In Choudhuri, D. D. & McCarthy, C. J. (Eds.) (2023). *Fundamentals of Group Process Observation.* Taylor and Francis, NY, NY.

McCarthy, C. J., & Choudhuri, D. D., & (2023). Selecting and using the process observer. In Choudhuri, D. D. & McCarthy, C. J. (Eds.) (2023). *Fundamentals of Group Process Observation.* Taylor and Francis, NY, NY.

Choudhuri, D. D., & McCarthy, C. J. (2023). Process observation for diversity, equity, and inclusion. In Choudhuri, D. D. & McCarthy, C. J. (Eds.) (2023). *Fundamentals of Group Process Observation.* Taylor and Francis, NY, NY.

Bauer, T. D., & McCarthy, C. J. (2023). It's just about helping them feel safe: Exploring the impact of a trauma-informed care group for pre-service teachers. In McCarthy, C. J., & Lambert, R. G. *Research on teacher stress: Implications for the COVID-19 Pandemic and Beyond.* (pp. 287-314). Information Age Publishing.

Eyal, M. Gearhart, C. A., Mosley, K. C., & McCarthy, C. J. (2023). Evaluation of a teacher stress reduction group during a pandemic In McCarthy, C. J., & Lambert, R. G. *Research on teacher stress: Implications for the COVID-19 Pandemic and Beyond.* (pp. 263-286). Information Age Publishing.

Gaines, R. E., McCarthy, C. J., & Lineback, S. (2023). Proactive coping and teacher stress vulnerability in high-stress teaching contexts In McCarthy, C. J., & Lambert, R. G. *Research on teacher stress: Implications for the COVID-19 Pandemic and Beyond.* (pp. 55-81). Information Age Publishing.

Lambert, R. G., & McCarthy, C. J. (2023). What have we learned and how can we go forward? In McCarthy, C. J., & Lambert, R. G. *Research on teacher stress: Implications for the COVID-19 Pandemic and Beyond.* (pp. 315-322). Information Age Publishing.

McCarthy, C. J. & Lambert, R. G. (2023). Teacher stress and coping during the pandemic: What can we learn and how could we move forward? In McCarthy, C. J., & Lambert, R. G. *Research on teacher stress: Implications for the COVID-19 Pandemic and Beyond.* (pp. xi-xiii). Information Age Publishing.

McCarthy, C. J., Mosley, K. C., & Dillard, J. B. (2022). Teacher stress and classroom management. In Sabornie, & E. Espelage, D. *Handbook of classroom management: Research, Practice, and Issues (3nd ed.*). (pp. 301-321). Routledge

McCarthy, C., Lambert, R., & Fitchett, P. (2018). Teacher stress and coping. In J. I. Liontas, (Ed.). *The TESOL Encyclopedia of English Language Teaching, First Edition , Organizational and Administrative Issues.* [M. DelliCarpini (Project Ed.); Salas, S. (Volume Ed]. Boston, MA: Wiley-Blackwell. DOI: 10.1002/9781118784235

Fitchett, P., Lambert, R. G., & McCarthy, C. J. (2017). Examination of teacher and school characteristics as predictors of occupational stress. In Moore, K., & Buchwald, P. (Eds.). Stress and anxiety: Coping and resilience. (pp. 137-150). Logos Verlag: Berlin.

Fitchett, P., Hopper, E. B., Eyal, M., McCarthy, C. J., & Lambert, R. G. (2017). Racial congruence, teacher stress and professional commitment among African American female teachers. In Farine-Wu, A., Allen, A, & Lewis, C. W. (Eds.) Black Female Teachers: Diversifying the United States' Teacher Workforce. (pp. 135-158). Emerald.

McCarthy, C. J., Lineback, S., Fitchett, P., & Lambert, R. G., Boyle, L., & Eyal, M. (2017). Contextual and cultural differences affecting educator stress. In McIntyre, T., McIntyre, S., & Francis, D. Educator stress: an occupational health perspective: Springer.

Fitchett, P., Lineback, S., McCarthy, C. J., & Lambert, R. G. (2016). An examination of the relationship among teachers' working conditions, occupational stress, and teachers' professional trajectory. In Petty, T., Good, A., & Putman, S. M. (Eds.) Handbook of Research on Professional Development for Quality Teaching and Learning. (pp. 573-594). Hershey, PA: Information Science Reference.

McCarthy, C. J., & McCarthy, C. J. (2016). Counseling-related disciplines. In McCarthy, C. J., DeLisi, M., Getzfeld, A. R., McCarthy, C., Moss-King, D. A., Mossler, R., Privitera, G. J., Spence, C., Walker, J. D., Weinberg, R. S., and Youssef-Morgan, C. A. (Eds.) *Introduction to Applied Behavioral Science.* (pp. 33-64). San Diego, CA: Bridgepoint Education.

McCarthy, C. J., & McCarthy, C. J. (2016). Stress and Coping. San Diego, CA: Bridgepoint Education. In McCarthy, C. J., DeLisi, M., Getzfeld, A. R., McCarthy, C., Moss-King, D. A., Mossler, R., Privitera, G. J., Spence, C., Walker, J. D., Weinberg, R. S., and Youssef-Morgan, C. A. (Eds.) *Introduction to Applied Behavioral Science.* (pp. 89-116). San Diego, CA: Bridgepoint Education.

McCarthy, C. J., & McCarthy, C. J. (2016). Career Counseling. In McCarthy, C. J., DeLisi, M., Getzfeld, A. R., McCarthy, C., Moss-King, D. A., Mossler, R., Privitera, G. J., Spence, C., Walker, J. D., Weinberg, R. S., and Youssef-Morgan, C. A. (Eds.) *Introduction to Applied Behavioral Science.* (pp. 95-120). San Diego, CA: Bridgepoint Education.

