

# Stephanie Weigel, PhD

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## Education

### **DOCTOR OF PHILOSOPHY, EDUCATIONAL PSYCHOLOGY | DECEMBER 2008 | UNIVERSITY OF NEBRASKA, LINCOLN, NE**

- Specialization in Cognition, Learning and Development
- Dissertation: Weigel, S. (2008). Preschoolers' Social Information Processing and Aggression. Unpublished Ph.D. dissertation, University of Nebraska-Lincoln.

### **MASTER OF ARTS, CLINICAL PSYCHOLOGY | DECEMBER 1994 | WASHBURN UNIVERSITY, TOPEKA, KS**

- Internship: Child & Family Guidance Center
- Master's Thesis: Weigel, S. (1994). Moral Reasoning in Relation to Date Rape Justification, December 1994. Unpublished master's thesis, Washburn University.

### **BACHELOR OF ARTS, PSYCHOLOGY | MAY 1992 | WASHBURN UNIVERSITY, TOPEKA, KS**

- Magna Cum Laude, Honors
- Undergraduate Thesis: Weigel, S. (1992). Attitudes Toward Marriage and Dating in Relation to Divorce. Unpublished undergraduate honors thesis, Washburn University.
- Psi Chi Honor Society, NONOSO Women's Honor Society

## Skills & Abilities

- Flexible, innovative, professional, organized, ability to integrate and apply information from many sources, creative, self-motivated, proficient with multiple LMS, curriculum development

## Teaching Experience

### **UNDERGRADUATE COURSES TAUGHT**

- Introduction to Psychology
- Human Growth and Development/Lifespan
- Psychology of Adjustment
- Assessment
- Research Methods
- Human Cognitive Processes
- Psychology of Learning
- Abnormal
- Writing in Psychology

### **GRADUATE COURSES TAUGHT**

- Assessment

- Research Methods
- Career Development
- Behavioral Statistics
- Diagnosis of Mental Disorders
- Counseling Theories
- Helping Relationships
- Theories of Psychopathology
- Marital & Family Therapy
- Culture and Diversity
- Applied Neuroscience and Psychopharmacology
- Treatment of Childhood Disorders
- Human Growth and Development
- Program Evaluation and Qualitative Research
- Multiple Regression (graduate teaching assistant)
- Treatment of Adult Disorders

## Higher Education Teaching Experience

### ASSOCIATE PROFESSOR OF COUNSELING & PSYCHOLOGY TEXAS A&M UNIVERSITY CENTRAL TEXAS

September 2019- Present

Duties include teaching face-to-face, hybrid, web-enhanced undergraduate psychology and graduate counseling and psychology courses, mentoring and advising students, university service

### ASSOCIATE PROFESSOR OF CLINICAL COUNSELING BELLEVUE UNIVERSITY

July 2011- August 2019

Duties included both face-to-face and online course development and teaching of graduate counseling courses; mentoring adjunct instructors; Lead Instructor for DSM Diagnosis, Neuroscience, Treatment of Adult Disorders, Treatment of Childhood Disorders, Multicultural Counseling; Human Growth & Development; program evaluation data collection/reports; advising graduate students; Graduate Residency Coordinator; assessment of graduate success

### ASSISTANT PROFESSOR OF CLINICAL COUNSELING BELLEVUE UNIVERSITY

July 2006- July 2011

Duties included both face-to-face and online teaching of graduate counseling courses. Course development including online graduate courses in Ethics, Psychopathology, Neuroscience, Human Development, Research Methods, and Career Development

### ADJUNCT INSTRUCTOR AUSTIN COMMUNITY COLLEGE

January 2014 – May 2019

Teach sections of Introduction to Psychology; Human Growth & Development; Psychology of Adjustment; Certified to teach EDUC Effective Learning Courses

### ADJUNCT INSTRUCTOR CONCORDIA UNIVERSITY

Fall 2013

Taught Introduction to Psychology

### TEACHING ASSISTANT UNIVERSITY OF NEBRASKA OMAHA

August 2003 – August 2006

Led discussion sections, led labs, planned active learning activities, created and administered tests, graded assignments

