

Mei-Ki (Maggie) Chan

Education

- 2018-present **Ph.D. Candidate in Counseling, Clinical, and School Psychology (Combined)**
The University of California, Santa Barbara
- 2021 **Master of Education (M.Ed.)**
The University of California, Santa Barbara
- 2018 **PGD.Ed (Teacher Credential in Mathematics)**
The Chinese University of Hong Kong
- 2015 **B.S.Sc. in Psychology, First Class Honours (Top 5%)**
The Chinese University of Hong Kong

Awards, Fellowships, and Grants

- 2022 Equity in Mental Health - Mini Grant (\$5000) *UCSB*
- 2021-2022 Gale and Richard Morrison Fellowship, *UCSB*
- 2020-2021 Multidisciplinary Research on the Coronavirus and its Impacts (MRCI) Grant (\$2500),
UCSB
- 2020-2021 Graduate Student Scholarship Award, *Trainers of School Psychologists Association*
- 2019-2020 James Hong Memorial Research Fellowship, *UCSB*
- 2018-2019 Gevirtz Graduate School of Education Travel Grant, *UCSB*
- 2017-2018 Academic Performance Award, Faculty of Education, *The Chinese University of Hong Kong*
- 2017-2018 Tin Ka Ping Foundation Educational Research Fellowship, Faculty of Education, *The Chinese University of Hong Kong*
- 2014-2015 Mr. & Mrs. Lam Wing-tak Scholarship, *The Chinese University of Hong Kong*
- 2014-2015 Dean's List, Faculty of Social Science, *The Chinese University of Hong Kong*
- 2012-2013 Dean's List, Faculty of Social Science, *The Chinese University of Hong Kong*

Professional Experiences

- 2022-2023 Pre-doctoral Internship, Hawaii Psychology Internship Consortium (APA Accredited),
School Based Behavioral Health, Kauai, 40 hours/week
Supervisor: Dr. Mike Taylor, Ph.D., L.P.
- 2021-2022 School Psychology Externship, Vandenberg Middle School, Lompoc Unified School
District, 10 hours/week
Supervisor: Erin Dowdy, Ph.D., NCSP; Ulla Lorenz, Ph.D., NCSP.
- 2020-2021 School Psychology Externship, Hollister Elementary School and Learning Tree

- Preschool, Goleta Unified School District, 10-12 hours/week
Supervisor: Elyse Naylor, Ed.S., NCSP; Erin Dowdy, Ph.D., NCSP.
- 2019-2020 School Psychology Practicum, Foothill Elementary School, Goleta Unified School District, 16-18 hours/week
Supervisor: Amanda Fox, Ed.S., NCSP; Jill Sharkey, Ph.D., NCSP; Skye Stifel, Ph.D., NCSP.
- 2019-2020 Graduate Student Clinician, Hosford Clinic/Parent-Child Interaction Therapy Clinic, University of California, Santa Barbara
Supervisor: Miya Barnett, Ph.D.
- 2018-2019 Practicum Student, Hosford Clinic, University of California, Santa Barbara
Supervisor: Heidi Zetzer, Ph.D.
- 2013-2014 Educational Psychology Practicum Student, H.K.Y.W.C.A. Shiu Pong Nursery School, Hong Kong.
Supervisor: Qian Wang, Ph.D.

Research Experience

- 2019-2022 **Graduate Research Assistant**, Department of Clinical, Counselling and School Psychology, University of California, Santa Barbara, Supervisor: Dr. Jill D. Sharkey
Participated in the evaluation of a Crisis Intervention Team Program in collaboration with the Santa Barbara County Sheriff's Office and County Behavioral Wellness. Tasks included quarterly and annual report, evaluation plan development with the team, and data analysis.
- 2019 **Graduate Research Assistant**, Department of Clinical, Counselling and School Summer Psychology, University of California, Santa Barbara, Supervisor: Dr. Jill D. Sharkey
Participated in the campus-wide evaluation of UCSB's climate and substance use. Tasks included a report of the survey results and data analysis.
- 2018-2019 **Graduate Research Assistant**, Department of Clinical, Counselling and School Psychology, University of California, Santa Barbara, Principal Investigator: Dr. Chunyan Yang
Participated in the survey development of pre-service teacher exposure to school violence.
- 2017-2018 **Research Assistant (Part Time)**, Department of Applied Social Sciences, The City University of Hong Kong, Principal Investigator: Dr. Man Yee Ho
Participated in the experimental design of study examining college students' creativity and mindfulness practice. Tasks included data collection and experimental design of the study.
- 2016-2017 **Research Assistant (Full Time)**, Department of Special Education and Counselling, Education University of Hong Kong, Principal Investigator: Dr. Jing Mavis He Wu
Participated in the experimental design of study examining college students' creativity and

