

BREN MICHELLE CHASSE

32 South Raymond Avenue, Suite 7
Pasadena, California 91105
Telephone: (626) 765-9944
Facsimile: (818) 453-9508
E-mail: bchasse@AnchorPsychotherapy.com
LMFT# 94662

EDUCATION

ANTIOCH UNIVERSITY, LOS ANGELES
Master of Arts in Clinical Psychology ♦ September 2012
Track: Marriage and Family Therapy
Specializations: Conflict Related Trauma; Child Studies

UNIVERSITY OF CALIFORNIA, LOS ANGELES
Bachelor of Arts in Psychology ♦ June 2005

PROFESSIONAL INTERESTS

- Neurobiology and Physiology of Trauma
- EMDRIA Approved Consultant and Attachment-Focused EMDR (AF-EMDR)
- Ego State Attachment Based Work (“parts work”)
- High Conflict Family Systems and Reunification Therapy
- Binge Eating Disorder and Bariatric Patient Therapy

CLINICAL EXPERIENCE

Psychotherapist in Private Practice
Pasadena, California

June 2014 to Present

Licensed Psychotherapist (08/16-Present). Provide psychotherapy for children, adolescents, adults, families, and couples from a psychodynamic perspective. Specialize in working with unresolved situational and developmental trauma (EMDRIA Approved Consultant and somatic treatment modalities), attachment issues, binge eating disorder and dysfunctional eating patterns, bariatric (weight loss) patient assessment and therapy services, and high conflict family systems and reunification services.

Psychotherapy Intern (06/14-08/16). Provide psychotherapy for children, adolescents, adults, families, and couples. Specialize in working with unresolved situational and developmental trauma (EMDR and somatic treatment modalities), attachment issues, issues effecting minors, women's issues, separation and divorce, intimate partner violence, sexual trauma, and issues related to authority/autonomy. Additionally, specialize in working with individuals contemplating and/or undergoing bariatric surgery.

Empathia/Life Matters
Agoura Hills, California

January 2017 to Present

Critical On-site Incident Debriefing (01/17-Present). Provide on-site critical incident debriefing and emergency counseling services for organizations following a traumatic or critical incident impacting employees. Critical incident debriefing may be implemented with individuals, families, groups, organizations, and communities, with the intention of stabilizing individuals following a traumatic event and decreasing the likelihood of the event resulting in Post-Traumatic Stress Disorder or having other negative long-term effects for an individual.

Trainer (01/17-Present). Provide structured trainings to organizations on subjects that allow them to increase efficacy, improve communication and teamwork, improve cultural competency, and develop effective relationships between supervisors and their staff.

Psychotherapist (01/17-Present). Conduct psychosocial assessments, stabilization, and brief therapy services to individuals, children, couples, and families.

Counseling 4 Kids, Inc.
Burbank, California

December 2016 to July 2018

MAT Clinician (12/16-07/18). Conduct comprehensive multidisciplinary assessments for infants, children, adolescents, and their families following a Department of Child and Family Service (DCFS) detention and kinship/foster care placement. Identify mental health needs for birth-five years old, children, and adolescents; facilitate linkage for mental health resources and access to community resources to address mental health needs. Collaborate with community and county agencies, including Department of Mental Health (DMH) and DCFS. Prepare and present a comprehensive summary of findings (SOF) report to family members, DCFS personnel, and children's court, highlighting the needs and strengths of the child and family within their home, school, and community. SOF completion within contract and county timelines. Document services provided and maintain regular contact with DMH and DCFS liaisons in accordance with agency and DMH/DCFS policies. Provide training to L.A. County MAT Assessors on assessing children 0-5.

ENKI Health & Research Systems, Inc.
Commerce, California

May 2013 to January 2016

Unit Supervisor, FSP & FCCS (12/14-01/16). Supervise a unit of 12 staff including clinicians, case managers and peer partners. Coordinate the Full-Service Partnership (FSP) and Specialized Foster Care (SFC) programs. Provide individual and family therapy with a caseload of four clients including children, adolescents, and adults.

