

BARBARA C. WALLACE, Ph.D.**CURRICULUM VITAE**

Director of the Programs in Health Education and Community Health Education
 Professor of Health Education, Licensed Psychologist
 Fieldwork/Internship Coordinator, Program in Community Health Education
 Director of Health Equity & Co-Director, Center for Health Equity and Urban Science Education (CHEUSE)
 Director of the Research Group on Disparities in Health [RGDH])
 Director of Global HELP – Global Health Leadership Program
 Department of Health and Behavior Studies, Teachers College, Columbia University

ACADEMIC TRAINING**UNDERGRADUATE EDUCATION - PRINCETON UNIVERSITY, A.B. in Psychology. June 1980.**

- Senior Thesis Research: *The Effects of Clinically Standardized Meditation on Measures of Transcendent Experience and Self-Actualization*. Minor: Afro-American Studies Certificate Program

MASTERS GRADUATE EDUCATION - CITY COLLEGE OF NEW YORK, M.A. in Psychology. February, 1984.

- MA Thesis Research: *A Jungian Conceptual Framework for Adult Development Research*.

DOCTORAL GRADUATE EDUCATION WITH HIGHEST HONORS - CITY UNIVERSITY OF NEW YORK, Ph.D. in Clinical Psychology. September 1985.

- Dissertation Research: *Factors Related to Academic Achievement in Low-income Minority Elementary School Children*.
- **BARMACK MEMORIAL AWARD for BEST DISSERTATION IN CLINICAL PSYCHOLOGY, 1985-1986 academic year.**

POST-DOCTORAL FELLOWSHIP - BEHAVIORAL SCIENCE TRAINING IN DRUG ABUSE RESEARCH, September 1985 – June 1986

- Member of first cohort in the nation's largest and longest-standing behavioral sciences training program funded by the National Institute on Drug Abuse (NIDA) housed at that time within Narcotic and Drug Research Inc. (NDRI), NY, NY

PROFESSIONAL STANDING

FELLOW, AMERICAN PSYCHOLOGICAL ASSOCIATION: January 1999 - Honored for unusual and outstanding contributions to psychology, Division. 50, Society of Addiction Psychology

FELLOW, AMERICAN PSYCHOLOGICAL ASSOCIATION: May 2006 - Honored for unusual and outstanding contributions to psychology, Division. 45, Society for the Psychological Study of Culture, Ethnicity and Race

LICENSED PSYCHOLOGIST: February 1988. New York State # 009450-1.

CERTIFIED TRAUMA RESOLUTION SPECIALIST: May 1996, November 1998 - Level I (1996) and Level II (1998) training in Eye Movement Desensitization Reprocessing (EMDR) by Francine Shapiro, Ph.D. (originator) for trauma resolution.

ACADEMIC APPOINTMENTS**FACULTY MEMBER, TEACHERS COLLEGE, COLUMBIA UNIVERSITY: September 1990 – Present**

- Responsible for doctoral dissertation advisement, advising masters students/projects, teaching, committee service.
- **TENURED FULL PROFESSOR OF HEALTH EDUCATION, ^A Department of Health & Behavior Studies, 9/2007 – Present**
- **TENURED ASSOCIATE PROFESSOR OF HEALTH EDUCATION, ^B Department of Health & Behavior Studies, 9/1994 – 8/2007**

- Made institutional history as the first Black female to *move through the ranks and gain tenure* in the 100 year history of Teachers College in Morningside Heights, New York City, doing so in 1994.
- **ASSISTANT PROFESSOR OF HEALTH EDUCATION, ^c** Department of Health Education, 9/1990 – 8/1994. Hired on tenure track line with favorable tenure vote 5/1994.

- **COURSES TAUGHT**

Courses taught, as listed, below, have designations ^{A, B, C} to identify courses taught as **Full Professor ^A**, or **Associate Professor ^B**, or **Assistant Professor ^C** – and an additional designation if an **original course ^o** that I designed:

- *Principles of Health-Related Behavioral and Social Change: Initiation to Maintenance*^{A, o}
- *Competence with Multicultural Populations: Research and Practice*^{A, o}
- *Research Seminar and Dissertation Seminar in Health Education: Disparities in Health*^{A, o}
- *Practicum in Health Education—Fieldwork/Internship Supervision*^A
- *Violence Prevention and Preparedness for Man-Made and Natural Disasters*^{B, o}
- *Assessment and Counseling for Health Promotion*^{B, o}
- *Relapse Prevention for Problem Behaviors*^{B, C, o}
- *Health Promotion for Multicultural Populations*^{B, C, o}
- *Health Disparities Conference (and Webinar)*^{A, B}
- *Addictions and Dependencies*^{A, B, C}
- *Alcohol and Health*^{B, C}

FACULTY MEMBER, JOHN JAY COLLEGE OF CRIMINAL JUSTICE, CITY UNIVERSITY OF NEW YORK, September 1988 – August 1990

Responsible for advising undergraduates, teaching/designing courses, and departmental service on Committees (e.g. Curriculum)

- **ASSISTANT PROFESSOR**, Department of African-American Studies, 9/1988-8/1990. Hired on tenure track line.
- **COURSES TAUGHT**

Courses taught, as listed, and a designation if an **original course ^o** that I designed:

- *Psychology of the Black American Experience*
- *Psychology of Oppression*
- *Race and Ethnicity*^o — Mandatory freshman requirement to facilitate competence with diversity—as a priority given large cadre of students in the New York Police Department and Fire Department.

ACADEMIC LEADERSHIP APPOINTMENTS

9 YEARS OF LEADERSHIP AS DIRECTOR, PROGRAMS IN HEALTH EDUCATION & COMMUNITY HEALTH EDUCATION: 2010-Present.

- **DIRECTOR RESPONSIBILITIES: 2010-Present**
 - Since January 2010, responsible for providing leadership for the Program in Health Education, which became in 2012 the Programs in Health Education & Community Health Education (offering 32 credit M.A., 42 credit M.S., 90 credit Ed.D.) within Department of Health and Behavior Studies, Teachers College, Columbia University
 - Engage in BUDGET MANAGEMENT for PROGRAM DIRECTOR FUNDS – 2010-Present.
 - CONVENER AND CHAIR for meetings of Programs' Faculty, Curriculum Committee, Accreditation Committee, Admissions Committee, Scholarship Committee, and The Community Health Education Joint Advisory Committee on Growth, Quality and Development (i.e. THE JOINT COMMITTEE)
- **8 YEAR LEADERSHIP MISSION INCREASING ONLINE & HYBRID COURSES: 2011-Present**
 - As a college pioneer/early adopter of the innovation of teaching COURSES ONLINE AND AS HYBRID (in-person and online sections) – with use of video-taping of the in-person section for viewing by the online section, I actively mentored program faculty in doing the same. More recently, Zoom is also utilized for synchronous inclusion of distance learners.
 - This leadership resulted in 81% of M.A. courses, 90% of required core courses for the M.S., and 70% of required courses for the Ed.D. being offered online or as hybrid courses by 2019--boosting enrollment.
 - Increasing use of Zoom promises to further boost enrollment by distance learners.

- **7 YEAR LEADERSHIP MISSION ACQUIRING CEPH ACCREDITATION: 2010-2017**

- Spearheaded from 2010-2012 the design of a new curriculum with faculty for new 42 credit **M.S. DEGREE (MPH equivalent) for receipt of COUNCIL ON EDUCATION FOR PUBLIC HEALTH (CEPH) ACCREDITATION**—successfully achieving accreditation October 5, 2017, given the following leadership:
 - Designed course and authored syllabus for new course, **HEALTH SERVICES ADMINISTRATION**, required for CEPH accreditation; and, submitted new course for college approval, which was obtained 9/2012.
 - Authored 125 page report requesting approval from the college for re-structured 42 credit M.S. DEGREE IN COMMUNITY HEALTH EDUCATION—which was approved 9/2012.
 - Authored report to New York State Education Department requesting approval for re-structured 42 credit M.S. DEGREE, receiving record setting first time approval within 2 weeks as of 11/2012.
 - Recruited membership for and convened for first time in 12/2013 our CEPH required internal monitoring mechanism, The Community Health Education Joint Advisory Committee on Growth, Quality and Development (i.e. THE JOINT COMMITTEE), which now meets annually every December and votes on all program activities.
 - Authored application to CEPH to initiate accreditation process, achieving **6/12/2014 approval** from CEPH.
 - Authored 62 page **Recruitment Booklet for the Programs in Health Education & Community Health Education (2014)** to accelerate recruitment of new M.S. degree students, and sustain recruitment for the long-standing M.A. & Ed.D. programs
 - Authored 46 page **The Guidebook for Students in the Programs in Health Education & Community Health Education (2014)** to orient new M.S. students (and M.A., Ed.D.) to all requirements and course progression toward graduation
 - Authored 13 page newsletter **Health Ed News (July, 2014, Vol 1)** and 13 articles, while key articles served to orient students to the new course competencies and revamped courses and syllabi for all degrees (M.S., M.A., Ed.D), and introduced the work of the JOINT COMMITTEE, given goal of CEPH accreditation
 - Authored 74 page revision of **The Guidebook for Students in the Programs in Health Education & Community Health Education (2016)** to orient new M.S. students (and M.A., Ed.D.) to all requirements and course progression toward graduation—while including the CEPH required 18 page **Diversity Plan (2016)** authored for the MS Program in Community Health Education with Extension to the M.A. and Ed.D. Programs in Health Education (2016); included data on courses covering diversity across the curriculum, as well as data on retention, graduation, and employment rates
 - Authored 6 page newsletter **Health Ed News (February, 2016, Vol 2)** containing 7 articles, explaining modifications to the course competencies, following attendance at a CEPH workshop, and covered other CEPH accreditation updates, etc.
 - **Achieved goal of CEPH accreditation for M.S. DEGREE IN COMMUNITY HEALTH EDUCATION 10/5/2017—with 5 year accreditation until 12/31/2022**
 - Authored a revision of Recruitment Booklet for the Programs in Health Education & Community Health Education (2014) —renamed **PROSPECTUS for the Programs in Health Education & Community Health Education (2017)** at 94 pages—while updating details of the program in light of meeting CEPH requirements

LEADERSHIP IN WORKFORCE DEVELOPMENT TO MEET CEPH REQUIREMENTS

- Effectively responded to CEPH's 10/12/17 request, authoring a **WORKFORCE DEVELOPMENT PLAN (2018)** (i.e. given Provost's discontinuation of the Annual Health Disparities Conference, and dramatic drop in our NCHCEC continuing education contact hours) in order to meet the non-degree continuing education (CE) needs of our target community.
 - Responded by: conducting survey research (N=142) in Spring 2018 of constituent needs and preferences for CE; creating a new online vehicle for delivering continuing education/workforce development, i.e. the **COALITION FOR COMMUNITY HEALTH EDUCATION—WORKFORCE DEVELOPMENT & CONTINUING EDUCATION MECHANISM**, <http://coalitionforcommunityhealthed.com/>, specializing in disseminating online video content and webinars, which was launched 9/2018.
 - Achieved formal CEPH approval of our **WORKFORCE DEVELOPMENT PLAN (2018)** 11/2/18.