McCarthy, C. J., Reiser, J., and Lineback, S. (2014). Teacher stress, emotion, and classroom management. In Emmer, E. T., & Sabornie, E. *Handbook of classroom management. (2nd ed*.). (pp. 301-321). Taylor and Francis.

Lambert, R. G., Ullrich, A., & McCarthy, C. J. (2012). A mixed methods study of stress, coping, and burnout among kindergarten and elementary in Germany. In McCarthy, C.J., Lambert, R.G., & Ullrich, A. (Eds.). *International perspectives on teacher stress.* (pp. 95-120). Greenwich, Connecticut: Information Age Publishing, Inc.

Ullrich, A., Lambert, R. G., McCarthy, C. J., & Zimber, A. (2012). Early childhood teachers' experiences with challenging student behavior in Germany. In McCarthy, C.J., Lambert, R.G., & Ullrich, A. (Eds.).*International perspectives on teacher stress.* (pp. 121-138). Greenwich, Connecticut: Information Age Publishing, Inc.

Lambert, R. G., McCarthy, C. J., Crowe, R. W., McCarthy, C. J., & Fisher, M. (2012). Assessment of teacher demands and resources: Relationship to stress, classroom structural characteristics, job satisfaction, and turnover. In McCarthy, C.J., Lambert, R.G., & Ullrich, A. (Eds.). *International perspectives on teacher stress.* (pp. 155-174). Greenwich, Connecticut: Information Age Publishing, Inc.

McCarthy, C. J., Hart, S., Crowe, E. W., McCarthy, C. J., Guzmán, M. G., Lambert, R. G., Reiser, J. (in press). Assessing Multicultural Competence and Stress with Teachers. In McCarthy, C.J., Lambert, R.G., & Ullrich, A. (Eds.). *International perspectives on teacher stress.* (pp. 175-194). Greenwich, Connecticut: Information Age Publishing, Inc.

McCarthy, C. J., Lambert, R. G., O'Donnell, Villarreal, & Melendres (2012). Predictors of elementary teachers' burnout symptoms: The role of teacher's personal resources, perceptions of classroom stress, and disruption of teaching. In McCarthy, C.J., Lambert, R.G., & Ullrich, A. (Eds.). *International perspectives on teacher stress.* (pp. 333-356). Greenwich, Connecticut: Information Age Publishing, Inc.

McCarthy, C. J., Douglas, R., & Shah-Kulkarni, M. (2012). Teacher Stress: Consideration for a global approach and future research directions In McCarthy, C.J., Lambert, R.G., & Ullrich, A. (Eds.). *International perspectives on teacher stress.* (pp. 357-370). Greenwich, Connecticut: Information Age Publishing, Inc.

Markle, M., & McCarthy, C. J. (2011). Personality type and preventive coping resources as predictors of counselor-in-training stress and health behavior. In G. Reevy, & M. Wolverton (Eds.), *Personality, Stress, and Coping: Implications for Education* (pp. 217-237). Charlotte, NC: Information Age Publishing.

Lambert, R. G., Ullrich, A., McCarthy, C., & O'Donnell, M. (2009). *Predicting teacher perception of stress: Influence of challenging parent behavior on work, health, and perceived stress of teachers.* In P. Buchwald & K. Moore (Eds.), Stress and Anxiety. Application to adolescence, job stress, and personality. Berlin: Logos Verlag (103-110).

McCarthy, C. J., & Archer, Jr., J. A. (2008). Cognitive Therapy. In Tinsley, H. E. A., & Lease, S. H. (Volume Editors) (2008). *Encyclopedia of Counseling*: *Volume 2. Personal and Emotional Counseling* (pp. 508-511). Leong, F.T. L. (Editor-in-Chief). Thousand Oaks, CA: Sage Publications.

Lambert, R. G., McCarthy, C. J., O'Donnell, M., & Melendres, L. (2007). Teacher stress and classroom structural characteristics in elementary settings. In G. Gates, M. Wolverton, & W. Gmelch, (Eds.), *Emerging thought and research on student, teacher, and administrator stress and coping* (pp. 109-131). Charlotte, NC: Information Age Publishing.

Lambert, R. G., Kusherman, J., O'Donnell, M., & McCarthy, C. J. (2006). Teacher stress and classroom structural characteristics in preschool settings. In R. G. Lambert, & C. J. McCarthy (Eds.), *Understanding teacher stress in an era of accountability.* (Vol. III, pp. 105-120). Greenwich, Connecticut: Information Age Publishing, Inc.

McCarthy, C. J., & Lambert, R. G. (2006). Helping teachers balance demands and resources in an era of accountability. In R. G. Lambert, & C. J. McCarthy (Eds.), *Understanding teacher stress in an era of accountability.* (Vol. III, pp. 215-225). Greenwich, Connecticut: Information Age Publishing, Inc.

McCarthy, C. J., Kissen, D, Yadley, L., Wood, T., & Lambert, R. G. (2006). Relationship of Teachers' Preventive Coping Resources to Burnout Symptoms. *Understanding teacher stress in an era of accountability.* (Vol. III, pp. 179-196). Greenwich, Connecticut: Information Age Publishing, Inc.

McCarthy, C. J., Lambert, R. G., Beard, L. M., & Dematatis, A. P. (2002). Factor structure of the Preventive Resources Inventory and its relationship to existing measures of stress and coping. In G. S. Gates, M. Wolverton, , & W. H. Gmelch (Eds.), *Research on Stress and Coping in Education* (pp. 3-37). Greenwich, Connecticut: Information Age Publishing, Inc.