- music listening. Tasks included data collection and manuscript preparation.
- 2014-2015 **Research Assistant (Part Time)**, Department of Educational Psychology, The Chinese University of Hong Kong, Principal Investigator: Dr. Wing Chee So
Participated in the data collection of a study examining parent-child interaction and gesture development of students with Autism.
- 2014-2015 **Research Assistant (Part Time)**, Department of Psychology, The Chinese University of Hong Kong, Principal Investigator: Dr. Wing Tung Au
Participated in the scale development of a Theatre Experience Scale among Hong Kong audience.
- 2012-2013 **Research Helper**, Department of Psychology, The Chinese University of Hong Kong, Principal Investigator: Dr. Wing Sze Mak
Participated in the data collection of a project investigating self-stigma on psychological well-being among people with HIV+/AIDS. Tasks included interviewing people with HIV+/AIDS and data entry.
- 2011-2012 **Research Helper**, Department of Psychology, The Chinese University of Hong Kong, Principal Investigator: Dr. Him Cheung
Participated in the data collection of a project investigating theory of mind among toddlers

Teaching Experience

- 2021-2022 Teaching Assistant, Graduate Course: Advanced Practicum Supervision, UCSB
- Summer, 2021 Instructor, Undergraduate Course: Positive Psychology Across the Lifespan, UCSB
- Winter, 2020 Teaching Assistant, Graduate Course: Cognitive Assessment, UCSB
- Summer, 2020 Teaching Assistant, Undergraduate Course: Positive Psychology Across the Lifespan, UCSB
- Fall, 2019 Teaching Assistant, Graduate course: Cognitive Assessment, UCSB
- Spring, 2018 Teacher (Practicum), Yan Chai Hospital Law Chan Chor Si College
- Fall, 2017 Teacher (Practicum), W F Joseph Lee Primary School
- 2015 Teaching Assistant, Hong Kong Student Aid Society Primary School

Publications

Peer-reviewed Journal Articles

- Nylund-Gibson, K., Garber, A. C., Carter, D. B., **Chan, M.**, Arch, D. A. N., Simon, O., Whaling, K., Tartt, E., & Lawrie, S. I. (2022). Ten frequently asked questions about latent transition analysis. *Psychological Methods*. Advance online publication. <https://doi.org/10.1037/met0000486>
- Yang, C., **Chan, M.**, Nickerson, A.B., Jenkins, L., Xie., J.-S., & Fredrick, S.S. (2022). Teacher victimization and teachers' subjective well-being: Does school climate matter?. *Aggressive Behavior*. Advance online publication. <https://doi.org/10.1002/ab.22030>
- Chan, M.**, Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J. (2022). Relations of students' perceived support profiles with academic and psychological functioning among adolescents. *Journal of School Psychology, 91*, 160–177, <https://doi.org/10.1016/j.jsp.2022.01.006>