LEADERSHIP IN RESPONDING TO CHANGING ACCREDITATION REQUIREMENTS

- Spearheaded revision of entire curriculum for the M.S. DEGREE, given CEPH's 2016 introduction of new objectives and competencies. Closely coached/mentored faculty in syllabi revisions to achieve adherence, and submitted 10 new syllabi to CEPH 1/5/2019 as part of a major **COMPLIANCE REPORT (2019)**, which I authored.
- Achieved notice from CEPH on 3/7/19 of validation of satisfactory demonstration in our **COMPLIANCE REPORT (2019)** for 10 of 12 (83 %) MPH Foundation Knowledge Learning Objectives, and 20 of 22 (90%) MPH Foundation Skills Competencies.
- Working on **COMPLIANCE REPORT (2020)** due 1/29/2020, while seeking 100% validation of satisfactory demonstration in meeting the new 2016 MPH Foundation Knowledge Learning Objectives, and MPH Foundation Skills Competencies; work includes closely coaching/mentoring faculty in making additional syllabi revisions.

• 8 MONTH LEADERSHIP MISSION TO BOOST STUDENT ENROLLMENT—A RECRUITMENT AND SOCIAL MARKETING CAMPAIGN: 2019-2020

- Leading an 8 month RECRUITMENT & SOCIAL MARKETING CAMPAIGN HIGHLIGHTING OUR CEPH ACCREDITED M.S. DEGREE AND MANY ASSETS to further boost enrollment, which was launched 11/2019—while anticipating a January 2020 final stamp of approval (i.e. via the **COMPLIANCE REPORT [2020]** due 1/29/2020) for our revised curriculum meeting the latest national criteria for excellence for training in public health.
- INTERNATIONAL MARKETING CAMPAIGN will include strategy to expand recruitment of Chinese international students, given substantial presence in all our degree programs (e.g. video messages from current students and other copy disseminated in Mandarin Chinese on popular online platforms/social media sites used by Chinese students). The CAMPAIGN will highlight the convenience of distance learning and our high percentage of online courses.

6 YEARS OF LEADERSHIP AS FIELDWORK COORDINATOR, PROGRAM IN COMMUNITY HEALTH EDUCATION: 2013-Present.

- The new M.S. Degree Program (launched September 2012) required an additional appointment to serve as Fieldwork Coordinator, given Council on Education for Public Health (CEPH) accreditation requirements
- As of January 2013, began engaging in community outreach to obtain fieldwork/internship sites, developing relationships with supervisors—including ongoing outreach to expand options for students
- Authored the 9 page **Fieldwork/Internship Guidebook (2013)**, ensuring all sites and students met all CEPH requirements
- Work one-on-one with all M.S. Degree students (and other M.A. students seeking practical experience) across the months of July and August to ensure all students have a confirmed Fall fieldwork/internship by the first week of September.
- Designed and authored syllabus for course, **PRACTICUM IN HEALTH EDUCATION**, which all students must attend in the Fall semester to receive weekly group supervision and ensure achievement of course competencies.
 - Exceeded my 4-course requirement by teaching this 5th course Fall 2013, Fall 2014, and Fall 2015. Co-taught course with an Adjunct Professor Fall 2016 to prepare them to independently teach the course, starting Fall 2017.
- Authored a revised 44 page **Fieldwork/Internship Guidebook (2014)**, ensuring all sites and students met all key requirements, given CEPH criteria—while providing an extensive Appendix with sample templates for required forms.
- Authored 61 page **Fieldwork Supervisors' Guidebook Providing Orientation to their Role, Timeline for Duties & Forms for Completion (2017)**, ensuring compliance with all due dates, while providing required forms.

LEADERSHIP IN WORKFORCE DEVELOPMENT DIRECTING CONFERENCES

FOUNDING DIRECTOR, ANNUAL HEALTH DISPARITIES CONFERENCE AT TEACHERS COLLEGE, COLUMBIA UNIVERSITY (2 Day In-Person Conference and Online Webinar): 2006-2009; 2013-2015

- Collaborated with behavioral science and public health leaders in designing a model for a major national conference I directed, which focused on evidence-based approaches to reducing health disparities—attracting outstanding keynote speakers (e.g. James Prochaska, Carlo DiClemente, William Miller, G. Alan Marlatt, David Satcher, Cornell West, Michael Moss, Joseph Betancourt, Jeffrey Sachs, David R. Williams, Mindy T. Fullilove, Thomas LaVeist, Michelle Alexander)
- Gained national recognition for directing 7 highly rated 2 day conferences providing National Commission for Health Education Credentialing (NCHEC) continuing education for CHES and MCHES; discontinued in 2009, revived in 2013 at request of new Provost, and discontinued by that Provost in 2015—having become the largest conference at the college.

CO-DIRECTOR OF CONFERENCES PROVIDING WORKFORCE DEVELOPMENT FOR WORKING WITH CRIMINALLY INVOLVED ADOLESCENTS: 2015, 2019

- Co-directed and co-sponsored (i.e. via Research Group on Disparities in Health [RGDH], Center for Health Equity and Urban Science Education [CHEUSE]) event with Dr. Carla Beckford representing the New York State Psychological Association (NYSPA). One-day conference held at Teachers College, Columbia University on 11/21/15 entitled: HEALTH DISPARITIES, TRAUMA, DISRUPTIVE AND CRIMINAL BEHAVIOR AND THE ADOLESCENT BRAIN. Keynote Speakers, Laurence Steinberg, Ph.D. & Kirkland G. Vaughans, Ph.D. Selected peer-reviewed papers published in special theme issue of the *Journal of Infant, Child and Adolescent Psychotherapy*, Volume 15, 2016, Issue 3: Health Disparities, Trauma, Disruptive and Criminal Behaviors and the Adolescent Brain (<https://www.tandfonline.com/doi/full/10.1080/15289168.2016.1214450>).
- Co-directing and sponsoring (i.e. via Research Group on Disparities in Health [RGDH], Center for Health Equity and Urban Science Education [CHEUSE]) a one-day conference/webinar at Teachers College, Columbia University on 12/9/19: THE REPERCUSSIONS OF 400 YEARS (1619-2019) OF OPPRESSION AND VIOLENCE—AND A CONTEMPORARY APPROACH TO VIOLENCE PREVENTION WITH URBAN YOUTH. I will serve as Opening Speaker. Keynote Speaker, Arthur L. Whaley, Ph.D., Dr.P.H.

INNOVATIVE LEADERSHIP FOR REDUCING URBAN HEALTH DISPARITIES, AND ADVANCING PUBLIC HEALTH INFORMATICS

FOUNDING DIRECTOR OF HEALTH EQUITY AND CO-DIRECTOR OF CENTER FOR HEALTH EQUITY AND URBAN SCIENCE EDUCATION (CHEUSE): 2011-Present.

- Developed vision and business plan for Center, gained Provost approval in 2011, identified Center partner (Dr. Christopher Emdin, Director of Urban Science Education) in 2012, and became Co-Founder of CHEUSE in 2013.
- Focus on fostering health equity and reducing urban health disparities through integration of evidence-based behavioral science with information-age technology for health education, disease prevention, and promoting public health—while advancing public health informatics that is culturally tailored for urban populations.
- CHEUSE sponsored Annual Health Disparities Conference at Teachers College, Columbia University (which I founded in 2006) from 2013-2015. As of 2013, CHEUSE serves as the umbrella for the Research Group on Disparities in Health (RGDH), described below.

FOUNDING DIRECTOR, RESEARCH GROUP ON DISPARITIES IN HEALTH (RGDH): 2003-Present.

- Founding Director of RGDH in January 2003, within the Department of Health and Behavior Studies, Teachers College, Columbia University. Advanced vision of the **RGDH Pipeline for Graduating Underrepresented Minority Doctorates** committed to the work of reducing health disparities as researchers and interventionists.
- RGDH mission is to foster health equity and reduce health disparities through the development and evaluation of culturally tailored interventions, while our research with culturally appropriate research measures seeks to identify evidence-based approaches (i.e. “what works” in reducing health disparities). Fellows **receive training for leadership in prevention and intervention science**, and support for returning to/serving their diverse communities toward reducing health disparities.
- Pioneered RGDH methods (i.e. communal group approach) for effectively mentoring under-represented minorities from the United States and global community in the behavioral sciences via a highly successful **RGDH Pipeline for Graduating Underrepresented Minority Doctorates**, thereby *producing excellent retention and timely completion of the Doctorate*.
- Record-breaking performance achieved at Teachers College, Columbia University by sponsoring the highest number of underrepresented minorities graduating at the college with doctorates. From 2003-2019, N=120 RGDH fellows graduated with their doctorate in health education. Current cohort of N=10 fellows in RGDH pipeline for graduation in May 2020.
- Pipeline success includes a high number of RGDH Alumni engaged in NIH funded research as Principal Investigators, or in academia as Professors and Department Chairs, or leaders in Health Services Administration (e.g. Hospital Vice President, Director of Staff Training), or global health initiatives (e.g. Africa, Caribbean, India).
- **The RGDH Alumni Network** is co-led by two exemplars of our success—both Black female Yale University School of Public Health Visiting Faculty Fellows/REID Scholars, on a trajectory for NIH grant success, who are seeking to create a network of support for their RGDH alumni peers also seeking federal grant funding. This reflects how the RGDH Pipeline is extending into communal group mentoring and peer support for those who are part of a new generation committed to health equity in their academic and research careers. And, I still mentor those alumni in academia seeking NIH and other grants.

ADVANCING PUBLIC HEALTH INFORMATICS TO IMPROVE THE EFFECTIVENESS OF HEALTHCARE SERVICES AND ADMINISTRATION—SPECIALIZING IN E-HEALTH

A primary goal of the RGDH is to advance public health informatics to improve effectiveness in healthcare services and administration by creating a **RGDH Library of E-Health Interventions and Products** (i.e. **RGDH-Library**, below) that varied medical providers and public health professionals can use in multiple ways, as follows:

- Having varied hospital/clinic staff watch our **Virtual Grand Rounds videos as healthcare provider training in cultural competence to improve service delivery** to vulnerable LGBT and MSM patients [e.g. See #17,18, Montecalvo et al (2013a, b) in RGDH-Library].
- Having **hospital and clinic waiting rooms play our e-health avatar/cartoon videos with culturally tailored actors** so as to appeal to members of vulnerable diverse urban populations at risk for health disparities—such as to **increase fruit and vegetable intake and physical activity** among African Americans [e.g. See # 13, Chung et al (2013) in RGDH-Library], or **demonstrate how to cook classic cultural dishes so immigrants adhere to My Plate** [e.g. See # 14, Thomas et al (2013) in RGDH-Library], or **learn about the HIV window period** [e.g. See # 27, Aiyedun & Wallace (2018) in RGDH-Library], or **the AADE7 Self-Care Behaviors for Managing Diabetes** [e.g. See. #29, Gesinde & Wallace, 2019 in RGDH-Library)].
- Screening the **avatar/cartoon videos in patient education groups as standardized health education used as a prelude to group discussion or a question and answer period, or before a screening** (e.g. for prostate cancer) [e.g. See # 22, Hall & Wallace (2016) in RGDH-Library]; or, using other e-health products, such as a knowledge test (with all true answers) to **increase screening behavior for cancer** [e.g. See # 33, Wallace & Afram (2019); and See # 8, Sultan-Khan et al, (2010) in RGDH-Library.], or **for HIV** [e.g., See # 15, Garcia & Wallace (2013); See # 26, Sears & Wallace (2018) in RGDH-Library], or **to increase uptake of PEP and PrEP** [e.g., See # 21, Bond & Wallace (2015) in RGDH-Library], or **to introduce methods of contraception** [See # 16, Renne et al (2013) in RGDH-Library], or **to promote HPV vaccination for teens and MSM** [See # 31, Canelo-Villafana, et al (2019); See # 25, Burnham & Wallace (2017) in RGDH-Library]; or **for educating Latina caregivers of older adults with diabetes** [See # 36, Zaldivar & Wallace (2015) in RGDH-Library].
- Disseminating **website and video links accessible by patients on their smart phone or home computer, as an alternative to patient education brochures or booklets** that often are left un-read—while **overcoming low health literacy and comprehension challenges for immigrants and English as a second language patients** (i.e. videos can be over dubbed and viewed in various languages, including when a new refugee or migrant group arrives in a community) [e.g. See # 3, Casseus et al (2017) in RGDH-Library].
- Realizing the value of engaging and often **humorous “edutainment” that can be watched repeatedly by users** who benefit from the entertainment value of the e-health and are **motivated to share it with others** (i.e. early adopters who engage in diffusion of the innovation of receiving disease prevention or public health education via a video they feel compelled to share with peers) [e.g. See # 15, Garcia & Wallace (2013) as **Video 7 has 6,214 views**; in RGDH-Library].