Curlette, W. L., Matheny, K. B., McCarthy, C. J., & Seraphine, A. E. (2002). Promoting Coping Among School-aged Youth: Research and Uses for the Coping Resources Inventory Scales for Educational Enhancement. In G. S. Gates, M. Wolverton, & W. H. Gmelch (Eds.), *Research on Stress and Coping in Education* (pp. 61-79). Greenwich, Connecticut: Information Age Publishing, Inc.

B. Journal Publications

Mosley, K. C., McCarthy, C. J., Lambert, R. G., Fitchett, P. G., Dillard, J. B. (in press). Elementary teacher occupational health outcomes across schools with varying resources and demographics. *Psychology in the Schools.* DOI: https://doi.org/10.1002/pits.22814

Turinas, E., Mosley, K. C. & McCarthy, C. J., (in press). Associations Between Teacher's Stress Vulnerability and Gratitude Experiences. *Teaching and Teacher Education.*

Lambert, R. G., McCarthy, C. J., Mosley, K. C., & Moore, C. M. (in press). Elementary teacher stress appraisals as mediators between professional autonomy and occupational health. *Journal of Stress, Trauma, Anxiety, and Resilience.*

Kelton, S. Blaydes, M. Gearhart, C. E., Weppner, C. H., & McCarthy, C. J. (in press). Teacher Stress and Resilience During the Combined Traumas of Winter Storm Uri and COVID-19. *Journal of Traumatic Stress.*

Lambert, R. G., McCarthy, C. J., Malerba, C., Osman, D., Weppner, C. H., Holcomb, T.S., & Bottoms, B. L. (2023). Teacher's Vulnerability to Stress: Associations with Quality and Stability of School Leadership. School Psychology, 2023, Vol. 38, No. 6, 370–38. https://doi.org/10.1037/spq0000601

Gearhart, C. A., McCarthy, C. J., & Lambert, R. G. (2023). Teachers' psychological stress and well-being during a pandemic: Exploring latent profiles. *School Psychology.* DOI: 10.1037/spq0000598

Mosley, K. C., Playfair, E. C., Weppner, C. H., Balat, A., & McCarthy, C. J. (2023). The bread and butter of a difficult profession': Mentoring as a resource for teacher stress. *Teachers and Teaching: Theory and Practice, 29(1)*, 20-36. DOI: 10.1080/13540602.2022.2144819

Mosley, K. C., & McCarthy, C. J. (2023). Beginning teacher mentoring: Associations between mentoring experiences and stress among first year teachers. *The Teacher Educator, 58(4),*440-458. DOI: 10.1080/08878730.2023.2175402

Boyle, L. H., Mosley, K. C., & McCarthy, C. J. (2023). New teachers' risk for stress: Associations with mentoring supports. *International Journal of Mentoring and Coaching in Education, 12(1), 95-110.* DOI: 10.1108/IJMCE-05-2022-0037

McCarthy, C. J., Blaydes, M., Weppner, C., & Lambert, R. G. (2022). Teacher stress and the Covid-19 pandemic: Where do we go from here? *Phi Delta Kappan, 104* (1). kappanonline.org/magazine-issue/what-educators-want

Gearhart, C. A., Blaydes, M., & McCarthy, C. J. (2022). Barriers to and facilitators for teachers' well-being. *Frontiers in Psychology-Organizational Psychology, 13, 1 - 13.*

McCarthy, C. J., Bauman, S., Choudhuri, D. Coker, A., Justice, C., Kraus, K. L., Luke, M., Rubel, D., & Shaw, L. (2022). Association for Specialists in Group Work Guiding Principles for Group Work, *Journal for Specialists in Group Work, 47(1),* 10-21.

McCarthy, C. J., Lambert, R. G., Mosley, K., Fitchett, P. G., & Dillard, J. B. (2021). Teacher Appraisals of Demand-Resource Imbalances in Racially Concentrated Schools: An Extension of Transactional Theory with Black, Hispanic, and White U.S. Teachers. *International Journal of Stress Management, 28(1), 24-31.* https://doi.org/10.1037/str0000208

Lambert, R., Moore, C. M., McCarthy, C. J., & Bottoms, B. (2020). Response differences in appraisals of working conditions among elementary and high school teachers, *Journal of Applied Measurement, 21(3), 1-14.*

Fitchett, P. G., Dillard, J. B., McCarthy, C. J., Lambert, R. G., & Mosley, K. (2020). Examining the intersectionality among teacher race/ethnicity, school context, and risk for occupational stress. *Education Policy Analysis Archives, 28*(87). https://doi.org/10.14507/epaa.28.4999

McCarthy, C. J., Fitchett, P. G., Lambert, R. G., & Boyle, L. (2020). Stress vulnerability in the first year of teaching. *Teaching Education, 31(4), 424-443.* 10.1080/10476210.2019.1635108

McCarthy, C. J., Dillard, J. B., Fitchett, P. G., Boyle, L., & Lambert, R. G. (2019). Associations between teacher-student racial/ethnic congruence and public school teachers' risk for stress. *Urban Education, DOI: 10.1177/0042085919894049*

Fitchett, P. G., McCarthy, C. J., Lambert, R. G., Eyal, M., Playfair, E., & Dillard, J. B. (2019). Examining teacher stress-vulnerability in the US secondary school context, *Educational Review*, DOI: 10.1080/00131911.2019.1619521

McCarthy, C. J. (2019). Teacher stress: Balancing demands and resources. *Phi Delta Kappan. 101, (3),* November. https://www.kappanonline.org/teacher-stress-balancing-demands-resources-mccarthy/

Eyal, M., Bauer, T., Playfair, E., & McCarthy, C. J. (2019). Mind-Body group for teacher stress: A Trauma-Informed intervention program. *Journal for Specialists in Group Work, 44(3),* 204-221.