- Yang, C., **Chan, M.**, Lin X., & Chen, C. (2022). Teacher-targeted violence and teacher burnout: The moderating role of school climate. *Journal of School Violence*. Advance online publication. <https://doi.org/10.1080/15388220.2022.2041023>
- Furlong, M. J., Piqueras Rodríguez, J. A., Chacón-Gutiérrez, L., Dowdy, E., Nylund-Gibson, K., **Chan, M.**, Soto-Sanz, V., Marzo, J. C., Rodríguez- Jiménez, T., & Martínez-González, A. E. (2021). Assessing College Students' Social and Emotional Strengths: A Cross-Cultural Comparison from Mexico, United States, and Spain. *European Journal of Psychology and Educational Research*, 4(2), 123–137. <https://doi.org/10.12973/ejper.4.2.123>
- Chan, M.**, Furlong, M. J., Nylund-Gibson, K., & Dowdy, E. (2021). Heterogeneity among moderate mental health students on the Mental Health Continuum-Short Form (MHC-SF). *School Mental Health*, Advance online publication. <https://doi.org/10.1007/s12310-021-09476-0>
- Iida, J., Ito, A., Aoyama, I., Sugimoto, K., Endo, H., **Chan, M.**, & Furlong, M. J. (2021). Validation of a social emotional wellness survey among Japanese elementary school students. *The Educational and Developmental Psychologist*, 38(1), 121–130. <https://doi.org/10.1080/20590776.2021.1899748>
- Chan, M.**, Sharkey, J. D., Lawrie, S. I., Arch, D. A. N., & Nylund-Gibson, K. (2021). Elementary school teacher well-being and supportive measures amid COVID-19: An exploratory study. *School Psychology*, 36(6), 533–545. <https://doi.org/10.1037/spq0000441>
- Yang, C., Chen, C., Lin, X., & **Chan, M.** (2021). School-wide social emotional learning and cyberbullying victimization among middle and high school students: Moderating role of school climate. *School Psychology*, 36(2), 75–85. <https://doi.org/10.1037/spq0000423>
- Yang, C., **Chan, M.**, Chen, C., & Jimerson, S. R. (2021). Parental perceptions of school climate in the United States and China: Advancing cross-country understanding. *School Psychology*, 36(1), 24–33. <https://doi.org/10.1037/spq0000421>
- Stifel, W. F., Feinberg, D. K., Zhang, Y., **Chan, M.**, & Wagle, R. (2020) Assessment during the COVID-19 pandemic: Ethical, legal, and safety considerations moving forward. *School Psychology Review*, 49(4), 438–452, <http://dx.doi.org/10.1080/2372966X.2020.1844549>
- Chen, C., Yang, C., **Chan, M.**, & Jimerson, S. (2020). Bully victimization and parental perception of school climate across U.S. and China. *School Psychology*, 35(5), 311–320. <http://dx.doi.org/10.1037/spq0000405>
- Yang, C., Chen, C., **Chan, M.**, Wang, C., Luo, H., & Lin, X. (2020). Training experience in the US school psychology program: Understanding Asian international students' assets, challenges, and coping. *Contemporary School Psychology*, 1–12. <https://doi.org/10.1007/s40688-020-00320-x>
- Yang, C., **Chan, M.**, & Ma, T. (2020). Social-emotional competencies and in-person bullying victimization: The moderating role of school climate across elementary, middle, and high schools. *Journal of School Psychology*, 82, 49–69. <https://doi.org/10.1016/j.jsp.2020.08.002>

- Chan, M.,** Yang, C., Furlong, M., Dowdy, E., & Xie, J. (2019). Association between social-emotional strengths and school membership: A cross-cultural comparison. *International Journal of School and Educational Psychology, 9*(2), 151–171. <https://doi.org/10.1080/21683603.2019.1677539>
- Chan, M.,** Au, W. T. & Hoyan, C. (2019). Exploring theater experiences among Hong Kong audiences. *Cogent Arts & Humanities, 6*, 1–19. <https://doi.org/10.1080/23311983.2019.1588689>.
- Pan, Y., Yang, C., Liu, G., **Chan, M.,** & Liu, C. (2019). Peer victimization and problem behaviors: The roles of self-esteem and parental attachment among Chinese adolescents. *Child Development, 1–16*. <https://doi.org/10.1111/cdev.13319>
- He, W. J., Wong, W. C., & **Chan, M.** (2017). Overexcitabilities as important psychological attributes of creativity: A Dabrowskian perspective. *Thinking Skills and Creativity, 25*, 27–35. <https://doi.org/10.1016/j.tsc.2017.06.006>
- Chan, M.,** & Au, W. T. (2016). Developing and validating a Theater Experience Scale. *Empirical Studies of the Arts, 35*, 169–193. <https://doi.org/0276237416662737>.