A 16-YEAR NON-TRADITIONAL RESEARCH PROGRAM: INNOVATIVE COLLABORATIVE INVESTIGATIONS WITH 120 DOCTORAL STUDENTS FOCUSED ON HEALTH DISPARITIES

Without the benefit of major external federal funding, the **RGDH Pipeline for Graduating Underrepresented Minority Doctorates** (N=120 from 2003-2019) powerfully demonstrates the possibilities for both mentoring students and working collaboratively with them within a research group—as an **underrepresented minority African American female research scientist myself**; and, doing so, while also shaping *my own original program of research devoted to prevention and intervention science*. In the process, the RGDH has **pioneered across the past 16 years numerous low-cost online research methodologies at the core of our pioneering work in prevention and intervention science**, including:

- Designing a host of culturally appropriate research tools and measures for online surveys with urban minority populations to collect quantitative data, while eliminating costs for in-person data collection and data entry from paper surveys
- Mixed-methods studies using online focus groups, interviews, and open-ended questions added to surveys, while eliminating the cost of transcribing qualitative data
- Accessing low-cost technology available in the public domain for creating website portals and avatar/cartoon videos
- Using the Internet and social media campaigns (i.e. via e-mail, website postings, Facebook, Twitter, LinkedIn, Instagram, etc.) to disseminate online surveys and obtain research samples—eliminating personnel and other costs associated with community outreach and subject recruitment

Numerous graduates have achieved a key aim of the **RGDH Pipeline for Graduating Underrepresented Minority Doctorates** (N=120 from 2003-2019), as **approximately 10% have obtained external federal funding or other state, city or foundation**

grants—reflecting the emphasis placed on this outcome during the process of my mentoring them into a research career trajectory focused on reducing and eliminating health disparities.

EVIDENCE OF A PRODUCTIVE PUBLIC HEALTH INFORMATICS RESEARCH PROGRAM: THE RGDH LIBRARY (RGDH-Libry) OF E-HEALTH INTERVENTIONS AND PRODUCTS (N= 40)

As part of the **RGDH Pipeline for Graduating Underrepresented Minority Doctorates** and increase their representation in the field as *urban, national and global prevention and intervention research scientists*, there have been 120 doctoral dissertations sponsored by Professor Barbara Wallace from 2003-2019. Within the resultant 120 doctoral dissertations, **30% (n=36) have been E-Health interventions or products**. This reflects my key leadership role in e-health study methods, measures, design, and script-writing for videos; and, in **pioneering published (online) e-health interventions and products via culturally tailored websites and avatar/cartoon videos within** a public health informatics mission emphasizing a new paradigm for e-health design. See the **RGDH Library of E-Health Interventions and Products (RGDH-Libry)** listing, below.

RGDH LIBRARY (RGDH-Libry) OF E-HEALTH INTERVENTIONS AND PRODUCTS ALREADY PUBLISHED ONLINE (N=36)

- 1 - Bacon, D., **Wallace, B.C.**, Misra, R. (2007). Welcome to **www.DIVAhealth.org** (Develop Individual Values, Attitudes, and Skills) Website Portal—Featuring E-Health for Black Women on STDs, Contraception, Relationships, Our Men, Where to Go, and 19 Videos. Retrieved from: <http://divahealth.org/>
(Note: the 2007 website expanded beyond original 9 tabs to include 23 additional tabs for subsequent Research Group on Disparities in Health [RGDH] brief online interventions and dissertation studies hosted on the website)
- 2 - Bacon, D., **Wallace, B.C.**, Sexton, J, Misra, R. (2007). 19 Videos for **DIVAS** (Develop Individual Values, Attitudes and Skills): Culturally Tailored E-Health for Black Women on STDs, HIV/AIDS, HAART, HIV Testing—and Negotiating Condom Use and Voluntary Counseling and Testing with Partners.
Retrieved from: http://www.divahealth.org/flash/video_19.html#video
- 3 - Casseus, C., Bacon, D., **Wallace, B.C.**, Sexton, J. Misra, R. (2007). 18 Creole Videos for **DIVAS** (Develop Individual Values, Attitudes and Skills): Linguistically and Culturally Tailored E-Health for Haitian Women on STDs, HIV/ AIDS, HAART, HIV Testing—and Negotiating Condom Use and Voluntary Counseling and Testing with Partners. (N=18, excluding original welcome video in English)
Retrieved from: http://www.divahealth.org/flash/video_19.html#video (mute video and click at bottom for Creole)
- 4 - Castor, C., **Wallace, B.C.**, Casseus, C. Alliancin, M., Sabain, S., Bacon, D., Misra. R. (2008). The Haitian Station on **www.DIVAhealth.org** Featuring 6 Videos in Creole as Linguistically and Culturally Appropriate HIV Prevention for the Global Haitian Community. (1-Sugar Daddy, 2-Stigma and Fear of HIV, 3-Tell Your Mother, 4-Each One Teach One, 5-Closing Comments for Men, and 6-Closing Comments for Women)
Retrieved from: http://www.divahealth.org/video_creole/creole_6.html
- 5 - Samuel, T., **Wallace, B.C.**, Bacon, D., Misra, R. (2008). Beauty Shop Station on **www.DIVAhealth.org**: Adapting Beauty Shops to Include a Health Internet Station Showcasing the DIVAS Website for Access to Sexual Health Education. Retrieved from: http://www.divahealth.org/beauty_shop.html
- 6 - Bahl, A., **Wallace, B.C.**, Bacon, D., Misra, R. (2008). Capacity Building Exercises on **www.DIVAhealth.org**: Training to Become a Community Resource as an HIV/AIDS Peer Educator (An online tool based on a publication by Wallace [2005b]. See list of Publications in CV). Retrieved from: http://www.divahealth.org/capacity_building_hiv.htm
- 7 - Rao, B. S., **Wallace, B.C.**, (2009). The Development, Implementation, and Evaluation of a Culturally Relevant, Web-Based Healthy Heart Program for South Asian Women.
Retrieved from: <https://tinyurl.com/Rao-Web-Based-HeartHealth-Prog> (43:32 - Rao describes program)
- 8 - Sultan-Khan, L., **Wallace, B.C.**, Bacon, D., Misra, R. (2010). Breast Cancer (BC) Awareness & Prevention Portal on **www.DIVAhealth.org**: About BC, Screening, Diagnosis, Treatment, Recovery, Resources and New BC Knowledge Test (with all true answers to increase knowledge). Retrieved from: <http://www.divahealth.org/BreastCancer/Awareness/Prev/index.html>
- 9 - Tettey, N., **Wallace, B.C.**, Bacon, D., Misra, R. (2010). The “Eat Healthy! Be Active!” Wellness Portal on **www.DIVAhealth.org**: Learning About Overweight and Obesity, Measuring Overweight and Obesity, Action Steps,

Being Active, Eating Healthy, Important Tips, and Recipes. Retrieved from:
<http://www.divahealth.org/EatHealthy/BeActive/index.html>

- 10 - Murray-Bachman, R., **Wallace, B.C.**, Bacon, D., Misra, R. (2010) The Online Diabetes Self-Management Peer Education Training Using 13 Training Videos: A Portal on **www.DIVAhealth.org**. Retrieved from: <http://www.divahealth.org/DiabetesPeerEducation/Training/index.html>
- 11 - Bratts, T., **Wallace, B.C.**, (2010). An Innovation for Conducting Online Focus Groups on **www.DIVAhealth.org** Using a Protocol to Ensure Anonymity—as Moms Talk About the Flu and Child Vaccination Practices. Retrieved from: <http://www.divahealth.org/MOMSonFLU/Talk/index.html>
- 12 - Rivet, M., **Wallace, B.C.**, (2012). Resources for Female Veterans: A Portal on **www.DIVAhealth.org** for Connecting Female Veterans to 17 Sources of Assistance—As Part of Study Survey Participation. Retrieved from <http://www.divahealth.org/FemaleVets/Survey/index.html#female>
- 13 - Chung, A., **Wallace, B.C.**, Stanton-Koko, M., Bacon, D., Misra, R. (2013). The Mom and Child Plates Website Portal on **www.DIVAhealth.org**: A PowerPoint Slideshow for Moms and 9 Two-Minute Cartoons on Healthy Eating Using MyPlate and Let's Move to Increase Physical Activity—Culturally Tailored for African American Mother-Child Dyads. Retrieved from: <http://www.divahealth.org/MomAndChildPlates/>
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 # 4-Video–Screening for STDs After Unprotected Anal Sex <https://tinyurl.com/4-Screening-for-STDs-After-UPS> [1:36] (3,365 views)
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 Wk # 3-Video # 5-Breathe, Relax, Feel, Watch, Allow: BRFWA Core Tenets of KripaluYoga <https://tinyurl.com/5-KK-Yoga-Breathe-Relax-Feel> [30:23]
 Wk # 3-Video # 6-How to Refill the Well <https://tinyurl.com/6-KK-Yoga-Refill-the-Well> [31:44]
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- Wallace, B. C.** (1996b). Counseling the cocaine dependent client. *Directions in Substance Abuse Counseling*, 4, 6., 6-3 - 6-6.