Lambert, R., Boyle, L., Fitchett, P., & McCarthy, C. (2019). Risk for occupational stress among U.S. kindergarten teachers. *Journal of Applied Developmental Psychology, 61,* 13–20. https://doi.org/10.1016/j.appdev.2018.07.003

Lambert, R. G., McCarthy, C. J., Fitchett, P., & Eyal, M. (2018). Examining elementary teachers' risk for occupational stress: Associations with teacher, school, and state policy variables. *Teachers' College Record,* 120 (12), 1 – 42.

Fitchett, P. G., McCarthy, C. J., Lambert, R. G., McCarthy, C. J., & Boyle, L. B. (2018). An examination of US first-year teachers' risk for occupational stress: associations with professional preparation and occupational health, *Teachers and Teaching, 24,* 2, 99-118. DOI: 10.1080/13540602.2017.1386648

Reiser, J. E., & McCarthy, C. J. (2017). Preliminary investigation of a stress prevention and mindfulness group for teachers. *Journal for Specialists in Group Work, 43,* 2-34.

Boyle, L. H., Whittaker, T. A., Eyal, M., & McCarthy, C. J. (2017). What really happens in group research? Results of a content analysis of recent quantitative research in JSGW. *Journal for Specialists in Group Work, 42, 3,* 243-252.

McCarthy, C., & French, K. (2017). Student perceptions of online video cases to promote helping skills training. *The Journal of Counselor Preparation and Supervision, 9(2)*. http://dx.doi.org/10.7729/92.1160

McCarthy, C. J., Whittaker, T., Boyle, L., & Eyal, M. (2017). Quantitative approaches to group work: Suggestions for best practices. *Journal for Specialists in Group Work, 42, 1,* 3 – 16.

Lineback, S., Allender, M., Gaines, R., McCarthy, C. J., & Butler, A. (2016). They think I am a pervert: A Qualitative analysis of lesbian and gay teachers' experiences with stress at school. *Educational Studies,* DOI:10.1080/00131946.2016.1231681

Reiser, J. E., Murphy, S. L., & McCarthy, C. J. (2016). Stress prevention and mindfulness: A psychoeducational and support group for teachers. *Journal for Specialists in Group Work, 41,* 117-139.

McCarthy, C. J., Lambert, R. G., Lineback, S., Fitchett, P., & Baddouh, P. (2016). Assessing Teacher Appraisals and Stress in the Classroom: Review of the Classroom Appraisal of Resources and Demands. *Educational Psychology Review, 28(3),* 577-603. http://dx.doi.org/10.1007/s10648-015-9322-6

Lambert, R. G., McCarthy, C., Fitchett, P. G., Lineback, S., & Reiser, J. (2015). Identification of elementary teachers' risk for stress and vocational concerns using the national schools and staffing survey. *Education Policy Analysis Archives, 23(43).* http://dx.doi.org/10.14507/epaa.v23.1792

McCarthy, C., Lambert, R., & Rieser, J. (2014). Vocational concerns of elementary teachers: stress, job satisfaction, and occupational commitment. *Journal of Employment Counseling, 51(2), 59-74.*

McCarthy, C. J., Falco, L. D., & Villalba, J. (2014). Ethical and professional issues in Experiential Growth Groups: Moving forward. *The Journal for Specialists in Group Work, 39,* 186-193.

Guzmán, M. R., Calfa, N. A., Kerne, V. V. H., & McCarthy, C. (2013). Examination of multicultural counseling competencies in school counselors. *Journal of School Counseling, 11(7).*

Falco, L. D., & McCarthy, C. J. (2013). Suggestions for organizing counseling practice articles. *Journal of Counseling and Development, 91(3),* 343-348.

Ullrich, A., Lambert, R. G., & McCarthy, C. J. (2012). Relationship of German elementary teachers' experience, stress, and coping resources to burnout symptoms. *International Journal of Stress Management, 19(4),* 333-342.

McCarthy, C. J., & Hart, S. (2011) Designing groups to meet evolving challenges in health care settings. *The Journal for Specialists in Group Work, 36,* 352-367.

McCarthy, C.J., Lambert, R.G., Crowe, R. W., & McCarthy, C.J. (2010) Coping, stress, and job satisfaction as predictors of advanced placement statistics teachers' intention to leave the field. *NASSP Bulletin, 94,* 306-326.

Mejía, O. L., & McCarthy, C. J. (2010). Acculturative stress, depression, and anxiety in migrant farmwork college students of Mexican heritage. *International Journal of Stress Management, 17,* 1-20.

McCarthy, C. J., Kerne, Valerie, V. H., Calfa, N., Lambert, R. G., & Guzmán, M. (2010). An exploration of school counselors' demands and resources: Relationship to stress, biographic, and caseload characteristics. *Professional School Counselor, 13,* 146-158.

Lambert, R. G., McCarthy, C. J., O' Donnell, M., & Wang, C. (2009). Measuring elementary teacher stress and coping in the classroom: Validity evidence for the classroom appraisal of resources and demands. *Psychology in the Schools, 46,* 973-988.

Westheimer, J., Capello, J., McCarthy, C. J., & Denny, N. (2009). Employing a group medical intervention for hypertensive male veterans: An exploratory analysis. *The Journal for Specialists in Group Work,* 151-174.

McCarthy, C. J., Lambert, R. G., O'Donnell, & Melendres, L. (2009). Relationship of elementary teachers' experience, perceived demands, and coping resources to burnout symptoms. *Elementary School Journal, 109,* 1 - 19.