National and International Conference Presentations

- Chan, M.,** Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E. (2022, April) *Holistic influence of school ethnic and socioeconomic diversity on school experiences among California students*. American Educational Research Association (AERA) 2022 Annual Meeting. San Diego, CA, United States.
- Chan, M.,** Sharkey, J. D., Nylund-Gibson, K., & Dowdy, E. (2021, April) *Associations between social support profiles and psychological functioning among early and late adolescents*. Paper presented at American Educational Research Association (AERA) 2021 Annual Meeting. Virtual Conference.
- Chan, M.,** Sharkey, J. D., Nylund-Gibson, K., Dowdy, E., & Furlong, M. J. (2021, February) *Profile of perceived social support and impact on psychological functioning across students in early and late adolescence*. Poster presented at National Association of School Psychologists (NASP) 2021 Convention.
- Chan, M.,** Dowdy, E., & Furlong, M. J. (2020, August) *Influence of bullying victimization on academic performance across social emotional skills profiles*. Poster presented at American Psychological Association (APA) 2020 Convention. Washington, DC., United States.
- Chan, M.,** Yang, C., Chen, C. & Vo, R. Q. (2020, Apr 17 - 21) *Association between teacher-perceived school disciplinary classes and school climate: A latent class analysis* [Roundtable Session]. Paper presented at American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. Conference Cancelled.
- Yang, C., **Chan, M.,** & Chen, C. (2020, Apr 17 - 21) *Schoolwide social emotional learning and bullying victimization: How does School Climate Matter?* Paper presented at the American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. Conference Cancelled.
- Yang, C., **Chan, M.,** Chen, C., Vo, R., & Lai, C. (2020, Apr 17 - 21) *Cross-cultural differences of parental perception of school climate between the United States and China*. Paper presented at the American Educational Research Association (AERA) 2020 Annual Meeting. San Francisco, CA, United States. Conference Cancelled.

- Chan, M.** & Yang, C (2020, February) *Relations of disciplinary techniques profiles with school climate and bullying*. Paper presented at the National Association of School Psychology (NASP) 2020 Convention. Baltimore, MD, United States.
- Chan, M.,** Yang, C., & Furlong, M. J. (2019, February) *The relationships between psychological strengths and school membership*. Poster presented at National Association of School Psychologists (NASP) 2019 Convention. Atlanta, GA, United States.
- Chan, M.,** Yang, C., Chen C., Furlong, M. J., & Dowdy, E. (2018, October) *Promoting school membership through the strength-based approach: A cross-cultural comparison*. Poster presented at 2018 Annual Conference on Advancing School Mental Health. Las Vegas, NV, United States.
- He, W. J., & **Chan, M. K.** (2017, August) *Music training facilitates creative thinking via greater interhemispheric interaction*. Paper presented at International Conference on Education, Psychology, and Organizational Behavior (ICEPO 2017). Osaka, Japan.
- Chan, M. K.,** He, W. J., & Wong, W. C. (2017, July) *Can music exposure enhance computational thinking? Insights from the findings on the music-creativity relations*. Poster presented at International Conference on Computational Thinking Education 2017. Hong Kong, China.
- He, W. J., **Chan, M. K.,** & Wong, W. C. (2017, May) *Music exposure, emotional responses, and creativity: Perspective from the arousal-and-mood hypothesis*. Paper presented at Asian Conference on Education and Psychology. Bangkok, Thailand.
- He, M. W. J., Wong, W. C., & **Chan, M. K.** (2016, July). *A study of the predictive power of overexcitabilities to creativity*. Paper presented at the 14th Asia Pacific Conference on Giftedness. Macau, China.
- Chan, M. K.,** & Au, W. T. (2015, July). *Developing and validating a Theatre Experience Scale*. Paper presented at the 2015 International Conference on Psychology and The Arts. Valletta, Malta.
- So, W. C., Wong, M. K. Y., **Chan, M. K.,** & Au, R. H. Y. (2015, May). *The development of co-speech gesture and its semantic integration with speech in six – to 12 –year-old children with autism spectrum disorders*. Poster presented at the 2015 International Meeting for Autism Research. Salt Lake City, UT, United States.

Technical Reports (* These authors contributed equally to the work.)

- Sharkey, J. D., & **Chan, M.** (2021). *Edward Byrne Memorial Justice Grant (JAG) Co-Response Crisis Intervention Team (CIT) Interim Report*. A report funded by Santa Barbara County through a California Board of State and Community Corrections 2019 Edward Byrne Memorial Justice Assistance Grant.
- Chan, M*.,** Schalscha, K. V*., Sarkissian, A. D*., Donnell, E. O., Vega, V., Harris, Tamela., Larez, Natalie., & Cid., D. D., Sharkey, J. D. (2019). *Investigating Social-Ecological Influences of University Substance Use: Student, Faculty, and Staff Perspectives*. A report funded by An Academic Senate grant to Jill D. Sharkey with the Department of Counseling, Clinical, and School Psychology.

Professional Services

Served as Ad-Hoc Reviewer:
 School Mental Health
 Teaching and Teacher Education

School Psychology
School Psychology Review
Current Psychology
International Journal of School and Educational Psychology
NASP Convention, 2019
American Psychological Association (APA) Convention, 2020

Professional Affiliation

American Psychological Association - Division 16, School Psychology; National Association of School Psychologists; American Educational Research Association