Psychotherapy Intern, Outpatient (06/14-12/14). Conduct intakes, assessments, and diagnostic evaluations. Provide crisis and grief counseling, advocacy for Individual Education Plans (IEPs), and provide individual and family psychotherapy for children, adolescents, and adults at a community mental health center. Mentor new clinical staff. Serve as a member of the agency Task Force, Safety Committee, and Event Committee.

MAT Clinician (05/13-12/14). Conduct comprehensive multidisciplinary assessments for infants, children, adolescents, and their families following a Department of Child and Family Service (DCFS) detention and kinship/foster care placement. Identify mental health needs for birth-five years old, children, and adolescents; facilitate linkage for mental health resources and access to community resources to address mental health needs. Collaborate with community and county agencies, including Department of Mental Health (DMH) and DCFS. Prepare and present a comprehensive summary of findings (SOF) report to family members, DCFS personnel, and children's court, highlighting the needs and strengths of the child and family within their home, school, and community. SOF completion within contract and county timelines. Document services provided and maintain regular contact with DMH and DCFS liaisons in accordance with agency and DMH/DCFS policies. Provide training to L.A. County MAT Assessors on assessing children 0-5.

Santa Anita Family Service
Covina, California

February 2012 to March 2013

Psychotherapy Intern. Conducted intakes, assessments, and diagnostic evaluations. Provided crisis and grief counseling, and provide individual and family psychotherapy for children, adolescents, adults, and couples at a community mental health center. Co-facilitated a process group for adolescents and male batterers. Developed and maintained community outreach database and protocol for the three SAFS agency sites.

Haven Hills Domestic Violence Shelter

August 2004 to April 2005

Canoga Park, California

Crisis Management and Group Facilitator. Provided one-on-one supportive counseling services for women and children struggling to reconcile the psychological trauma associated with intimate partner violence; facilitated a support group specifically designed to provide abused women with a safe space to begin to heal, find their voice, and work toward reclaiming their lives; provided immediate assistance to battered women and children via the 24-hour crisis line, as well as provided information to those calling on behalf of another; conducted assessment interviews, facilitated intake services, transitioned victims of relational violence into the crisis shelter, and assisted in providing case management services.

Pasadena City College

September 2001 to August 2002

Pasadena, California

Facilitator for Students Talk About Race (S.T.A.R.). Facilitated classroom discussions for high school children designed to encourage tolerance, understanding, acceptance, and a celebration of diversity (part of a program created by People For the American Way Foundation); independently directed one classroom discussion per week for a 16-week long program.

Haven Hills Domestic Abuse Response Team (D.A.R.T.)

August 1999 to September 2000

Haven Hills Domestic Violence Shelter

Canoga Park, California

Women's Advocate. Completed the state-mandated 40-hour training program on domestic violence as well as a 40-hour D.A.R.T. training program; collaborated with the Domestic Abuse Center and the Los Angeles Police Department to provide an innovative and effective response team for domestic violence 911 calls; partnered with seasoned police officers for a period of six months; responded to incoming domestic violence 911 calls and provided crisis intervention, referrals, and support to victims immediately following an incident of relational violence.

ADDITIONAL TRAINING

- Reunification in Cases Involving Parental Alienation, LawPracticeCLE, Los Angeles, California (2020).
- The Neurobiology of Trauma, NICABM, Pasadena, California (2020).
- Child Maltreatment, Trauma, & Self-Injurious Behavior, CE4Less.com, Los Angeles, California (2020).
- The Polyvagal Theory in Practice: Helping clients reshape their autonomic nervous systems., Envision Counseling & Consulting, Inc., Pasadena, California (2020).
- IFS-Informed EMDR. EMDRIFS.com, Pasadena, California (2020).
- EMDR 2.0: An enhanced version of EMDR therapy, EMDR Advanced Training & Distance Learning, Pasadena, California (2020).
- Acute Stress Syndrome Stabilization-Remote (ASSYST-R), CE-Classes.com, Pasadena, California (2020).
- Informed Consent: New Additions. SimplePractice Learning, Pasadena, California (2020).
- Telehealth: Legal & Ethical Issues. SimplePractice Learning, Pasadena, California (2020).
- How to Work With the Part of Trauma That Your Patient Can't Verbalize, NICABM, Pasadena, California (2020).
- BrainSpotting, Phase I. BrainSpotting Trainings, Inc., Upland, California (2020).
- Eye Movement Desensitization Reprocessing, Approved Consultant, EMDRIA, Los Angeles, California (2019).
- Suicide Assessment, Prevention, and Intervention, SimplePractice Learning, Pasadena, California (2019).
- Working with Dissociative Identity Disorder Part II: Treating Ritual Abuse. Pasadena Trauma