MANUSCRIPTS IN PREPARATION FOR SUBMISSION TO PEER-REVIEWED JOURNALS (N=2)

Note ** with student*

- **Lian, Z.* **Wallace, B.C.**, (in progress). Mental health help-seeking intentions among Chinese international students in the U.S. education system: Role of coping self-efficacy, acculturation, social support, and stigma for seeking psychological help
- **Castillo, T. P.* **Wallace, B.C.**, (in progress). Understanding Gender-Based Violence and Reproductive Rights Among Indigenous Women: Community Leader Perspectives from Bangladesh and Nepal

PUBLISHED OP/ED PIECE (N=1)

- Wallace, B. C. (2006d) Listen to the voices of the modern day enslaved in the United States prison economy: Do you hear an ethical dilemma? In J. Kleinig & S. Einstein (Eds). *Ethical Challenges for Intervening in Drug Use: Policy, Research and Treatment Issues*, Office of International Criminal Justice (OICJ) Press.

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- Wallace, B. C.** (2013). Making the case for progress and urgent action on health disparities. [A review of the book *How far have we come in reducing health disparities—progress since 2000*, Workshop Summary, by K. M. Anderson and the Board on Population Health and Public Health Practice, Institute of Medicine, The National Academies of the United States.] *PsycCRITIQUES*, 58, (17). doi: <http://dx.doi.org/10.1037/a0032152>
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Bernard, G. & Wallace, B. C. (1986). Cigarette advertising, role model behavior, and sales: A causal time series model. In *Proceedings of the Division of Consumer Psychology: 94th American Psychological Association Convention*.

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GOVERNMENT PUBLICATIONS (N=2)

Kleber, H. , Consensus Panel Chair; **1 of 20 Consensus Panel Members.** Wallace, B. C. (1994). *Assessment and treatment of cocaine-abusing methadone-maintained patients: Treatment improvement protocol (TIP) series*, U.S. Department of Health and Human Services, Rockville, Md.

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NON-ACADEMIC PUBLICATIONS AS A COMMUNITY SERVANT (N=15)

BOOKS (N=4)

Ayebofo, N.K. & Wallace, B. C. (2017). *Awakening Beyond Physicality*, StarSpirit Press

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Wallace, B.C. (2008). *African Shamans and Ancient Shrines*. StarSpirit Press

Wallace, B.C. (2008). *50 Years and Counting: The Legendary Art and Genius of Arthur Hall—A 2008 Celebration of the Infusion of African Dance, Drumming, Culture and Art into the Fabric of American Life*. StarSpirit Press

PRO-BONO EDITORIAL WORK: BOOKS EDITED FOR A NON-PROFIT PRESS (N=4)

Ayebofo, N.K. (2017). *Celestial Prophecies*, StarSpirit Press.

Ampene, K. (2009). *History of the Guan-Speaking Peoples of Ghana: The Undisputed Aborigines of Ghana*. StarSpirit Press

Ayebofo, N.K. (2017). *Celebrating the Life of Nana Okomfohene Akua Oparebea*, StarSpirit Press.

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CHILDREN'S BOOK: NEW YORK STATE 3RD PLACE WINNER IN 1997 HIV/AIDS EDUCATION MATERIALS COMPETITION, Spring, 1997 (N=1)

Wallace, B. C. (1997). *Let me tell you why: An educational learning tool about HIV/AIDS for children age 8 and above*.

ARTICLES IN COMMUNITY-BASED JOURNALS (N=6)

- Wallace, B. C.** (2000c). New millennium resolutions: Making healthy behavior change last: Part I., *The Biakoye Newsletter*, Vol 3. No. 1 pp.3, 5
- Wallace, B. C.** (2000d). New millennium resolutions: Making healthy behavior change Last: Part II., *The Biakoye Newsletter*, Vol 3. No. 2. pp. 4, 7
- Wallace, B. C.** (2000e). Ending violence in the new millennium: Doing our part., *The Biakoye Newsletter*, Vol 3. No. 2, pp.6, 8
- Wallace, B. C.** (1994a). What is quality addiction treatment in an urban environment?, *The Journal of Urban Addiction*, III, No.1, Spring, 8-10
- Wallace, B. C.** (1994b). Moving beyond competition in chemical dependency treatment, *The Journal of Urban Addiction*, III, No.2, Summer, 22-25
- Wallace, B. C.** (1993c). Crack: The nature of the treatment challenge, *The Journal of Urban Addiction*, II, No.1, Spr, 8-10

PROFESSIONAL PRESENTATIONS – KEYNOTES, WORKSHOPS, PAPERS (N=89) *Selected Since 2000*

I - PUBLIC HEALTH POLICY PRESENTATIONS (N=27)

Advancing Addiction Healthcare Versus Harsh Criminalization Policy

“SEATTLE, WA Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). My 2 hour session date within PI’s week-long training to be confirmed for May, 2020.

“BURLINGTON, VT, Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). My 2 hour session date within PI’s week-long training to be confirmed for April, 2020.

“SAN JOAQUIN, CA Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). My 2 hour session date within PI’s week-long training to be confirmed for April, 2020.

“SAINT LOUIS, MO Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). My 2 hour session date within PI’s week-long training to be confirmed for March, 2020.

“BOULDER, COLORADO Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). My 2 hour session date within PI’s week-long training to be confirmed for March, 2020.

“HAWAII Statewide Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). My 2 hour session date within PI’s week-long training to be confirmed for March, 2020.

training to be confirmed for February, 2020.

“DELAWARE Statewide Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). My 2 hour session date within PI’s week-long training to be confirmed for February, 2020.

“BEND, OREGON Training of Prosecutors to Embrace Public Health Policy Versus War on Drugs Policy: Diverting Drug-Involved Offenders to Integrated Health Services to Meet the Needs of Those Presenting Addiction, Trauma, and Mental Disorders,” Invited Address, Sponsored by Prosecutor Impact (PI). 2 hour session within PI’s week-long training October 24, 2019

“Urban and Global Health: Culturally Appropriate Research, Practice, and Policy—Special Year 2014 Focus on Lessons Learned from an Analysis of 30 Years Since the Dawning of the Crack Epidemic in 1984.” Opening Conference Plenary Address, Sixth Annual Health Disparities Conference at Teachers College, Columbia University. New York, NY. March 7-8, 2014.

“Culturally Appropriate Research, Practice, and Policy Approaches to Health Disparities Within a Stress and Coping Bio-Psycho-Social-Environmental-Cultural Framework,” Opening Conference Plenary Address, Fifth Annual Health Disparities Conference at Teachers College, Columbia University. New York, NY. March 15-16, 2013.

“Toward Effective Research and Advocacy for Health Equity: Guiding Principles for Research and Social Action,” An Invited Paper Presented at a Symposium on “Power, Politics and the Use of Urban Health Research” as part of A Collection of Original Articles about Urban Health Equity Research & Knowledge Translation, Toronto, Canada. February 17-18, 2011.

“Beyond War on Drugs Policy: Clinical Management of the Interplay of Issues Involving Race, Class, Substance Use, Transference, and Countertransference—and Ensuring Successful Outcomes,” A workshop presented at the New York State Psychological Association’s (NYSPA’s) Division on Addictions Conference on the theme of “Drug Wars and Drug Laws” Addiction Treatment Through the Lens of Race, Politics and Culture,” Co-Sponsored with the New York University Department of Psychology, New York University, Kimmel Center, January 14, 2011.

“FORDHAM LAW SCHOOL II - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding Addiction in An Era of Evidence-Based Practice and the Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the New York State “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. At an even co-sponsored by the Fordham Law Drug Policy Reform Project and the Fordham Black Social Work Student Group. Fordham University Law School, NY, NY, January 19, 2006.

“An Evidence-Based Approach to Reducing Key Health Disparities: A Model for Making Mandated Addiction Treatment Work,” Paper presented at the First Annual Health Disparities Conference at Teachers College, Columbia University, NY, NY, March 11·2006.

“NATIONAL ASSOCIATION OF SOCIAL WORKERS # II - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding the Disease of Addiction in An Era of Evidence-Based Practice and The Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. Hosted by the National Association of Social Workers, New York City Chapter, at their headquarters, NY, NY April 5, 2006.

“Making Mandated Addiction Treatment Work,” Invited workshop at the New York State Psychological Association Division on Addictions 2006 Conference on Addiction Treatment in Metamorphosis: Paradigm Shift in Theory and Practice, The New School – Wollman Hall, New York, NY. Friday, April 28, 2006.

“Current Controversies: Pragmatic Harm Reduction Therapy with Court Mandated Clients,” An Invited Panel Presentation at The First National Harm Reduction Therapy Conference, entitled “Bringing Us Together,” Hosted by G. Alan Marlatt, South Campus Center, University of Washington, Seattle, Washington. May 6, 2006.

“Controversies in Harm Reduction Therapy with Court Mandated Clients,” A Second Invited Panel Presentation at The First National Harm Reduction Therapy Conference, entitled “Bringing Us Together,” Hosted by G. Alan Marlatt, South Campus Center, University of Washington, Seattle, Washington. May 6, 2006.

“FORDHAM LAW SCHOOL I - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding Addiction in An Era of Evidence-Based Practice and the Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the New York State “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. Fordham University Law School, NY, NY, October 30, 2005.

“WEST NYACK NY - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding Addiction in An Era of Evidence-Based Practice and the Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the New York State “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. West Nyack, NY, NY, At an event co-sponsored by the Rockland Council on Alcoholism and other Drug Dependence, Community Action Partnership of Rockland County, Nyack Branch NAACP Youth Council, Nyack Hospital Recovery Center, Spring Valley Branch NAACP, etc., October 20, 2005.

“HARLEM, NY # II - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding Addiction in An Era of Evidence-Based Practice and the Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the New York State “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. Create, Inc., Harlem, NY, February 18, 2003.

“Meeting the Continuing Crack Cocaine Treatment Challenge,” Invited Keynote address delivered at a Conference on “Delivering Culturally-Proficient Care for Clients with Addictions,” Clarion Hotel & Suites-Blue Ash, Cincinnati, Ohio, April 24, 2003.

“Creating Tailored and Integrated Addiction Treatment for African American Clients,” Invited Workshop Presented at a Conference on “Delivering Culturally-Proficient Care for Clients with Addictions,” Clarion Hotel & Suites-Blue Ash, Cincinnati, Ohio. April 24, 2003.

“HARLEM, NY # I - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding Addiction in An Era of Evidence-Based Practice and the Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the New York State “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. Saint Phillip’s Church, Harlem, NY, NY, April 28, 2003.

“NATIONAL ASSOCIATION OF SOCIAL WORKERS # I - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding Addiction in An Era of Evidence-Based Practice and the Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the New York State “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. New York City Chapter, National Association of Social Workers, New York, NY, May 7, 2003.

“ALBANY, NY - Need for Public Health Policy Emphasizing Addiction Healthcare Versus Harsh Policy of Criminalization: Understanding Addiction in An Era of Evidence-Based Practice and the Biopsychosocial Approach,” A presentation given within a workshop sponsored by the Isiah Project and the New York State “Drop the Rock” Campaign for repeal of the harsh New York State 1970s era Rockefeller Drug Law. Chancellor Hall, Albany, NY October 23, 2003.

“Understanding Addiction: Biological, Psychological and Social-Environmental-Cultural Factors,” An invited Keynote Address Presented for ARISE Meeting on the Equity Agenda for Tech Valley Schenectady (before an estimated audience of 1,000, at this special meeting), New York, NY, November 18, 2003.