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C. **Recent Conference Presentations**

Lambert, R. G., Mosley, K. McCarthy, C. J., & Caldwell, A. (April, 2024*). Teacher stress appraisals as mediators between teacher psychological resources and adverse teacher outcomes.* Roundtable presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Lambert, R. G., McCarthy, Miller, T., & Tian, T. (April, 2024). *Teacher appraisals of classroom resources and demands as antecedents of job satisfaction and instructional support.* Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Choudhuri, D. D. & McCarthy, C. J. (February, 2024). *Fundamentals of group process observation.* Presented at the Association for Specialists in Group Work Conference, Portland, OR.

Choudhuri, D. D., McCarthy, C. J., & Di Rienzo, F. (February, 2024). *An exploratory study of group process observer experiences.* Presented at the Association for Specialists in Group Work Conference, Portland, OR.

Choudhuri, D. D. & McCarthy, C. J. (October, 2023). *The group process observer: Understanding the essentials.* Presented at the American Counselor Education and Supervision Conference, Denver, CO.

Blaydes, M., Kudlats, J., Di Rienzo, F., McCarthy, C. J., & Weppner, C. (July, 2023). *Principals' experiences of stress and coping within COVID-19.* Paper presented at the Annual Conference of the Stress, Trauma, Anxiety, and Resilience Society, Faro, Portugal.

Lambert, R. G., McCarthy, C. J., Tian, T., Kudlats, J., Huang, H., Miller, T., Di Rienzo, F. (July, 2023). *School leadership as a predictor of teacher stress during and coming out of COVID-19*. Paper presented at the Annual Conference of the Stress, Trauma, Anxiety, and Resilience Society, Faro, Portugal.

Weppner, C., Tian, Y., McCarthy, C. J., Di Rienzo, F., Miller, S., & Lynch, J. (July, 2023). *A scoping review of collegiate student's stress during COVID-19.* Paper presented at the Annual Conference of the Stress, Trauma, Anxiety, and Resilience Society, Faro, Portugal.

Dillard, J., Weppner, C., McCarthy, C. J., & Fitchett, P. (April, 2023). *A student like me: Teacher-student racial matching and Black teachers' occupational well-being in Texas.* Roundtable session at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Gearhart, C., McCarthy, C. J., Blaydes, M., Lambert, R.G., & Di Rienzo, F. D. (April, 2023). *Teachers' psychological stress and well-being during a pandemic: A person-centered study.* Paper session at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Mosley, K., McCarthy, C. J., Lambert, R.G., & Tian, T. (April, 2023). *Measuring teacher stress: Validity and reliability evidence for the classroom appraisal of resources and demands-revised.* Paper session at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Mosley, K., McCarthy, C. J., Gupta, A., & Blaydes, M. (April, 2023). *Social support and COVID-19: Impact of gratitude and mentoring on teachers' work during COVID-19.* Paper session at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Lambert, R. G., McCarthy, C. J., Weppner, C., Blaydes, M., Kudlats, J. & Huang, H. (April, 2023). *Quality and stability of school leadership as longitudinal predictors of teachers' occupational health and stress.* Paper session at the Annual Meeting of the American Educational Research Association, Chicago, Illinois.

Lambert, R. G, McCarthy, C.J., & Kudlats, J. (March, 2023). *Establishing a Mutually Beneficial Research-to-Practice Partnership with a Large Education Agency.* Presentation at "Out of the Box": meaning, innovation and empowerment in entering teaching and in the continuum of professional development. Achva Academic College, Israel. Virtual.

Choudhuri, D. D. & McCarthy, C. J. (February, 2023). Group process observation: Ethical and professional obligations of the role. Presentation at the 8th annual Law and Ethics in Counseling Conference, New Orleans, LA.

Lambert, R. G., McCarthy, C. J., Mosley, K. & Moore, M. (July, 2022). *A structural model of teacher stress and its association with professional disengagement.* Paper presented at the Annual Conference of the Stress, Trauma, Anxiety, and

Resilience Society, Mexico City, Mexico.

Playfair, E. C., Mosley, K., Weppner, C. H., Blaydes, M., & McCarthy, C. J. (July, 2022). *Teacher's perception of gratitude and risk for stress.* Paper presented at the Annual Conference of the Stress, Trauma, Anxiety, and Resilience Society, Mexico City, Mexico.

Blaydes, M., Dillard, J. B., Weppner, C. H., & McCarthy, C. J. (July, 2022). *Examining changes in teachers' stress across time.* Paper presented at the Annual Conference of the Stress, Trauma, Anxiety, and Resilience Society, Mexico City, Mexico.

Mosley, K. C., Playfair, E. Balat, A., Hudson, C., Blaydes, M., & McCarthy, C. J. (2022, April). *The bread and butter of a difficult profession: Exploring relationships between teacher mentoring and stress.* Roundtable session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Boyle, L. H., Mosley, K. C., & McCarthy, C. J. (2022, April). *First-year mentoring and stress risk.* Roundtable session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Eyal, M. Y., Gearhart, C., Mosley, K. C., & McCarthy, C. J. (2022, April). *Navigating teacher stress during the COVID-19 onset: Evaluating a mind-body group for teachers.* Poster session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Lambert, R. G., McCarthy C. J., Bottoms, B., Holcomb, T. S., Malerba, C., & Osman, D. J. (2022, April). *Associations between the quality and stability of school leadership and teacher perceptions of working conditions.* Paper session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Bauer, T., Kelton, S., & McCarthy, C. J. (2022, April). Examining the effect of a trauma-informed care group for preservice teachers. Roundtable session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Blaydes, M., Gearhart, C., Kelton, S., Balat, A., Hudson, C., & McCarthy, C. J. (2022, April). *Teachers' qualitative experiences of COVID-19: Demands, resources, and implications.* Paper session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Kelton, S., Balat, A., Gearhart, C., Blaydes, M., & McCarthy, C. J. (2022, April). *Teacher Stress, Coping, and Resilience During Winter Storm Uri in Conjunction With COVID-19*. Symposium session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

Blaydes, M., French, K. Gearhart, C., Mosley, K. C., & McCarthy, C. J. (2022, April). *Teachers' Monthly Reports of Classroom Demands During Instructional Format Changes Necessitated by COVID-19.* Symposium session at the Annual Meeting of the American Educational Research Association, San Diego, CA.