- Therapy, Inc., Pasadena, California (2019).
- EMDR Therapy for Borderline Personality Disorder, Dissociation, and Complex Trauma. EMDRIA, Los Angeles, California (2019).
- Imaginal Nurturing, Ego States, and Attachment. April Steele, Los Angeles, California (2019).
- Attachment-Focused EMDR: Healing Developmental Deficits and Adults Abused as Children. Parnell Institute, Los Angeles, California (2019).
- Finding Fit in Dysfunctional Families: Conducting Efficient, Effective, Empirically-Sound and Evidence-Based Child Custody Evaluations. The Steve Frankel Group, LLC, Pasadena, California (2019).
- Reunification Family Therapy. CE4Less.com. Los Angeles, California (2019).
- Human Trafficking. CE4Less.com. Los Angeles, California (2019).
- Introduction to Working with Dissociative Identity Disorder. Pasadena Trauma Therapy, Inc., Pasadena, California (2018).
- Gottman Method Couples Therapy, Level 1. The Gottman Institute, Azusa, California (2017).
- Employee Assistance Specialist-Clinical (EAS-C). Robert Douglas Institute, Los Angeles, California (2017).
- Eye Movement Desensitization Reprocessing, Basic 2. EMDRIA, Los Angeles, California (2015). Certified (2016). Approved Consultant (2019).
- I see you, I feel you, I know you: An EMDR attachment-focused model to heal the parent, the child, and strengthen their bond. CE-Classes.com, Pasadena, California (2015).
- Eye Movement Desensitization Reprocessing, Basic 1. EMDRIA, Los Angeles, California (2014).
- Seeking Safety. ENKI Health and Research Systems, Inc., Burbank, California (2014).
- Ages and Stages Questionnaire-3. Los Angeles County Department of Mental Health, Los Angeles, California (2013).
- Trauma Focused Cognitive Behavioral Therapy (TF-CBT). California Institute for Mental Health & Hendricks Consulting, Pasadena, California (2013). Certified (2014).
- California State-Mandated 40-hour Domestic Violence Training for working with batterers. Association of Batterers Intervention Programs (ABIP), Los Angeles, California (2013).
- Trauma Resiliency Model™, Level I. Trauma Resource Institute, Los Angeles, California (2012).
- Aggression Replacement Therapy (A.R.T.). Five Acres, Pasadena, California (2011).
- California State-Mandated 40-hour Domestic Violence Training for working with victims and children. Haven Hills, Canoga Park, California (1999).

RESEARCH EXPERIENCE

NIH STEMS: Effects of Threatening Environments on Women's Success in Biomedical Majors Study

August 2010 to January 2011

California State Polytechnic University, Pomona

Department of Psychology & Sociology

Principal Investigator: Bettina Casad, Ph.D.

Project Manager. Identify, establish, and implement internal operating systems, policies, and procedures to ensure smooth operations within and across all research activities; ensure ongoing IRB compliance; maintain a balanced budget; write and facilitate all employee reviews; assisted with questionnaire design; design and facilitate training on qualitative data collection procedures; responsible for compliance with all Foundation (Grants & Contract Management) requirements and regulations; establish and implement a data collection schedule to meet project deadlines; recruit, orient, manage, and retain project sample; serve as quality assurance for data collection; facilitate and manage participant payment schedule; program study stimuli using Sona and SuperLab; constructed and maintain project database; manage SPSS data files, data entry, and data verification (double entry via SPSS Data Builder); resolve logistical and/or other complications arising from the data collection process; demonstrate the ability to supervise graduate and undergraduate students and staff including interview and selection, training on interviewing and qualitative data analysis, review assignments and provide feedback, set

priorities, evaluate performance, and administer necessary discipline; co-facilitate weekly training and staff meetings; created and maintain project wide training materials and a lab reference library using Endnote X; designed, implemented, and manage online project wide data collection calendar system; prepare project reports for community partners and funding agency.