## ADJUNCT INSTRUCTOR (VARIOUS)

Family Therapy: Bellevue University-March 2003 to August 2006

Lifespan Development: College of St. Mary-Fall 2005

Introduction to Psychology, Guest Lecturer: Univ. of Neb. Omaha-Summer 2004

Introduction to Psychology: Nebraska College of Business (Hamilton College)-August 2002 to May 2003

## Committee Assignments

Current Service: University Technology Advisory Council, Undergraduate Curriculum Council

Previous Service: Faculty Senate, Vice President Fall 2010-2011; Online Faculty Training

Committee; College representative on Academic Technology Group; College representative on

Curriculum Life Cycle Review Committee; Academic Review Committee, Chair; Online Faculty

Training Instructor; AQIP Strategy Forum Team; Graduate Admissions Committee

## Professional Work Experience

### CLINICAL SHELTER SUPERVISOR CHILDREN'S SQUARE USA

February 1996 to August 2003

Conducted psychosocial assessments; created treatment plans, made placement recommendations; coordinated services with area providers; hired, supervised, and trained staff; reviewed agency files for quality assurance; engaged in all aspects of grant application, implementation, and review; led team meetings and staff development training seminars

### COUNSELOR CHILDREN'S SQUARE USA

October 1994 to February 1996

Responded to crisis calls, provided therapy to adolescents and their families, led skill building groups, assessed needs and developed treatment plans; taught alcohol diversion course to court referrals

## Research & Presentations

Harms, V. & Weigel, S. (2011). Maximizing technology, connecting leaders and helpers, improving future counselors' performance. Presented at Association for Counselor Education and Supervision conference.

Casas, J.F., Weigel, S., Crick, N.R., Ostrov, J.M., Woods, K.E., & Jansen Yeh, E.A., Huddleston-Casas, C.A. (2006). Early parenting and children's relational and physical aggression in preschool and home contexts. *Journal of Applied Developmental Psychology*, 27, 209-215.

Casas, J. F. & Weigel, S. (2005, April)-Links Between Early Parenting and Children's Relational Aggression in Preschool and Home Environments. Paper presented at the bi-annual meeting of the Society for Research in Child Development.

Weigel, S. & Casas, J. F. (2004, July). Intermethod Agreement: Teacher, Mother & Father Ratings of Preschoolers' Social Behavior. Poster presented at Midwest Consortium for Child Development.

Weigel, S. (2008). Preschoolers' Social Information Processing and Aggression. Unpublished Ph.D. dissertation, University of Nebraska-Lincoln.

Weigel, S. (1994). Moral Reasoning in Relation to Date Rape Justification, December 1994. Unpublished master's thesis, Washburn University.

Weigel, S. (1992). Attitudes Toward Marriage and Dating in Relation to Divorce. Unpublished undergraduate honors thesis, Washburn University.

## Research in Progress

### Advanced High School Coursework and College Adjustment, data collection in progress:

Higher education is changing as students enter traditional university settings with a significant number of credits earned while still in high school. Usually, these credits complete requirements for entry level/prerequisite course. To this point, researchers have focused on academic success as defined by cost savings and graduation rates. However, very little is known about how these students adjust to the social and emotional challenges of college. This study will explore whether there is a difference in the emotional/social engagement of students who enter college with significant early college, AP, dual credit or IB college credits compared to students who have less than 9 college credits.

### Romantic Relationship Strategies, data collection in progress:

Relational aggression has been studied in many contexts including childhood peers, friendships, and adult romantic relationships. Several gender differences have been noted in these contexts. However, research exploring relational aggression in same sex romantic relationships is limited. This study will extend recent findings about relational aggression among gay male peers to the context of romantic relationships of gay and lesbian couples.

### Supervision of Student Research, COVID Reactions and Academic Performance:

Researchers have recently identified a particular type of anxiety, Coronavirus Anxiety. However, information about the full effects of this type of anxiety are unknown. The objective of this study is to recognize the subset of anxiety, known as Coronavirus Anxiety, and understand the effects on students' academic performance.