McCarthy, C. J., Bauman, S., Choudhuri, D. Coker, A., Justice, C., Kraus, K. L., Luke, M., Rubel, D., & Shaw, L. (2022, February). The process behind ASGW Guiding Principles for Groups Work, Presentation at the 2022 Association for Specialists in Group Work conference, Atlantic Beach, Florida.

Lambert, R. G., McCarthy, C. J., Malerba, K., Osman, D., Bottoms, B. L., & Holcomb, T. S. (2021, July). Teacher appraisals of classroom demands and resources, job satisfaction, and instructional support. Paper presented at the annual meeting of the Stress, Trauma, Anxiety and Resilience Society, Virtual.

Gearhart, C., Blayes, M., Kelton, S., Balat, A. G., Mosley, K. C., & McCarthy, C. J. (2021, July). "Overwhelming and depleting": Personal and professional impacts of teaching during the COVID-19 pandemic. Paper presented at the annual meeting of the Stress, Trauma, Anxiety and Resilience Society, Virtual.

Dillard, J., Mosley, K. C., Fitchett, P. G., Lambert, R. G., McCarthy, C. J., & Playfair, E. (2021, April). *A quasi-experimental examination of racial/ethnic teacher-student congruence and occupational stress.* Roundtable session at the Annual Meeting of the American Educational Research Association, Virtual.

Gaines, R. E., McCarthy, C. J., Lineback, S., London, D. C., & Morales, F. R. (2021). The young and the stress-less: Proactive coping and stress vulnerability in charter school teachers. Annual Meeting of the American Educational Research Association, Virtual.

Gearhart, C., Moran, M., Blaydes, M., McCarthy, & Bauer, T. (2021, April). *"It's about time": An exploration of educators' stress management barriers, facilitators, and resource recommendations* [Paper presentation]. Annual Meeting of the American Educational Research Association, Virtual.

Gearhart, C., Blaydes, M., Moran, M., Goodfellow, J. E., Hill, C., & McCarthy, C. (2021, April). *Educators' experiences of stress and coping: A qualitative study* [Paper presentation]. Annual Meeting of the American Educational Research Association, Virtual.

Lambert, R. G., McCarthy, C. J., Dillard, J. B., Fitchett, P. G., & Mosley, K. C. (2021). Differences in Teacher Background and School Structure by Racial/Ethnic Congruence Between Teachers and Students. Annual Meeting of the American Educational Research Association, Virtual.

Mosley, K. C., McCarthy, C. J., Fitchett, P. G., Lambert, R. G., Boyle, L. H., & Dillard, J. B. (2021, April). *Associations between mentoring experiences and stress among first year teachers.* Paper presented at the Annual Meeting of the American Educational Research Association, Virtual.

Mosley, K. C., Dillard, J. B., McCarthy, C. J., Lambert, R. G., & Fitchett, P. G. (2021, April). *Associations between teacher-student racial/ethnic congruence and occupational stress among U.S. teachers.* Paper presented at the Annual Meeting of the American Educational Research Association, Virtual.

Bauer, T., Eyal, M., Playfair, E., McCarthy, C. Developing a Trauma-Informed Approach to Teacher Stress. Paper presented at the 2020 Association for Specialists in Group Work conference, San Juan, PR.

Eyal, M., Bauer, T., Gearhart, C., McCarthy, C., Playfair, E. Integrating Mind-Body Work in Groups as Part of Trauma-Informed Interventions for Teachers. Poster presented at the 2020 Association for Specialists in Group Work conference, San Juan, PR.

McCarthy, C. J. (2019, August). Preventing teacher stress with trauma-informed group interventions. 3rd Group Guidance and Counseling Conference, Beijing, China.

Allender, M., Murphy, S., McCarthy, C. J., & Mosley, K. (2019, April). Measuring preventive coping: Factor structure of the Preventive Resources Inventory. In P.G. Fitchett (Chair), *Researching stress and developing interventions that promote wellness in educational settings*. Symposium conducted at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Dillard, J., Boyle, L. H., & McCarthy, C. J. (2019, April). Exploration of public school teachers' risk for stress: Does racial/ethnic congruence matter? In P.G. Fitchett (Chair), *Researching stress and developing interventions that promote wellness in educational settings.* Symposium conducted at the Annual Meeting of the American Educational Research Association, Toronto, Canada.

Minne, E. P., Parson, R D., & McCarthy, C. J. (2019, March). Mental health in schools: Modern, Research-Based strategies that work. Presentation at the annual meeting of the American Counseling Association, New Orleans, LA.

McCarthy, C. J. (2018, July). How do teachers see stress? Implications for Occupational Health and Group Interventions. 2nd Group Guidance and Counseling Conference, Beijing, China.

Dillard, J. B., McCarthy, C. J., Lambert, R., & Fitchett, P. (2018, July). Analyzing teachers' racial congruence and risk for stress by race. Poster presented at the

American Psychological Association Division 45 Research Conference, Austin, TX.