NSF STEPS to Math Success Study

June 2008 to August 2010

California State Polytechnic University, Pomona

Department of Psychology & Sociology

Principal Investigator: Bettina Casad, Ph.D.

Project Manager. Identified, established, and implemented internal operating systems, policies, and procedures to ensure smooth operations within and across all research activities; ensured ongoing IRB compliance; maintained a balanced budget; wrote and facilitated all employee reviews; assisted with questionnaire design; designed and facilitated training on qualitative data collection procedures; responsible for compliance with all Foundation (Grants & Contract Management) requirements and regulations; established and implemented a data collection schedule to meet project deadlines; recruited, oriented, managed, and retained project sample; constructed and maintained project database; managed SPSS data files, data entry, and data verification (double entry via SPSS Data Builder); resolved logistical and/or other complications arising from the data collection process; demonstrated the ability to supervise graduate and undergraduate students and staff including interview and selection, training on interviewing and qualitative data analysis, review assignments and provide feedback, set priorities, evaluate performance, and administer necessary discipline; facilitated weekly training and staff meetings; created and maintained project wide training materials and reference library; designed, implemented, and managed online project wide data collection calendar system; prepared project reports for community partners and funding agency.

NIEER California State-funded Preschool Study

March 2006 to March 2007

University of California, Los Angeles

Graduate School Department of Education

Principal Investigator: Carollee Howes, Ph.D.

Project Coordinator. Identified, established, and implemented internal operating systems, policies, and procedures to ensure smooth operations within and across all projects; procured all IRB required documentation and ensured ongoing IRB compliance; established and implemented a data collection schedule to meet project deadlines; recruited, oriented, managed, and retained project sample (including all directors/principals, teachers, providers, and families); constructed and maintained project database; resolved logistical and/or other complications arising from the data collection process; demonstrated the ability to supervise graduate students and staff including interview and selection, training, review assignments and provide feedback, set priorities, evaluate performance, and administer necessary discipline; facilitated weekly data collection meetings (attended by all project staff); setup SPSS data files for data entry; achieved CICCQ established reliability standards on the ECERS (Early Childhood Environment Rating Scale), CLASS (Classroom Assessment Scoring System), AIS (Adult Involvement Scale), and Snapshot (timed-interval measure); created a center wide training materials and reference library; developed systems for a center wide training division and supported Training Director with program implementation; responsible for tracking and enforcing established reliability standards across all measures and all center projects; designed, implemented, and managed online center wide data collection calendar system; participated in weekly analysis group meetings (typically reserved for graduate students and Research Scientists) and assisted in preliminary data analysis; prepared and delivered feedback reports to community partners, presenting project information and explaining the methods and the meaning of the work being performed.

Kaiser Permanente

August 2005 to March 2006

Department of Organizational Research

Pasadena, California

Research Associate. Point person for 360-degree evaluation of senior leadership; responsible for monitoring data collection, data coding, data entry, data analysis, and report preparation; generated trend graphs for annual statewide Kaiser Permanente employee satisfaction survey used to develop goals and calculate management compensation; assisted with survey development; conducted more than 700 phone interviews with both employees and members, to measure satisfaction and quality of care for hospital programs and departmental functions; performed content analysis of qualitative data for HR Customer Satisfaction Survey examining the effectiveness of the Human Resources Department by managers.

What it Means to be a Girl Study

December 2004 to August 2006

University of California, Los Angeles

Department of Psychology

Principal Investigator: Christia Spears Brown, Ph.D.