II - PUBLIC HEALTH INFORMATICS PRESENTATIONS (N=8)

Innovating Culturally Tailored E-Health Interventions and Products for National and Global Reach—Following Our New Paradigm for Design**

"E-Health Interventions Using Avatar Videos to Address Health Disparities: Results of Online Survey Evaluations Conducted by the Research Group on Disparities in Health." An oral presentation at the 2015 Health Informatics and Technology Conference, Baltimore, MD, October 20, 2015

"Creating Avatar Videos to Address Health Disparities: Using Social Networks to Disseminate E-Health and Survey for Data Collection with At Risk Populations." A presentation at the 141st American Public Health Association (APHA) Annual Meeting, Boston, MA. November 2 – 6, 2013.

"Diffusing the Innovation of an Online Virtual Grand Rounds Series Using Avatar Videos for Cultural Competence Training for Healthcare Providers: Responses to <http://culturalcompetencetraining.org>." A presentation at the 141st American Public Health Association (APHA) Annual Meeting, November 2 – 6, 2013, Boston, MA

"E-Health Research and Interventions via an Innovative Website: Meeting the Health Challenges of Women of Color Across the Life Span," A presentation at the 140th American Public Health Association (APHA) Annual Meeting, 10/27-10/31/12

"Waves of the Future: Utilizing Technology for HIV/AIDS Prevention and Healthy Living Via the Global HELP – Health Education Leadership Program." Presentation the 137th American Public Health Association (APHA) Annual Meeting, 11/9/09

"Introduction to a Recommended Model for Training Trainers of HIV/AIDS Prevention Peer Educators: The Role of an Internet Hub in Building Local and Global Capacity," A featured talk at the Third Annual Health Disparities Conference at Teachers College, Columbia University, March 8, 2008.

"A Sample Virtual Hub and Internet Website Designed to Ensure the Right to Access to HIV/AIDS Prevention Information for Women of African Descent Around the Globe—As Public Health Without Borders," An oral presentation at the 136th American Public Health Association (APHA) Annual Meeting. San Diego, CA. October 28, 2008.

**** "The DIVAhealth.org Website and Research Group on Disparities in Health Vision for Global Online Dissemination of Health Education,"** A presentation with my Doctoral Students, Donna T. Bacon, LCSW, MSW, M.S. and Rupananda Misra,** at the Second Annual Health Disparities Conference at Teachers College, Columbia University, NY, NY, March 10, 2007.

III – PRESENTATIONS ON HEALTH DISPARITIES, HEALTH EQUITY, CULTURAL COMPETENCE AND SOCIAL DETERMINANTS (N=30)

Meeting the Needs of Vulnerable, Diverse, Urban, Indigenous and Global Populations for Healing and Skills for Coping

"Racial Cultural Skill Acquisition for Coping with 400 Years (1619-2019) of Racism and Oppression—as Contemporary Skills for Ongoing Resilience," Paper presented at the 35th Annual Conference of the International Black Women's Congress (IBWC), Wyndham Hotel, Virginia Beach, VA. September 20, 2019.

"Taking Action for Health Equity—Diversifying the Health Professions as a Key Focus: Role of Anchor Institutions and Each of Us," Invited Opening Keynote Address, 2018 Pathways to Health Careers Summit, The Park Hyatt, Carlsbad, CA. March 5, 2018.

“Overview of Microaggressions, and Cultural Humility and Awareness,” A Paper Presented at the Conference, Mindfulness into Action for Cultural Humility and Awareness: Toward Ending Microaggressions and Fostering Harmony, Teachers College, Columbia University, New York, NY. May 13, 2016.

“African and Global Indigenous Perspectives on Health and Psychological Well-Being: Toward a Health-Psychological Science for Healing from the Trauma of Racism and/or Oppression,” An Invited Paper Presented at the 8th Annual Psychology Day at the United Nations. Theme—Reducing Health Inequities within and Among Countries: Psychology’s Contributions to the United Nations Post-2015 Global Agenda. United Nations. New York, NY, April 30, 2015.

“New Unified Health-Psychology for Healing Global Trauma from Racism and/or Oppression: Integrating African and Indigenous Perspectives,” Invited Keynote Address at the 11th Annual ATOP (Association for Trauma Outreach and Prevention) Meaningful World Mind-Body-Eco-Spirit Festival. Theme—Transforming Racial, Ethnic, Religious Divisionism: Nurturing Human Dignity & Ecological Harmony. United Nations Plaza, NY, NY, June 11, 2015.

“Toward Healing for Peoples of the African Diaspora and Cultural Unity: Understanding the Papal Bulls as the Root of Enslavement and Five Centuries of Racism/Oppression.” Paper presented at the 31st Annual Conference of the International Black Women's Congress (IBWC), Wyndham Hotel, Virginia Beach, VA, September 18-20, 2015.

“Moving from the New Jim Crow to the New Paradigm: Cultural Competence and Communication Training for Police, First Responders, Teachers, Students, and Varied Professionals and Community Members Via Brief Motivational Interviewing—As New Paradigm Communication for All,” Opening Conference Plenary Address, Seventh Annual Health Disparities Conference at Teachers College, Columbia University, NY, NY, March 6-7, 2015.

“Evidence from nurses and social workers: Social determinants of inequality in health care service delivery as a challenge to achieving wellness across the lifespan,” A presentation at the 140th American Association of Public Health (APHA) Annual Meeting, October 27 - October 31, 2012

“A Cultural Competence Approach: Expanding Knowledge and Consciousness via Ancient African Wisdom,” A presentation with Nana Korantemaa Aybebofo (African Shaman in Akan Spiritual Tradition of West Africa) at the Call for Consciousness Conference, Baltimore, MD, November 2, 2012.

“The Goals of Transforming Education While Supporting Identity Development: A Role for African Religion, Cultural Practices and Traditions,” A presentation with Nana Korantemaa Ayebofo (African Shaman in the Akan Spiritual Tradition of West Africa) at the “International Forum on Education, Diversity and Identity,” Sponsored by the Office of the Mayor of the City of Salvador, the Municipal Secretary of Education, Culture, Sports, and Leisure, Bahia, Brazil; and, The City of Philadelphia’s Mayor’s Commission on African and Caribbean Immigrant Affairs. Bahia, Brazil, November 25-27, 2010.

“Achieving Cultural Competence: Acquiring Requisite Knowledge, Attitudes, and Skills for an Evidence-Based Revolution Bringing Equity in Health to All,” Opening Plenary Address, Fourth Annual Health Disparities Conference at Teachers College, Columbia University, New York, NY. March 6, 2009.

“Our World, Our Community: Building Bridges for Health Equality” Invited Keynote for the 11th Annual William T. Small, Jr. Keynote Lecture at the 30th Annual Minority Health Conference presented by the Minority Student Caucus of the University of North Carolina, Gillings School of Global Public Health, in collaboration with both the University’s Dean’s Office & the North Carolina Institute for Public Health. Durham, North Carolina. February 27, 2009.

“What is the Role of Psychologists and Educators in the Global Civil Rights Movement for Health?” A workshop presented at the February 2008, 25th Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education. Teachers College, Columbia University, NY, NY. February 16, 2008.

“Toward Global Health Transformation: Research, Demonstration Projects, and Model Interventions,” Opening plenary address at the Third Annual Health Disparities Conference at Teachers College, Columbia University, March 7, 2008.

“Landmarking: Future Directions in Forging Equity in Health for All,” The First Annual Freedom’s Voice Conference at Morehouse School of Medicine, Sponsored by The Community Voices Initiative at the National Center for Primary Care at Morehouse School of Medicine, inviting “an assembly of the nation’s leaders in civil rights and healthcare disparities to address the relationship between poor health and other inequities in society. Community Voices is cultivating experts to participate from a national coterie of respected academic institutes and think tanks.” April 9-11, 2008.

“Combining Antivirals with Prevention Interventions to Reduce High Risk Behavior and Community-Wide Rates of Infection: An Evidence-Based Model for Training Peer Educators” Keynote Speaker on Track 4-1 (Antivirals on HIV). Session 13:30-17:30. BIT Life Sciences 2nd Annual World Summit of Antivirals, Conference theme: Meeting the Health Challenges in the Era of Globalization. Beijing International Convention Center, Beijing, China. July 18, 2009

“A Realistic Overview of Drugs and HIV in Communities of Color: A Psychologist’s Perspective,” Invited Keynote Address at the North Carolina Harm Reduction Coalition, Inc.’s First Statewide Conference on “Drug Use and HIV/HCV: Another Unaddressed Concern for Native Americans, African Americans, and Latino Americans,” Sheraton Imperial Hotel, Durham, North Carolina. May 21, 2007.

“Welcome Remarks and the Conference Call—Declaring a Decade of Health Disparity Reduction: Toward Evidence-Based Models,” A plenary presentation at the First Annual Health Disparities Conference at Teachers College, Columbia University, NY, NY, March 10th, 2006.

“Training in Essential Health Disparity Reduction Skills: Stages of Change, Motivational Interviewing, and Relapse Prevention to Address HIV/AIDS, Childhood Asthma, and Other Health Disparities,” Workshop presented at the First Annual Health Disparities Conference at Teachers College, Columbia University, NY, NY, March 11, 2006.

“Toward an Integrated Approach to Reducing Health Disparities: African Healing Wisdom and Evidence-Based Behavior Change Strategies,” A Panel Presentation at the Symposium on Indigenous African Spiritual Traditions, entitled Healing and Indigenous African Wisdom, Teachers College, Columbia University, NY, NY, April 22, 2006.

“Highlights of the March 10-11, 2006 First Annual Health Disparities Conference at Teachers College, Columbia University,” An invited Luncheon Address at the First Annual University Research Seminar for Understanding Fundamental Disparities in Health, Rotunda of Low Library, Columbia University, NY, NY April 24, 2006.

“Reducing Health Disparities Impacting Black Women,” Presentation at the 22nd Annual Conference of the International Black Women’s Congress (IBWC), Toronto, Canada. September 23, 2006.

“New Research Tools for Assessing the Impact of Racism as a Barrier to Individual and Organizational Multicultural Competence,” Invited Paper Presentation at the 22nd Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education. Conference theme: “Racism as a Barrier to Racial-Cultural Competence in Psychology and Education,” Teachers College, Columbia University, NY, NY. February 19, 2005.

“Black Women and Health.” Presentation at the 21st Annual Conference of the International Black Women’s Congress (IBWC), Radisson Hotel, Indiana, Illinois. September 24, 2005.

“Building Cultural Competence by Learning Practical Skills for Coping with Racism and Oppression,” A Workshop at the 21st Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education, given by Barbara C. Wallace, Ph.D., Ma’at E. Lewis, Ph.D., and Lisa M. Lewis, Ph.D., Teachers College, Columbia University, NY, NY. 2/ 21/ 2004.

“Understanding Damage to Identity,” A presentation at the 20th Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education, Teachers College, Columbia University, NY, NY, Feb. 21, 2003.

“Acquiring Adaptive Cognitive Coping Rooted in African Culture, Given Contemporary Challenges to Identity for African Americans,” Invited presentation at The Institute for Divine Wisdom, Atlanta, GA. July 12, 2002.