Boyle, L. H., McCarthy, C. J., Lambert, R., & Fitchett, P. (2018, May). Associations between racial congruence and risk for stress among public school teachers. Poster presented at the Annual Meeting of the Association for Psychological Science, San Francisco, CA.

Eyal, M., Dillard, J. B., McCarthy, C. J., Playfair, E., Fitchett, P., & Lambert, R. G. (2018, May). "You're stressing me out!": Examining stress crossover, burnout, and the professional commitment of secondary teachers. Poster presented at the Annual Meeting of the Association for Psychological Science, San Francisco, CA.

Lineback, S., Gaines, R., Bauer, T., & McCarthy, C. J. (2018, May). Elementary charter school teachers' experiences of coping and thriving. Poster presented at the Annual Meeting of the Association for Psychological Science, San Francisco, CA.

Lambert, R., Boyle, L., McCarthy, C., & Fitchett, P. (July, 2017). Identifying Elementary Teachers at Risk for Occupational Stress Using the Schools and Staffing Survey. Paper presented at the Annual Conference of the Stress and Anxiety Research Society, Hong Kong.

Lambert, R. G., Fitchett, P. G., McCarthy, C. J., & Eyal, M. (2017, May). Examining the loci secondary teacher stress: Within- and between-school variability. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.

Lambert, R. G., Fitchett, P. G., Boyle, L. H., & McCarthy, C. J. (2017, May). Mobility as a coping response by new teachers. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.

Murphy, S., Eyal, M., Allender, M., Boyle, L. H., & McCarthy, C. J. (2017, May). "I can't imagine what it's like to not have hope": Result from a qualitative study of stress and coping in young adults with chronic pain. Poster presented at the Annual Meeting of the Association for Psychological Science, Boston, MA.

Boyle, M., Eyal, M., Whittaker, T. A., & McCarthy, C. J. (2017, April). Quantitative approaches to group research in the counseling field: Content analysis and best practice recommendations. Poster presented at the Annual Meeting of the American Educational Research Association, San Antonio, Texas.

Lambert, R.G., Fitchett, P. G., McCarthy, C.J., Boyle, L. H., Eyal, M., & Fisher, T. (2017, April). Examination of educational and contextual factors associated with secondary teachers' risk for occupational stress. In Masterson, M. L. (Chair). Stress, Coping and Resilience Among Teachers. Symposium conducted at the

Annual Meeting of the American Educational Research Association, San Antonio, Texas.

Fitchett, P. G., Lambert, R.G., McCarthy, C.J., Eyal, M., & Hopper, E. B. (2017, April). Examination of educational and contextual factors associated with secondary teachers' risk for occupational stress. Roundtable conducted at the Annual Meeting of the American Educational Research Association, San Antonio, Texas.

Lambert, R. G., McCarthy, C., Fitchett, P., & Eyal, M. (July, 2016). Risk for stress among elementary teachers. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia.

McCarthy, C., Lineback, S., Boyle, L., Fitchett, P., & Lambert, R. (July, 2016). Perceived demands and resources among early career teachers: Linking risk for stress with professional mobility. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia.

Fitchett, P., Lambert, R. G., McCarthy, C., & Boyle, L., & Eyal, M. (July, 2016). Examining within- and between-school characteristics of secondary teachers at-risk for occupational stress. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia.

Lambert, R. G., Fitchett, P., McCarthy, C., & Boyle, L., & Eyal, M. (July, 2016). Identification of beginning U.S. teachers' risk for stress and occupational health. Paper presented at the Annual Conference of the Society for Stress and Anxiety Research, Zagreb, Croatia.

Lambert, R., McCarthy, C., & Fitchett, P. (April, 2016). Perceived demands and resources in early career teachers: Linking risk for stress with professional mobility. Paper presented at the Annual International Conference of the Chinese American Educational Research and Development Association, Washington, D.C.

Allender, M., Murphy, S., Lambert, R.G., McCarthy, C. J., & Eyal, M. (2016, April). Validity evidence for a Measure of Preventive Coping Resources. In Fouladi, R. (Chair). Exploring dimensions of teacher stress using diverse methodologies. Symposium conducted at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Lambert, R.G., Fitchett, P. G., Lineback, S., McCarthy, C.J., Boyle, L. H. (2016, April). An examination of teacher perceptions of classroom demands and resources using the Schools and Staffing Survey. In Fouladi, R. (Chair). Exploring dimensions of teacher stress using diverse methodologies. Symposium conducted at the Annual Meeting of the American Educational Research Association, Washington, D.C.

Lineback, S., Allender, M., Gaines, R. McCarthy, C. J., Bulter, A. (2016, April).

"Camaraderie with the Fringes": Lesbian and Gay Teachers' Experiences with Sexual Identity at School. In Fouladi, R. (Chair). Exploring dimensions of teacher stress using diverse methodologies. Symposium conducted at the Annual Meeting of the American Educational Research Association, Washington, D.C.

McCarthy, C. J., Falco, L. D., & Villalba, J. (2016, February). How to publish your manuscript in the *Journal for Specialists in Group Work*. Paper presented at the Annual Meeting of the Association for Specialists in Group Work, Alexandria, VA.

Reiser, J., Murphy, S., & McCarthy, C. J. (2016, February). Stress Prevention and Mindfulness: A Psychoeducation and Support Group for Teachers. Paper presented at the Annual Meeting of the Association for Specialists in Group Work, Alexandria, VA.

Lambert, R., McCarthy, C., Fitchett, P., & Lineback, S. (June, 2015). *Identifying Elementary Teachers at Risk for Occupational Stress Using the Schools and Staffing Survey.* Paper presented at the 2015 Chinese American Educational Research and Development Association International Conference, Taichung City, Taiwan.