Project Manager. Assisted with site recruitment, participant recruitment, and data collection; setup and managed SPSS data files; developed coding manual for data entry and coding rubric for all open-ended survey responses; managed all data entry.

UCLA Peer Relations Study

June 2004 to August 2005

University of California, Los Angeles

Graduate School Department of Education

Principal Investigator: Sandra Graham, Ph.D.

Lead Research Associate. Assisted with participant recruitment, retention, data collection preparation, data collection, and data entry; served as a Lead Data Collector (a position typically reserved for graduate students); educated new undergraduate and graduate students on all aspects of the project; developed research protocol for data collection and data maintenance; created ethnic identity coding rubric and coded self-reported ethnic identity variables for first six data collection points; worked directly with post-doctoral fellows, as well as current graduate students; conducted an independent research project drawing from UCLA Peer Relations Project data comparing the psychological adjustment of stable and unstable victim groups across two time periods.

Identity Development Across Middle School Years Study

June 2004 to June 2005

University of California, Los Angeles

Department of Psychology

Principal Investigator: Christia Spears Brown, Ph.D.

Research Associate. Conducted hour-long individual assessment of middle school children; managed data collection and data entry; drafted several individual survey measures assessing psychological adjustment (e.g., social anxiety, blame attributions, social support); administered reaction time measures including the Implicit Association Test (IAT) and the Stroop Task; conducted an independent research study exploring relations between blame attributions, stereotyped gender role endorsement, and predictors of psychological adjustment.

Children's Multiple Group Identities Study

June 2004 to August 2004

University of California, Los Angeles

Department of Psychology

Principal Investigator: Christia Spears Brown, Ph.D.

Research Associate. Conducted ten hours of weekly data collection with children between 8 and 12 years of age; authored a literature review and submitted an independent research proposal drawing on the larger dataset.

Children's Understanding of Discrimination Study

March 2004 to March 2005

University of California, Los Angeles
Department of Psychology
Principal Investigator: Christia Spears Brown, Ph.D.

Research Associate. Managed participant recruitment and data collection; conducted eight hours of weekly data collection with children between 5 and 10 years of age; trained new undergraduate Research Assistants and lab volunteers to administer assessments.

ADR Associates, Inc.
Murrieta, California

March 2004 to December 2012

Project Director. Facilitate focus groups providing select customers with a “sneak peak” into the future of AM/PM convenience; record all meeting minutes and share them with ADR researchers and clients; conducted more than 300 intercept interviews at high production ARCO sites; executed more than 250 qualitative executive interviews among ARCO franchise owners and operators; monitor pilot studies; attend annual BP/ARCO dealer meetings; conducted more than 3,000 executive interviews with Southern California Edison business account holders; facilitate data collection and data entry; SurveyMonkey programming; data management; setup SPSS data files, develop coding rubrics, and construct data entry manuals; perform data analysis and prepare multiple client reports for SecureHorizons, Southern California Edison, and BP/ARCO.

The Pinnacle Group
Chatsworth, California

May 2002 to December 2002

Project Manager. Assisted market research firm specializing in the analysis of sales and service cultures in the financial services industry; acted as a liaison between existing clients and the Director of Account Operations; prepared and distributed client and proprietary reports, as well as the preparation of statistical reports.

TEACHING EXPERIENCE

University of Phoenix
Psychology Department
Ontario, California

February 2010 to March 2011

Teaching Assistant. Course: PSY 555 Social Psychology (Master’s level). Student load consists of 30-45 students per term. Work closely with academic faculty; manage course website and ongoing discussion board(s); score all exams; grade all papers and other course materials; maintain all records for the duration of each term.

California State Polytechnic University, Pomona
Psychology & Sociology Department
Pomona, California

January 2009 to January 2011

Teaching Assistant. Course: PSY 401 Social Psychology (upper division course for psychology majors) and PSY 322 Psychology of Women. Student load consists of 45-50 students per term. Work closely with academic faculty; manage course website (BlackBoard) and ongoing discussion board(s); lecture on intimate partner violence and the social construction of eating disorders; write essay exam questions; administer and score all exams; grade all course materials, maintain all records for the duration of each term, and transcribe all final course grades.