“A Psychology of Oppression, Liberation, and Identity Development: Theory and Experiential Exercises for Promoting More Positive Identity Statuses,” Workshop Co-facilitated with Nana Korantemaa Ayebofo (African Shaman trained in West African Akan traditional spiritual practices) at the 18th Annual Winter Roundtable on Cross-Cultural Psychology & Education, Teachers College, Columbia University, NY, NY. February 24, 2001.

“Enlightened Leadership across Africa in the New Millennium: Healing Wounds from Historical Domination and Oppression and Forging Social Justice for All with the Tools of Education and Culture.” An invited paper presented at the Emerging Leadership Conference sponsored by the Desmond Tutu Peace Academy, Radisson Waterfront Hotel, Cape Town, South Africa, August 16, 2001.

“Facilitating Affective, Behavioral and Cognitive Transformation When Confronting and Healing the Wounds from Slavery,” Workshop providing CE credits at the 2000 Annual Convention of the Association of Black Psychologists. Co-facilitated with Nana Korantemaa Ayebofo (African Shaman trained in West African Akan traditional spiritual practices). Elmina, Ghana, Africa. August 2, 2000.

IV- HEALTHCARE SERVICE DELIVERY PRESENTATIONS (N=7) [102 not listed as prior to 2000] ***

Improving Strategies and Effectiveness by Training Healthcare Providers

“Treatment of Substance Use Disorders: From Dual Disorders to Disordered Coping with Stress—A Bio-Psychosocial-Environmental-Cultural Framework to Guide Practice,” A Presentation at the Seventh Annual Health Disparities Conference at Teachers College, Columbia University, NY, NY, March 6-7, 2015.

“Morehouse School of Medicine Plenary Panelist on Healthcare for the Underserved,” The 2009 Community Voices, Freedom’s Voice Conference, April 30-May 1, 2009, hosted by Community Voices: Healthcare for the Underserved, an initiative of Morehouse School of Medicine. Community Voices’ cultivation of “experts to participate from a national coterie of respected academic institutes and think tanks.” Spoke on panel as invited guest, May 1, 2009.

“Keynote Address: Improving Outreach and Services with African-American Families Needing Alcohol and Other Drug Treatment,” Invited Keynote address, at the Pleasant Hill Community Center, Contra Costa County, CA. June 13, 2008.

“Skills Training for Providers: Improving Outreach and Services with African-American Families Needing Alcohol and Other Drug Treatment,” A Skills Training Workshop, at the Pleasant Hill Community Center, Contra Costa County, CA. June 13, 2008.

“Training in Cultural Competence, Motivational Interviewing, and Brief Interventions to Maximize Quality and Equity in Health Care Service Delivery,” A 60 minute training workshop at the Second Annual Health Disparities Conference at Teachers College, Columbia University, NY, NY, March 10, 2007.

“Chemical Dependency and HIV: Guidelines for Community Outreach Workers,” An intensive training workshop in Richmond Virginia, May 12, 2000. A state-wide sponsored training initiative for new outreach workers.

“A Call for International Collaboration in Addressing the AIDS Epidemic,” Endnote Speaker addressing the conference theme of “Global Collaboration: Health and Healing Through Sharing” at the Third Annual International Conference of the Global Society for Nursing and Health, Fordham University, NY, NY. October 13, 2000.

*****[NOTE: Excluded 102 Presentations and Training Sessions for Providers designed to improve their healthcare service delivery and administration of care from period 1999-1989. The above listing is since the year 2000.]**

V - COMMUNITY EMPOWERMENT PRESENTATIONS

Advancing Innovations to Empower Vulnerable Communities (N=18)

“Awakening Beyond Physicality,” An invited three-hour workshop delivered to the international student body of the Spirituality Mind Body Summer Institute (Director, Lisa Miller, PhD), Teachers College, Columbia University with the African Shaman Nana Korantemaa Ayebofo, New York, NY. June 28, 2018

“Spiritual Development and Awakening Beyond Physicality: African Wisdom as Providing African Answers for a New Reality,” at the Annual Meeting of the Association for the Study of Classical African Civilizations (ASCAC), Community College of Philadelphia, Philadelphia, PA. March 17, 2018.

“Water and Public Health: Community Health Planning and Partnership Creation to Bring a Community Water Project to a Town in Rural Ghana, Africa.” Oral Presentation at the 137th American Public Health Association (APHA) Annual Meeting, [In session # 3021.0, Environmental Health, Assessment, and Action: Bringing It All Together], November 9, 2009.

“A Recommended Model for Training HIV/AIDS Prevention Peer Education: Promoting Community Empowerment and Self-Determination of Health Through Education, Song, and Theatre,” A Government Requested Colloquia Presentation to the Russian Delegation of Public Health Officials, Arranged and Sponsored by the U.S. State Department; 2 Translators Provided by the U.S. State Department. Milbank Chapel, Teachers College, Columbia University. February 9, 2006.

“The Community Forum Model: A New Intervention for Promoting Empowerment and the Taking of Action for Social Justice,” Workshop Presentation at the 23rd Annual Teachers College Winter Roundtable on Cross-Cultural Psychology and Education. Conference theme: “Empowerment and Social Justice,” Teachers College, Columbia University, NY, NY. February 24, 2006.

“A Guide to Achieving Success in Completing the Doctoral Dissertation: It’s as Easy as “1,2,3” and “A,B,C.” A Workshop for Doctoral Students, Teachers College, Columbia University, April 20, 2006.

“A Community Forum: Presentation of Key Curriculum Concepts and Facilitated Dialogue” with members of the general public as a workshop-type experience, held at the African American Museum in Philadelphia, Philadelphia, PA, October 8, 2006.

[7 Community Workshops] “A Community Forum: Presentation of Key Curriculum Concepts and Facilitated Dialogue” with members of the general public as a workshop-type experience, held at the Comprehensive Center for Fathers in Philadelphia, PA, on 3rd Sun. of each month: Feb 2005, March 2005, April 2005, May 2005, June 2005, July 2005, Sept 2005.

“Learning APA Guidelines and How to Improve Your Writing.” A workshop delivered for pre-med students. Columbia University. Columbia University, NY, NY. July, 2005.

“The Black Student Network APA/Writing Workshop: Learning APA Guidelines and How to Improve Your Writing.” A workshop delivered for a second time, due to the success of the first--as service as the Faculty Sponsor of the Black Student Network and open to the entire community at Teachers College, Columbia University, NY, NY, 2/19/2003.

“The Black Student Network APA/Writing Workshop: Learning APA Guidelines and How to Improve Your Writing.” A workshop delivered as the Faculty Sponsor of the Black Student Network and open to the entire community at Teachers College, Columbia University, NY, NY, October, 16, 2002.

“Declaring Our Interdependence: Creating Alliances with Africa to Meet the Global HIV/AIDS Challenge,” A Presentation at the Annual Meeting of the Society of Public Health Education (SOPHE), Philadelphia, PA. October 2002.

GLOBAL SERVICE

FOUNDING DIRECTOR, GLOBAL HELP – HEALTH AND EDUCATION LEADERSHIP PROGRAM: 2003-Present.

- **GlobalHELP was selected for funding as a TRIANGLE INITIATIVE of the Columbia Center for New Media Teaching and Learning**, given their specializing in using information-age technology to enhance learning—while selecting and working closely with faculty across Columbia University.
- Addressing the global HIV/AIDS pandemic, GlobalHELP serves as an online virtual hub for open-access global dissemination of HIV/AIDS prevention curriculum (i.e. See Wallace, B. C., [2005b] under Publications/Books) for training peer educators and community health workers in low resource communities around the globe.
- At height of activity (2005-2009), several graduate students pioneered globally culturally tailored models of HIV/AIDS peer education training (i.e. India, Africa [Sierra Leone, Togo, Ghana], Caribbean [Jamaica, Haiti]).
- GlobalHELP is still integrated with courses taught by me within the Department of Health and Behavior Studies, Teachers College, Columbia University, while serving as a model for students seeking to achieve course objectives
- GlobalHELP demonstrates engagement in *prevention and intervention science* within the global community, while focusing on the goal of reducing the risk of HIV transmission—via the training of peer educators.

NATIONAL SERVICE AND PROFESSIONAL MEMBERSHIP

HONOR OF FELLOW STATUS

- American Psychological Association. Honored May 2006. Division 45, Society for the Psychological Study of Culture, Ethnicity and Race
- American Psychological Association. Honored January 1999. Division 50, Society of Addiction Psychology

MEMBER STATUS

- American Psychological Association. January 1987 - present.
 - Division 50, Society of Addiction Psychology, 1993 - present.
 - Division 45, Society for the Psychological Study of Culture, Ethnicity and Race, 2006 - present.
- American Public Health Association, 2005 - present.
- Society of Public Health Education, Intermittently since 1993.
- International Black Women's Congress, September 25, 1999 - present.
- Global Indigenous Initiative, Convened by the United Religions Initiative, July 2014-Present
- Executive Council, New York State Psychological Association Division on Addiction. October 1992 - October 1995.
- Organizing Committee for a Division Within the American Psychological Association, Under Division 42, January 1991 - June 93. Goal accomplished February 1993, achieved Division 50.
- Society of Psychologists in Addictive Behaviors, 2/88 until transformation into Division 50 of APA February 1993.
- Scientific Advisory Committee, Addiction Research & Treatment Corporation (ARTC), Brooklyn, NY, 1989-1993
- Institutional Review Board, Addiction Research & Treatment Corporation (ARTC), Brooklyn, NY, 1987-1993
- American Association of Orthopsychiatry, July 1987 to 1995.
- Association of Black Psychologists, intermittently from 8/90 to 2000.
- New York State Psychological Association, 9/92 to 12/01.

JOURNAL EDITOR-IN-CHIEF

Journal of Equity in Health, October 2008 - January 2014.

JOURNAL REVIEWER

Teachers College Record, Spring 2000 - 2005.

Journal of Black Psychology, 1990 - 2006.

Health Education and Behavior, 1991 - 2003.

Journal of Substance Abuse Treatment, 1995 - 2005.