McCarthy, C. J., Murphy, S., Allender, M., & Lambert, R.G. (2015, April). Validity evidence for the Preventive Resources Iventory: A measure of stress prevention. In Fitchett, P. (Chair). Conceptualizing and researching stress in educational settings. Symposium conducted at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 16 – 20, 2015.

Reiser, J., McCarthy, C. J., Murphy, S., Allender, M., & Lambert, R.G. (2015, April). Exploration of stress, job satisfaction, and individual and school factors among Teacher for America teachers. In Fitchett, P. (Chair). Conceptualizing and researching stress in educational settings. Symposium conducted at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 16 – 20, 2015.

Lineback, S., Reiser, J., Allender, M., Gaines, R. E., Butler, A., & McCarthy, C. J. (2015). A qualitative analysis of lesbian and gay teachers' experiences with stress at school. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 16 – 20, 2015.

Lineback, S., Reiser, J., Allender, M., McCarthy, C. J., McCarthy, C. J., & Lambert, R. G. (2014). Mixed Methods Analysis of Teacher Classroom and Vocational Concerns. Poster presented at the Annual Meeting of the American Psychological Association, Washington, D.C. August 7 - 10, 2014.

Crowe, E., McCarthy, C. J., Reiser, J., Lineback, S. & Allender, M. (2014). Socioeconomic status, social support, and depression in college students. Poster presented at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, April 3 – 7, 2014.

McCarthy, C. J., Lineback, S., & Lambert, R.G., Allender, M., Reiser, J., & Murphy, S. (2014, April). Elementary Teacher Stress: Associations with Perceptions of Classroom and Professional Variables. In Carson, R. (Chair). Noncognitive Correlates of Stress and Resilience Among Students and Teachers. Symposium conducted at the Annual Meeting of the American Educational Research Association, Philadelphia, PA, April 3 – 7, 2014.

McCarthy, C. J., & Falco, L. D. (2014, February). How to publish your manuscript in the *Journal for Specialists in Group Work*. Paper presented at the Annual Meeting of the Association for Specialists in Group Work, February 6 – 9, 2014, Orlando, Florida.

McCarthy, C. J., McCarthy, C. J., Lineback, S., & Lambert, R.G. (2013, April). Measuring Elementary Teachers' Intention to Leave the Field. In McCarthy, C. J. (Chair). Innovative Approaches to Conceptualizing and Researching Stress in Educational Settings. Symposium conducted at the Annual Meeting of the American Educational Research Association, San Francisco, CA, April 27 – May 1, 2013.

Calfa, N. A., McCarthy, C. J., & Lawson, K. L. (2013). Parental, Nurse, and Physician Perceptions of Family-Centered Care and the Pediatric Surgical Process. Poster presented at the National Conference in Pediatric Psychology, New Orleans, LA.

D. Selected Editorials

McCarthy, C. J. (2019, February). Teacher strikes target salaries, but promoting wellness and fighting stress are the real issues. *The Hill* [Editorial]. Retrieved from https://thehill.com/opinion/education/430052-teacher-strikes-target-salaries-but-promoting-wellness-and-fighting-stress

McCarthy, C. J., & Fitchett, P. (2016, August). We must deal with teacher stress to save the profession. *Dallas News* [Editorial]. http://www.dallasnews.com/opinion/latest-columns/20160810-mccarthy-and-fitchett-we-must-deal-with-teacher-stress-to-save-the-profession.ece

McCarthy, C. J. (2015, October). Teachers do not need another reason to burn out. *Fort Worth Star Telegram*. [Editorial]. Retrieved from https://www.star-telegram.com/opinion/opn-columns-blogs/other-voices/article38019261.html

V. Grants

Submitted

Examining K – 12 Teacher Stress from a Psychological and Physiological Perspective Submitted to Spencer Foundation, Fall, 2022, Amount: $50,000. Not Funded.

Examining the Intersections of Teacher's Risk for Stress, Occupational Concerns, and Student Achievement. Submitted to American Educational Research Association, Spring, 2022, Amount: $34,848, Not Funded.

Examining the Intersections of Teacher's Occupational Concerns and Student Achievement. Submitted to Spencer Foundation, Fall, 2021, Amount: $50,000. Not Funded.

Funded

Examining K – 12 Teacher Stress from a Psychological and Physiological Perspective. 2023. College of Education Small Grants Program. $7,100.

Graduate School Diversity Mentoring Fellowship. Office of the Vice Provost and Dean of Graduate Studies. Recruitment award for incoming graduate students, $35,000. Fall, 2016.

An Examination of Early-Career Teachers' Occupational Stress and their Professional Trajectory. Spencer Grant, October, 2014, Principal Investigator. Amount: $50,000.

Graduate School Diversity Mentoring Fellowship. Office of the Vice Provost and Dean of Graduate Studies. Recruitment award for incoming graduate students, $24,000. Fall, 2010.

VI. Honors

Lifetime Career Award, 2023, Stress, Trauma, Anxiety, and Resilience Society

Dean's Fellow, Spring, 2022, College of Education, University of Texas at Austin

Fellow, Association for Specialists in Group Work (Selected Fall, 2021)

Outstanding Article Award, 2018, *Journal for Specialists in Group Work*

President's Award, 2018-2019, Association for Specialists in Group Work

Excellence in Research Award, 2015-2016, College of Education, University of North Carolina at Charlotte.

President's Award, 2007-2008, Association for Specialists in Group Work

Dean's Fellow, Spring, 2007, College of Education, University of Texas at Austin

Distinguished Alumni Award, Georgia State University, March, 2002.