Pasadena City College
Department of Psychology
Pasadena, California

May 2003 to August 2004

Teaching Assistant. Courses: Introductory Psychology, Social Psychology, Human Sexuality, Humanities Through the Arts, and Cultural Anthropology. Student load consisted of 450-500 students per term. Worked closely with academic faculty as well as provided individual assistance to students;

attended all lectures and recorded instructor's notes, reviewed and selected course textbook(s)/audiovisual aids, and drafted course syllabi; held office hours weekly to address student concerns regarding course material and provided academic counseling as it pertained to a student's standing in a course; managed course websites (WebCT) and ongoing discussion board(s); conducted independently-run discussion/lab sections; lectured on subjects such as the social construction of eating disorders; intimate partner violence; attachment theory; power, coercion, and rape; wrote all multiple choice and essay exam questions; administered and scored all exams; graded all course materials, maintained all records for the duration of each term, and transcribed all final course grades.

Pasadena City College

May 2003 to August 2004

Department of Psychology, Social Sciences Learning Center
Pasadena, California

Psychology Tutor. Designed lab curriculum and worked as a liaison between students and their professors in an attempt to create an environment fostering student success; tutored struggling undergraduate psychology students, thus affording such students the opportunity to improve their understanding of course material and advance their class standing.

WORKSHOPS

Chasse, B. M. (2020, December 12). Taking food out of the equation: Binge eating disorder and bariatric assessments [Live Training Workshop]. Pasadena, California.

Chasse, B. M. (2020, February 1). The social construction of eating disorders: A paradigm shift in conceptualization and treatment [Live Training Workshop]. Pasadena, California.

Chasse, B. M. (2020). The social construction of eating disorders: A paradigm shift in conceptualization and treatment [Online Self-Study Training Workshop].

GUEST LECTURES

Pepperdine University

November 2017

Los Angeles, California

Guest Lecturer. Lecture to mental health professionals regarding the binge eating disorder, assessment of pre-surgical weight loss surgery clients, and the unique features of working with post-surgical weight loss surgery clients. Compensated speaker.

Top Producer Factory

August 2016 to 2019

Pasadena, California

Guest Lecturer. Lecture to sales professionals and executives on the psychology of fear and how to leverage their sales potential by effectively managing anxiety, increasing self-esteem, and negotiating any fear of success/failure. Compensated speaker.

California State Polytechnic University, Pomona

January 2009 to January 2011

Psychology & Sociology Department
Pomona, California

Guest Lecturer. Lectured to undergraduate psychology students on the subjects of the social construction of eating disorders and intimate partner violence.

Pasadena City College

May 2003 to August 2004

Department of Psychology
Pasadena, California

Guest Lecturer. Lectured to undergraduate psychology students on the subjects of the social construction of eating disorders; intimate partner violence; attachment theory; power, coercion, and rape;