ACADEMIC SERVICE

COMMITTEE MEMBERSHIP/SERVICE TO COLUMBIA UNIVERSITY

- **MEMBER**, President Lee Bollinger's Sexual Harassment Committee, Columbia University, Fall 2007- August 2010

COMMITTEE MEMBERSHIP/SERVICE TO TEACHERS COLLEGE, COLUMBIA UNIVERSITY

- **FOUNDING CONFERENCE DIRECTOR**, Annual Health Disparities Conference at Teachers College, Columbia University—as a 2 day March conference event held for 7 years (1st in 2006, 2nd in 2007, 3rd in 2008, 4th in 2009, hiatus from 2010-2012, 5th in 2013, 6th in 2014, 7th in 2015; Provost ended series in September 2015, as it had become the colleges' largest conference event, and his aim of having smaller future events with greater graduate student leadership evidenced).
- **PROGRAM COORDINATOR**, Program in Health Education, January 2010-August 2012
- **PROGRAM DIRECTOR** Programs in Health Education & Community Health Education, September 2012-August 2018 (Title Changed to PROGRAM DIRECTOR September 2016); elected for another 2 year term spanning 9/2018 – 8/2020
- **CHAIR**, Admissions and Scholarship Committees, Programs in Health Education & Community Health Education, September 2014-Present
- **SPECIAL TASK FORCE ON SEEKING CEPH ACCREDITATION**, Convening Director/Chair, Summer of 2011 (CEPH accreditation was successfully obtained October 2017)
- **SPECIAL TASK FORCE ON SEEKING CEPH ACCREDITATION**, Convening Director/Chair, Summer of 2012 (CEPH accreditation was successfully obtained October 2017)
- **CONVENING CHAIR**, Search Committee, Department of Health & Behavior Studies, Academic Year 2011-2012
- **COMMITTEE ON SEEKING CEPH ACCREDITATION**, Convening Director/Chair, Academic Years (spring) 2011; 2012-2013-present
- **FACULTY ADVISOR**, Black Student Network, Office of Student Life, Fall 1993 to Spring 2009.
- **COORDINATOR**, Scholarship Committee, Program in Health Education, July 2007-May 2008
- **MEMBER**, Search Committee, Department of Counseling and Clinical Psychology, Spring 2008.
- **MEMBER**, Ad-hoc Tenure Review Committee, October 2005
- **MEMBER**, Search Committee, Department of Counseling and Clinical Psychology, Fall 2004 to Spring 2005.
- **MEMBER**, Search Committee for a new Director of the Institute of Urban and Minority Education (IUME). 2000-2001.
- **MEMBER**, President's Advisory Council on Diversity; & Sub-committee on Diversity & Discrimination, 9/99-2/00.
- **MEMBER**, President's Task Force on Diversity, and Sub-committee on Diversity and Discrimination, 5/99-7/99. Final report of the committee with recommendations (e.g. hire Asst. to the President on Diversity) released 9/9/99.
- **MEMBER**, Advisory Board, Institute of Urban and Minority Education. 1992-1996, 1998-2001.
- **MEMBER**, Search Committee, Department of Organizational and Social Psychology, Fall 1996 to Spring 1997.
- **MEMBER**, Advisory Board of the Center for Young Children and Their Families, 1992 - 1997.
- **COORDINATOR**, Faculty of Color. Responsible for organization/leadership of meetings/activities. Fall 1994 -Sept. 1995.
- **MEMBER**, Faculty of Color. 1993 to 1999 (Disbanded 2000-2001 academic year).
- **MEMBER**, Search Committee, Department of Counseling Psychology, Fall. 1995 to Spring 1996.
- **MEMBER**, Ad-hoc Tenure Review Committee, April, 1996.
- **MEMBER**, Ad-hoc Tenure Review Committee, May-June, 1996.

- **ELECTED MEMBER, DIVISION 5 REPRESENTATIVE**, Faculty Executive Committee, 1991-1993.
- **MEMBER**, Sub-committee on the Academic Program, of Faculty Executive Committee, 1991-1993.
- **APPOINTED MEMBER**, Special sub-committee on Permissions to Recruit, Faculty Executive Committee, 1991-1992.
- **APPOINTED MEMBER**, Faculty Executive Committee, Spring 1991.
- **MEMBER**, Ad-hoc Committee on an Integrated Clinic, Office of the Dean, Spring 1991-Spring 1993.
- **MEMBER**, Selection Committee, Dean's Grants for Student Research, Spring 1993, 1994, 1996, 1997.
- **MEMBER**, Search Committee, Department of Special Education, Fall 1993 to Spring 1994.

NATIONAL EXPERT PANEL PARTICIPATION:

PARTICIPATION ON EXPERT PANELS TO DEVELOP STANDARDS

- **"TREATMENT IMPROVEMENT PROTOCOL (TIP) ON SCREENING, ASSESSMENT, AND TREATMENT PLANNING FOR PATIENTS WITH CONCURRENT DEPENDENCY ON OPIOIDS AND STIMULANTS."** Developed into an official publication of the Center for Substance Abuse Treatment. Department of Health and Human Services, Rockville, MD. March 18-19, 1993 panel meeting.
- **"TRAINING GUIDELINES FOR PSYCHOLOGISTS SEEKING MINIMUM CERTIFICATION IN SUBSTANCE ABUSE TREATMENT."** American Psych. Assoc., Wash, D.C. 9/1/92 to 9/3/92 panel meeting.
- **"GUIDELINES FOR MATCHING CLIENTS TO TREATMENT MODALITIES."** National Institute of Drug Abuse Grant to Yih-Ing Hser, Ph.D., Drug Abuse Research Group, Neuropsychiatric Institute, University of California, Los Angeles. Spring 1992 panel meeting.

PARTICIPATION ON NATIONAL INSTITUTE OF HEALTH SPECIAL REVIEW COMMITTEES

- Committee member appointed to review research grants to be awarded from the National Institute on Drug Abuse. August 2, 1994. Grant focus: Drug Abuse Aspects of AIDS.
- Committee member appointed to review research grants to be awarded from the National Institute on Drug Abuse. July 27, 1993. Grant focus: chemical dependency, HIV/AIDS, maternal addiction.
- Committee member appointed to review research grants to be awarded from the National Institute on Drug Abuse. June 21-23, 1993. Grant focus: model chemical dependency treatment research.

GRANT ACTIVITY

- **RECIPIENT, PROVOST'S INVESTMENT FUND FOR FACULTY, 2016 (\$20,000).**
Received funding for project entitled "Mindfulness into Action (MIA) for Cultural Humility and Awareness (MIA-CHA): Toward Ending Microaggressions and Fostering Harmony," which supported a May 2016 student-led conference. Project included: (1) training students in how to be transformational leaders who are capable of addressing and resolving tension around diversity issues within organizations/communities/societies, as they emerge skilled in ending microaggressions and fostering cross-cultural harmony; and (2) training students to emerge as competent researchers who may contribute data regarding the utility of MIA-CHA for ending microaggressions and promoting cultural humility and awareness to meet contemporary diversity challenges.
- **RECIPIENT, PROVOST'S INVESTMENT FUND FOR FACULTY, 2008 (\$20,000).**
Received funding for project entitled "Capacity Building for Local and Global HIV/AIDS Prevention. This funding was augmented by funding and support from Frank Moretti, Executive Director of the Columbia Center for New Media Teaching and Learning (CCNMTL), having thereby evolved into a new CCNMTL project entitled: Global HELP (Health Education Leadership Program). The goal is to train leaders around the globe who can serve as peer educators and community health

workers for HIV/AIDS prevention, initially, and then expanding to various health education prevention and intervention programs. IRB approved related research involves 9 graduate students engaging in capacity building locally and globally, including specific projects slated for summer 2008 (India, Kenya, Togo, Haiti, Nigeria, Jamaica).

- **GRANT SUBCONTRACT TO TEACHERS COLLEGE, COLUMBIA UNIVERSITY.**

National Institute on Drug Abuse (NIDA), Principal Investigator: Robert Schilling, Ph.D., Columbia University School Of Social Work. Title: "Drug Abuse and HIV/AIDS Among Incarcerated Women," Wallace Subcontract: \$ 17,000. June '92-May '93.

- **PREPARATION FOR SPECIAL POPULATIONS NIDA GRANT ACTIVITY.**

In a highly competitive process, was chosen as 1 of 12 Nationally Selected Participants for National Institute on Drug Abuse (NIDA of the National Institutes of Health [NIH]) Grant-Writing Training for Special Populations. Focus: Drug Abuse, HIV/AIDS Grants. June 28 - 29, 1993.

- I submitted FIVE grant applications to NIDA from 1993-1996, receiving varied scores, yet *without receipt of funding.* Later learned only 1 of the 12 trained in my 1993 Cohort received NIDA funding.*

*For potentially relevant historical and social context see:

- Hoppe, T. A., et al. (2019). Topic choice contributes to the lower rate of NIH awards to African-American/black scientists. *Science Advances*, 5(10), eaaw7238. Retrieved from: <https://advances.sciencemaq.org/content/advances/5/10/eaaw7238.full.pdf>

- Ginther, D.K., et al (2011). Race, ethnicity, and NIH research awards. *Science*, 333 (6045), 1015-1019. Retrieved from: <https://science.sciencemaq.org/content/333/6045/1015.long>

- **DEAN'S SUMMER RESEARCH GRANT.**

Teachers College, Columbia University. Title: "Client Characteristics, Treatment Outcome, & Relapse Among Crack Cocaine Dependent Clients of a Residential Therapeutic Community." Amount: \$ 6,000. Period: June-August '91.

PRIOR PROFESSIONAL EXPERIENCE

- **STAFF PSYCHOLOGIST, INTERFAITH MEDICAL CENTER, DEPARTMENT OF PSYCHIATRY, June 1986 to August 1988.** Member of interdisciplinary team on inpatient detoxification unit for drug dependent patients. Served 1.75 years on specialized "crack" cocaine treatment unit where I designed and implemented an original psychoanalytic-developmental treatment & cognitive-behavioral relapse prevention model. [Published in Wallace, B.C. 1987; 1989a; 1989b; 1991a; 1991b]
- **APA APPROVED PSYCHOLOGY INTERNSHIP, VETERANS ADMINISTRATION MEDICAL CENTER, 24th Street and First Avenue, NY, NY. October 1984 to September 1985.** Completed 1900 hour internship. Rotations in Behavioral Medicine, Acute Psychiatry, Neuropsychology; Methadone Group co-leader, Group Psychotherapist, Outpatient Psychotherapist, Psychodiagnostician, Family Therapist, Intensive Psychoanalytic Psychotherapist.
- **ADMINISTRATIVE EXPERIENCE AT PRINCETON UNIVERSITY, ASSISTANT DIRECTOR OF EQUAL EDUCATIONAL OPPORTUNITY FUND, PRINCETON UNIVERSITY, Princeton, NJ: OFFICE OF THE DEAN OF STUDENT AFFAIRS.** May 1981 to September 1982. Assisted director in report writing, budget analysis, committee service, and FUND representation at regional meetings, working closely with Deans in Office of Student Affairs, while addressing facets of student life at Princeton.
- **GRADUATE ADJUNCT ASSISTANT PROFESSOR 1988**
CITY UNIVERSITY OF NEW YORK, Doctoral Program in Clinical Psychology, Fall 1988. Taught: *The Diagnosis and Treatment of Chemical Dependency*.
- **UNDERGRADUATE ADJUNCT LECTURER FROM 1981-1988**
COLLEGE OF NEW ROCHELLE, MANHATTAN DIVISION, 1987-1988, NY, NY. Taught: *Introduction to Psychology*, Summer 1988; *Diagnosis & Treatment of Abnormal Behavior*, Spring 1988; *Abnormal Psychology*, Fall '87.
COLLEGE OF NEW ROCHELLE, BRONX DIVISION, 1985-1987, Bronx, NY. Taught: *Psychology of the Abused Woman*, Spr. '87; *The Psychology of the Exceptional Child*, Fall '86; *The Psychology of the Black Woman*, Spr.'86 & Fall '85.

BARUCH COLLEGE, CITY UNIVERSITY OF NEW YORK, NY. Taught: *Abnormal Psychology*, Fall 1984

CITY COLLEGE, CITY UNIVERSITY OF NEW YORK, 1981-1984, NY, NY. Taught: *Abnormal Personality*, Summer 1984; *Infancy & Childhood*, Spring 1984; *Abnormal Personality*, Fall 1983; *Psychology of Adulthood & Aging*, Spring 1983; *Psychology of Racism*, Fall 1982; *Infancy & Childhood*, Summer 1982; *Adolescence and Youth*, Fall 1981.

