

Lorinda (Lori) Ho-Cheng

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EDUCATION

- 2015** **Ph.D. in Psychology, University of California – Los Angeles**
Major: Clinical Psychology; **Minor:** Quantitative Psychology
Dissertation: Ethnic differences of engagement in parent training and impact on treatment outcomes
Mentor: Anna Lau, Ph.D.
- 2008** **Master in Psychology, University of California – Los Angeles**
Thesis: Do self-report measures of social anxiety reflect cultural bias or real difficulties for Asian American college students?
Mentor: Anna Lau, Ph.D.
- 2006** **B.A. In Psychology, University of California – Berkeley**
Thesis: Traumatic Stress Symptomatology and Functioning in Young Children.
Mentors: Chondra G. Ippen, Ph.D.; Steven Hinshaw, Ph.D.

HONORS

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| Psychology Department Dissertation Year Fellowship | 2011-2012 |
| UCLA Graduate Summer Research Mentorship Award | 2008 |
| UCLA University Fellowship | 2006 - 2007 |
| Honors in Department of Psychology, University of California – Berkeley | 2006 |
| Dean's Honor List for four consecutive semesters, University of California - Berkeley | 2004 - 2006 |
| Member of Psi Chi National Honor Society | 2004 |

CLINICAL EXPERIENCE

- San Francisco Forensic Institute (SFFI)** 2019-Present
Clinical Therapist
- Individual and group sex offender treatment for adults with hands-on and/or internet offenses.
 - SFFI is a CASOMB-certified treatment program.
- Kaiser Permanente, Redwood City** 2017-2018
Postdoctoral Resident
- Provided evidence-based mental health treatment for children, adolescents, and families.
 - Co-led intensive outpatient treatment groups for children and adolescents with self-harm behaviors and ideation.
- Pacific Clinics** 2013-2014
Clinical Therapist
- Provided culturally-informed individual therapy for 5- to 18-year-old children and teenagers, most of whom were bicultural and bilingual. Regularly incorporated field-based services to support client's caretakers and teachers.
 - Co-led evidenced-based treatment groups in an intensive day treatment program for children with moderate-to-severe levels of emotional and behavioral impairment.
- Clinical Assessor**
Provided comprehensive psychological assessments that included evaluation of neurocognitive, behavioral, and emotional functioning for children and adults between 7 and 39 years old. Provided

feedback to clients, family, and therapists to inform treatment planning.

Saint John's Hospital Child and Family Development Center 2012-2013

Clinical Therapist

- Provided attachment-based individual and family therapy for 3- to 5-year-old children with various socioemotional and behavioral difficulties in a therapeutic preschool.
- Group behavioral interventions provided in therapeutic classrooms.

Clinical Assessor

Conducted psychological assessments for school-aged children to assess underlying factors contributing to their emotional and behavioral impairments. Provided feedback and clinical recommendations to therapists, clients and families.

UCLA Semel Institute, Child OCD, Anxiety, and Tic Disorders Program 2011-2012

Clinical Therapist

Group and individual cognitive-behavioral therapy in a hospital-based intensive outpatient treatment program for children and teenagers (aged 5-17) with obsessive-compulsive disorder.

Clinical Assessor/Independent Evaluator 2011-2013

Conducted semi-structured standardized psychodiagnostic assessments for children with obsessive-compulsive disorder and neuropsychological assessments for children with Tourette's Disorder.

UCLA Psychology Clinic

Clinical Therapist 2008-2012

- Provided individual therapy for adults and children based on cognitive-behavioral or psychodynamic therapy models, or an integrative approach drawing from both models.
- Provided couple therapy based on the integrative behavioral couple therapy model.

Clinical Assessor 2007-2008

Conducted psychoeducational assessments of learning disabilities and ADHD for children. Provided feedback and recommendation for clients and their families.

UCLA Counseling and Psychological Services 2009-2010

Clinical Therapist

- Provided short-term individual therapy and crisis intervention for college students, using an integration of cognitive-behavioral and psychodynamic approaches.
- Co-led a cognitive-behavioral therapy group for students with learning difficulties, with an emphasis on identifying maladaptive cycles and increasing coping skills.

Emotion Regulation Study, Anxiety Clinic 2008-2009

Clinical Therapist

Provided individual cognitive-behavioral therapy for adults with anxiety disorders.

The Incredible Years 2007-2010

Clinical Therapist

Co-led parent training groups for Chinese immigrants who showed risk factors for child neglect or abuse in a community screening. A culturally-adapted version of the 14-week Incredible Years curriculum was used.

Children's Hospital Autism Intervention Program, Oakland, CA 2004-2007

Therapist

Provided intensive behavioral early intervention for children (aged 2-3) with autism. Monthly home visits were utilized to improve parent-child interactions and provide parent education and management.

PUBLICATIONS

Ho, L. Y., & Lau, A. S. (2011). Do self-report measures of social anxiety reflect cultural bias or real difficulties for Asian American college students? *Cultural Diversity and Ethnic Minority Psychology, 17*(1), 52-58.

Lau, A. S., Fung, J. J., **Ho, L. Y.**, Liu, L. L., & Gudiño, O. G. (2011). Parent training with high-risk immigrant Chinese families: A pilot group randomized trial yielding practice-based evidence. *Behavior Therapy, 42*(3), 413-426.

Fung, J., **Ho, L.**, Louie, J., L., Martinez, J., & Lau, A. (2010). Directions in understanding, preventing, and treating disruptions in parenting and child behavior problems in Asian American families. In F. Leong, L. Juang, D.B. Qin, H.E. Fitzgerald (Eds.) *Asian American and Pacific Islander Children and Mental Health Handbook, Volume 2: Prevention and Treatment*. California: Praeger.

RESEARCH EXPERIENCE

University of California, Los Angeles

2007- 2013

Advisor: Anna Lau, Ph.D.

Adolescent Coping with Everyday Stress (ACES) – a collaboration with high schools in the community

Organized research efforts aimed at examining cultural differences in adolescent stress coping. Interviewed Vietnamese and Caucasian American high school students on life stress events and psychosocial functioning.

Designing Culturally Appropriate Treatment (DCAT) Study and Language in Immigrant Families Study

Co-led parent-training groups for Chinese immigrant parents. Interviewed parent participants and their children and observed parent-child interactions to assess treatment outcomes.

Understanding mental health needs of Asian American college students at UCLA

Organized research efforts aimed at evaluating mental health needs of Asian American college students and to inform treatment planning.

Child Trauma Research Project, U.C. San Francisco

2005-2007

Mentor: Chandra Ghosh Ippen, Ph.D. and Alicia Lieberman, Ph.D.

Examined PTSD symptomatology of young children exposed to domestic violence using videotapes of clinical assessments.

LANGUAGES

Fluent in English, Cantonese and Mandarin Chinese.