PUBLICATIONS AND PRESENTATIONS

- Chasse, B. M.** (2020, April 13). School-Based Violence: A call to action for trauma-informed care. *GoodTherapy*.
<https://www.goodtherapy.org/blog/school-based-violence-a-call-to-action-for-trauma-informed-care-0414204>
- Chasse, B. M.** (2020, April 10). Breastfeeding vs. Formula: Learning what works for you and your baby. *GoodTherapy*.
<https://www.goodtherapy.org/blog/breastfeeding-vs-formula-learning-what-works-for-you-and-your-baby-0410204>
- Chasse, B. M.** (2020, February 12). When the door won't open, it may not be meant for you. *GoodTherapy*.
<https://www.goodtherapy.org/blog/when-the-door-wont-open-it-may-not-be-meant-for-you-0212204>
- Chasse, B. M.** (2020, January 6). The importance of collaborative mental health care in weight loss surgery. *GoodTherapy*.
<https://www.goodtherapy.org/blog/the-importance-of-collaborative-mental-health-care-in-weight-loss-surgery-0106204>
- Estrada, E., Ward, S., Chapman, S., Arambulo, A., Macina, V., Chavez, T., Webb, R., Mariano, A., Salazar, M., Massey, T., Flores, A., **Chasse, B. M.**, & Casad, B. J. (2011, April). *The importance of positive social climates in women's STEM identity integration*. Poster presented at the 91st Annual Convention of the Western Psychological Association. Los Angeles, California.
- Flores, A. J., Massey, T., Salazar, M., Mariano, A., Webb, R., Chavez, T., Macina, V., Arambulo, A., Chapman, S., Ward, S., Estrada, E., **Chasse, B. M.**, & Casad, B. J. (2011, April). Scientific social climate predicts academic outcomes and sense of belonging among STEM students. Poster presented at the 91st Annual Convention of the Western Psychological Association. Los Angeles, California.
- Casad, B. J., Wachs, F. L., Hale, P., Salazar, M., Wells, K., Chapman, S., Estrada, E., Nuno, C., Chavez, T., Flores, A., **Chasse, B. M.**, & Didway, J. (2011, January). *Stereotype threat affects sixth grade adolescents' math performance*. Poster presented at the 12th annual meeting of the Society for Personality and Social Psychology. San Antonio, Texas.
- Flores, A., Chapman, S., Salazar, M., Chavez, T., Ward, S., Estrada, E., Macina, V., Massey, T., Webb, S., Arambulo, A., Mariano, A., **Chasse, B. M.**, & Casad, B. J. (2010, February). *Comparing STEM students' implicit science identity, attitudes, and stereotypes*. Poster presented at the 18th annual Southern California Conference on Undergraduate Research. Malibu, California.
- Casad, B. J., Wachs, F. L., Hale, P., **Chasse, B. M.**, Wells, K., Salazar, M., Didway, J., Nuno, C., Sill, E., Chapman, S., Flores, A., & Faytol, A. (2010, June). *Math and gender identity moderate stereotype threat effects in adolescents*. Poster presented at the Joint Area Meeting of the National Science Foundation. Washington, DC.
- Chasse, B. M.**, & Casad, B. J., Ascha, T., & Macina, V. (2010, April). *Premarital outcomes: The role of marriage myths and benevolent sexism*. Poster presented at the 34th Annual Convention of the CSU Social Science Research and Instructional Council. Pomona, California.

Chasse, B. M., & Casad, B. J. (2010, April). *Premarital outcomes: The role of marriage myths and benevolent sexism*. Poster presented at the 90th Annual Convention of the Western Psychological Association. Cancun, Mexico.

Casad, B. J., Wachs, F. L., Hale, P., **Chasse, B. M.**, Wells, K., Didway, J., Nuno, C., Estrada, E., Salazar, M., Krebs, H., Camacho, A., Sill, E., Chapman, S., Flores, A. J., & Faytol, A. (2010, April). *Identity as a moderator of math-based stereotype threat among adolescents*. Poster presented at the 90th Annual Convention of the Western Psychological Association. Cancun, Mexico.

Chasse, B. M., & Casad, B. J. (2010, January). *Marriage myths and benevolent sexism as predictors of premarital outcomes*. Poster presented at the 11th annual meeting of the Society for Personality and Social Psychology. Las Vegas, Nevada.

Casad, B. J., Wachs, F. L., Hale, P., **Chasse, B. M.**, Didway, J., Chapman, S., Wells, K., Estrada, E., Nuno, C., Camacho, A., & Sill, E. (2010, January). *Effects of stereotype threat on girls' math education*. Poster presented at the 11th annual meeting of the Society for Personality and Social Psychology. Las Vegas, Nevada.

Chapman, S., Estrada, E., Wells, K., Nuno, C., Sill, L., Flores, A., Didway, J., **Chasse, B. M.**, Camacho, A., Casad, B. J., Wachs, F., & Hale, P. (2009, November). *Math-based stereotype threat among middle school girls*. Poster presented at the 17th annual Southern California Conference on Undergraduate Research. Carson, California.