AWARDS/HONORS

(Selected)

- **ONI AWARD RECIPIENT - INTERNATIONAL BLACK WOMEN'S CONGRESS**, Awarded their highest honor, recognizing uncompromising commitment to uplifting the lives of people of African Ancestry. September 2012 at the Annual Conference of the International Black Women's Congress.
- **BARMACK MEMORIAL AWARD, for BEST DISSERTATION IN CLINICAL PSYCHOLOGY for 1985-1986 academic year**, City University of New York, NY, NY.
- **ACKERMAN AWARD, for OUTSTANDING SCHOLARSHIP IN PSYCHOLOGY for 1985-1986 academic year**. Doctoral Program in Clinical Psychology, City University of New York.
- **OUTSTANDING SERVICE AWARD**, February 2010. For service as the Faculty Advisor to the Black Student Network from 1993-2009, Teachers College, Columbia University.
- **OUTSTANDING NEW YORK STATE HIV/AIDS EDUCATOR**, 3rd place winner in state-wide competition for development of new HIV/AIDS educ. materials in Spring, 1997. Created a 32 page children's book.
- **ENSTOOLED AS "NANA OHEMAA OPAREBEA AGYIRIWA, II,"** as the highest honor within the Akan West African culture. Placement ("Enstooled") in the position of Aberadehemaa, or Queen Mother. Effective: 1/6/00.
- **HEALTH EDUCATOR HONOREE - INTERNATIONAL BLACK WOMEN'S CONGRESS**, for dedication to and hard work in improving the health status of Black Women. June, 1999 at the Annual Conference of the International Black Women's Congress.
- **HUMANITARIAN AWARD**. In acknowledgement for continuous effort in improving humanity. At the 14th Bi-Annual Rice Conference On Preserving the African American Family. June 25-27, 2004. Jersey City, New Jersey.

REFERENCES AVAILABLE UPON REQUEST

BARBARA C. WALLACE, PH.D.



BRIEF BIO - Dr. Barbara Wallace is a Psychologist, tenured Professor of Health Education, Director of the Programs in Health Education & Community Health Education within the Department of Health and Behavior Studies, Teachers College, Columbia University. In addition, Dr. Wallace is Co-Director of the Center for Health Equity and Urban Science Education (CHEUSE), and Director of Health Equity for CHEUSE—as well as Director of the Research Group on Disparities in Health (RGDH); and, Director of Global HELP – Health Education Leadership Program. For outstanding and unusual contributions to the field of psychology, she was honored with the status of Fellow within both Division 50 (Society of Addiction Psychology) and Division 45 (Society for the Psychological Study of Culture, Ethnicity and Race) of the American Psychological Association (APA). She is author of *Making Mandated Addiction Treatment Work* (Rowman & Littlefield) and editor of *Toward Equity in Health: A New Global Approach to Health Disparities* (Springer), as just two of her acclaimed publications.

BIOGRAPHICAL SKETCH

EMPLOYMENT STATUS, EDUCATION, POST-DOCTORAL TRAINING

Dr. Barbara Wallace is a New York state licensed Psychologist, tenured Professor of Health Education, and Coordinator of the Programs in Health Education and Community Health Education. She is Co-Director of the Center for Health Equity and Urban Science Education (CHEUSE), and Director of Health Equity, CHEUSE. Further, she is Director of the Research Group on Equity in Health, as well as Director of Global HELP – Health Education Leadership Program. All of this leadership occurs within the Department of Health and Behavior Studies at Teachers College, Columbia University. She graduated from Princeton University (AB, 1980; Major: Psychology, Certificate in Afro-American Studies), the City University of New York (Ph.D., 1985; Clinical Psychology), and completed post-doctoral training with Narcotic and Drug Research, Inc. (NDRI) in New York City.

THE HONOR OF FELLOW

For her outstanding and unusual contributions to the field of psychology, Dr. Wallace has been honored with the status of Fellow within both Division 50 (Society of Addiction Psychology) and Division 45 (Society for the Psychological Study of Culture, Ethnicity and Race) of the American Psychological Association.

PUBLICATIONS

Dr. Wallace's **9 academic books** include the following: **1-Crack Cocaine: A Practical Treatment Approach for the Chemically Dependent** (1991); **2-The Chemically Dependent: Phases of Treatment and Recovery** (Editor/Autor, 1992); **3-Adult Children of Dysfunctional Families: Prevention, Intervention and Treatment for Community Mental Health Promotion** (1996); **4-Understanding and Dealing with Violence: A Multicultural Approach** (Editor/Autor; coeditor Robert T. Carter, PhD, 2003); **5-HIV/AIDS Peer Education Training Manual: Combining African Healing Wisdom and Evidence-Based Behavior Change Strategies** (2005); **6-Making Mandated Addiction Treatment Work** (2005, 1st edition); **7-Toward Equity in Health: A New Global Approach to Health Disparities** (2008); **8-Breastfeeding or Formula?: The Advocate's Countermarketing Training Manual** (co-author Irma Hidayana [also translated by her into the Bahasa, Indonesia language] 2019); and, **9-Making Mandated Addiction Treatment Work** (2019, 2nd edition). Dr. Wallace has also published numerous (**n=40 academic journal articles** and (**n=39 chapters in edited volumes**, as well as (**n=10 other publications**: i.e. book reviews, contracted publications, etc. In addition, she has published online (e.g. *YouYube*) with fellows of her Research Group on Disparities Health (RGDH) a pioneering "*RGDH brand*" of **e-health interventions and products (n=36 published; and, n=4 to be released January 2020)**. The RGDH brand is distinguished by involving the design, dissemination and evaluation of culturally tailored websites and avatar/cartoon videos reflecting her **public health informatics mission emphasizing a new paradigm for e-health design** rooted in a body of her collaborative quantitative and qualitative research with fellows, as well as her own health equity scholarship. In addition, she has authored pro-bono **4 non-academic community-oriented books** for an international non-governmental organization and served as editor for their non-profit press on **4 additional books**.

KEYNOTES/WORKSHOPS/PRESENTATIONS

Dr. Wallace is engaged in regional, national, and international work as a consulting psychologist and expert witness. She also travels widely as keynote speaker, conference presenter, and workshop leader, covering a range of topics, as follows: methods and procedures for prevention and intervention research scientists to follow in the urban, national and global pursuit of equity in health for all; the use of public health informatics and E-Health, in particular, in reducing health disparities;

multiculturalism, cultural competence, and diversity training; racial cultural skills coping via adaptive (versus maladaptive) coping in response to the stress of racism/oppression/diversity, including research conducted using her original package of measures; training healthcare providers to improve service delivery and healthcare administration, so as to improve outcomes with members of vulnerable urban, diverse populations—to reduce health disparities; training peer educators and trainers of HIV/AIDS peer educators, and HIV/AIDS prevention, in general; the community forum model as an intervention for communities in crisis and for community empowerment; shifting to a public health policy approach and away from the war on drugs policy of harsh punishment and criminalization of drug offenders, including a history of active involvement in the New York State campaign to repeal harsh laws/legislation contributing to the massive incarceration of drug offenders; the task of making mandated addiction treatment work as an alternative to incarceration—as a national expert in court-ordered treatment; chemical dependence treatment, in general; relapse prevention for a range of addictive/problem behaviors; harm reduction and abstinence approaches; treating the dually diagnosed; LGBTQ+ health issues; bullying and violence prevention; trauma resolution for sexual and physical abuse and domestic violence; and, spirituality for coping with stress and self-actualization.

CO-DIRECTOR OF THE CENTER FOR HEALTH EQUITY AND URBAN SCIENCE EDUCATION (CHEUSE) – and, DIRECTOR HEALTH EQUITY, CHEUSE

As the Founder of the concept of the Center for Health Equity and Urban Science Education (CHEUSE), Dr. Wallace was delighted to be joined by Co-Director Christopher Emdin in launching in March 2013 the new CHEUSE. They share a vision of integrating information age technology and evidence-based behavioral science to promote health with urban populations, in particular, while advancing public health informatics for disease prevention and public health promotion. Dr. Wallace is the Director of Health Equity within CHEUSE. CHEUSE sponsors conferences, seminars, and varied events, and, most importantly, serves as the umbrella for the Research Group on Disparities in Health (RGDH), described below.

FOUNDER/DIRECTOR OF THE RESEARCH GROUP ON DISPARITIES IN HEALTH

As the Founding Director of the Research Group on Disparities in Health (RGDH) within the Department of Health and Behavior Studies at Teachers College, Columbia University, she supports the work of graduate students, post-doctoral fellows, and colleagues. This includes conducting a weekly Research Seminar that brings together fellows and colleagues. The RGDH is now formally housed within the Center for Health Equity and Urban Science Education (CHEUSE). There have been 120 pipeline doctoral graduate fellows for the period from 2003 (founding of the RGDH) to May 2019—suggesting the success of the **RGDH Pipeline for Graduating Underrepresented Minority Doctorates** committed to the work of reducing health disparities as researchers and interventionists, while remedying the national shortage of diverse doctorates. RGDH fellows have been largely racial/ethnic minorities, immigrants, or international students from around the globe, as well as members of the LGBTQ+ population. The RGDH fellows receive mentoring and training for leadership so as to serve as **urban, national and global prevention and intervention research scientists**, as well as support for returning to and serving their diverse communities toward reducing health disparities.

A SPECIAL HONOR: ENSTOOLMENT AS A QUEEN MOTHER

Within African Akan culture, enstoolment (being placed in a position as an African Traditional Royal) is one of the highest honors one can receive in life. To her surprise, Dr. Wallace was enstooled as a Queen Mother (African Traditional Royal) in 2000 at Larteh-Kubease, Ghana. Dr. Wallace is the Abradehemaa of Larteh-Kubease, Ghana (a.k.a. the Queen Mother, Nana Ohemma Oparebea Agyiriwa, II). As such, she is actively involved in philanthropic activities to support health, education, and economic development in Africa; this work includes building an HIV/AIDS Peer Education Training Center, raising funds to build/renovate schools and for student scholarships, as well as editing/writing books pro bono that are used for fundraising for projects in Africa; for example, there has also been an African Water Project. She has also represented Ghana within the Global Indigenous Initiative sponsored by the United Religions Initiative.

HISTORICAL FACTS AT TEACHERS COLLEGE

Dr. Wallace was the first African American woman to *move through the ranks and gain tenure* in the 100-year history of Teachers College, Columbia University in Morningside Heights, doing so in 1994. Further, she has made history at the college for graduating the largest cohorts of diverse doctoral students from underrepresented groups and around the globe. As of May 2019, she has sponsored 120 students via her **Research Group on Disparities in Health Pipeline for Graduating Underrepresented Minority Doctorates** while preparing them for urban, national and global service as leaders in prevention and intervention science.

OTHER

Dr. Wallace is also a visual artist and poet. Her artwork was featured at the Lewis Arts Complex, Princeton, NJ in October 2019. Samples of her work appear at www.DrBarbaraWallaceARTIST.com.