Casad, B. J., Wachs, F. L., Hale, P., **Chasse, B. M.**, Boyle, C., Camacho, A., Didway, J., Estrada E., Nuno, C., Wells, K., Chapman, S., & Sill, E. (2009, June). *Stereotype threat effects on girls' math attitudes, intentions, and performance*. Poster presented at the Joint Area Meeting of the National Science Foundation. Washington, DC.

Casad, B. J., & **Chasse, B. M.** (2009, April). Managing an active research program at a teaching university. In J. S. Mio (Chair), *Research in a teaching institution: Challenges and results*. Paper presented in a symposium at the 89th annual convention of the Western Psychological Association. Portland, Oregon.

Casad, B. J., Wachs, F. L., Hale, P., Lee, J., Gross, J., Camacho, A., Scuirba, T., Boyle, C., **Chasse, B. M.**, & Santalla, M. (2009, April). *Stereotype threat effects on girls' math attitudes, intentions, and performance*. Poster presented at the 89th annual convention of the Western Psychological Association. Portland, Oregon.

Casad, B. J., Wachs, F. L., Hale, P., Llamas, S. E., Cotran, K., **Chasse, B. M.**, Lee, J., Campbell, M. B., & Robinson, A. (2009, February). *The role of attitudes and social norms in girls' math aspirations*. Poster presented at the 10th Annual Convention of the Society for Personality and Social Psychology. Tampa Bay, Florida.

Scuirba, T., Gross, J., Lee, J., Camacho, A., **Chasse, B. M.**, Boyle, C., Santalla, M., Casad, B. J., Wachs, F. L., & Hale, P. (2008, November). *Using the theory of planned behavior to predict girls' math intentions*. Poster presented at the 16th Annual Southern California Conference on Undergraduate Research. Pomona, California.

Muhareb, S. S., **Chasse, B. M.**, & Casad, B. J. (2008, November). *The role of marriage myths and*

benevolent sexism in premarital outcomes. Poster presented at the 16th Annual Southern California Conference on Undergraduate Research. Pomona, California.

TECHNICAL REPORTS

Casad, B. J., Wachs, F. L., Hale, P., & **Chasse, B. M.** (2010, May). Interactive effects in the theory of planned behavior: Examining attitudes, norms, control, and stereotype threat to predict girls' math performance and intentions. Annual grant report submitted to the National Science Foundation. Pomona, CA: California State Polytechnic University, Pomona.

Casad, B. J., Wachs, F. L., Hale, P., & **Chasse, B. M.** (2009, August). NSF Steps to Math Success Project: Report on 7th grade pre-algebra students. Pomona, CA: California State Polytechnic University, Pomona.

Casad, B. J., Wachs, F. L., Hale, P., & **Chasse, B. M.** (2009, August). NSF Steps to Math Success Project: Report on 6th grade pre-algebra students. Pomona, CA: California State Polytechnic University, Pomona.

Casad, B. J., Wachs, F. L., Hale, P., & **Chasse, B. M.** (2009, July). NSF Steps to Math Success Project: Report on 8th grade algebra students. Pomona, CA: California State Polytechnic University, Pomona.

Casad, B. J., Wachs, F. L., Hale, P., & **Chasse, B. M.** (2009, May). Interactive effects in the theory of planned behavior: Examining attitudes, norms, control, and stereotype threat to predict girls' math performance and intentions. Annual grant report submitted to the National Science Foundation. Pomona, CA: California State Polytechnic University, Pomona.

Chasse, B. M., & Randle, L. (2005, November). Pacificare brand segmentation. Murrieta, CA: ADR Associates, Inc.

PROFESSIONAL AFFILIATIONS

- CAMFT, Licensed Member (CE Provider Approval No. 92692)
- American Counseling Association (ACA), Professional Member
- EMDRIA, Certified Member & Approved Consultant
- CAMFT—San Gabriel Valley Chapter, Licensed Member
- EMDR Connect, Licensed Member
- Association of Batterers Intervention Programs (ABIP)
- Psi Chi, International Honor Society in Psychology

AWARDS

- Jo-Bell Wolf Scholarship, 2003-2004
- M & E Rosenfeld Scholarship, 2003-2004
- Antioch New Student Scholarship, 2010-2012