**Negar Nicole Jacobs, Ph.D.**

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| Education and Training |  |

2002-2004 Post-Doctoral Fellowship, VA Sierra Nevada Health Care System, Reno, NV

 Health Science Specialist in the Addictive Disorders Treatment Program

2001-2002 Internship, VA Sierra Nevada Health Care System, Reno, NV

1999 - 2003 Ph.D. in Psychology, University of Nevada, Reno; Reno, NV

 Dissertation: A Bibliotherapy Approach for Treating the Psychological Sequelae of Infertility

1994 - 1999 M.A. in Psychology, University of Nevada, Reno; Reno, NV

 Thesis: A Functional Model of Aggression and Violence in Couples

1990 -1993 B.S. in Psychology (Magna cum Laude), University of Washington; Seattle, WA

**Current Position / Academic Appointment**

7/16 – present Associate Dean of Diversity and Inclusion

 University of Nevada, Reno School of Medicine

 Reno, Nevada

Starting 7/21 Professor

Department of Psychiatry and Behavioral Science

 University of Nevada Reno, School of Medicine

 Reno, Nevada

7/13 – 7/21 Associate Professor

Department of Psychiatry and Behavioral Science

 University of Nevada Reno, School of Medicine

 Reno, Nevada

8/07 – 6/13 Behavioral Science Coordinator, Assistant Professor

Department of Psychiatry and Behavioral Science

 University of Nevada, Reno School of Medicine

 Reno, Nevada

**Licensure**

2006 – Present Clinical Psychologist, Nevada License # PY0501

**Memberships**

American Psychological Association

Nevada Psychological Association

Association of Psychologists in Academic Health Centers

AAMC Group on Diversity and Inclusion

AAMC Group on Women in Medicine and Science

AAMC Group on Faculty Affairs

**Educational Activities**

Course Development

2011 – 2013 Developer of the Practice of Medicine I Blocks (Fall and Spring), UNR Med

In Fall of 2012, UNR Med began a new integrated curriculum composed of five consecutive systems-based blocks with a year-long Practice of Medicine (POM) Block, involving clinical and ambulatory doctoring skills. Duties involve administrative components in the development of the block, syllabus, reading lists, assessments, and coordination with all disciplines at UNR Med.

Medical Student Teaching

2012 – Present Co-Director of the Practice of Medicine (Fall and Spring) Blocks, UNR Med

The POM Blocks run throughout the year for first year UNR Med students. Co-Director duties include all aspects of administration of the block as well as teaching behavioral science components of clinical doctoring skills.

2012 – 2016 Behavioral Science Coordinator, Blocks 1-5, UNR Med

Duties include coordination of all behavioral science content, delivery of lectures on behavioral science content related to development across the lifespan, development of assessment measures, and assistance in integration of this content with other basic science and clinical content throughout the year-long curriculum.

2007 – 2011 Human Behavior Course, Course Coordinator, UNR Med

Course coordinator for Human Behavior class for first-year medical students at UNR Med. Duties included all aspects of teaching and administration of the course, including delivering lectures on topics related to normal human development across the lifespan, development of the course, syllabus, integration of lectures, small groups, assignments, and assessments.

2007 – 2018 Psychiatric Medicine Course/Block 8, Lecturer and Small Group Leader

Lecturer, small group facilitator, and grader in this course for second year medical students.

2007 – 2012 Introduction to Patient Care I and II

Lecturer and small group facilitator for interviewing skills and difficult patient sessions.

2010 – 2012 Clinical Problem Solving I, Small Group Leader

Small group facilitator for bi-monthly group of first year medical, students designed to teach use of evidence-based medicine to develop clinical reasoning and problem solving skills in the diagnosis and treatment of clinical cases.

2009 Clinical Problem Solving I, Lecturer

Lecturer on diagnosis and evidence-based treatment of co-morbid mood and eating disorders related to one of the CPS I cases.

Medical Student Mentoring/Advising

2015 – Present Faculty Advisor, Med Pride (LGBTQIA Student Interest Group)

2014 – Present Faculty Advisor, Asian Pacific American Medical Student Association (APAMSA)

2014 – Present Faculty Mentor, Scholarly Concentration in Medical Education

Faculty Mentor to several medical students enrolled in the Scholarly Concentration in Medical Education elective.

Resident Teaching

2018 – Present Diversity sessions, such as Safe Zone Training, to UNR Med residents

2007 – Present Core Psychotherapy & Advanced Psychotherapy, Seminar Lecturer

2007 – 2012 Clinical Psychotherapy Supervisor for PGY3’s in Psychiatry

Clinical supervision of 1-2 PGY-3 psychiatry residents each year. Psychotherapy modalities include evidence-based behavioral and cognitive behavioral therapies such as Dialectical Behavior Therapy, Motivational Interviewing, Acceptance and Commitment Therapy, and Functional Analytic Therapy.

2007 – 2012 Department of Psychiatry Journal Club, Presenter

Undergraduate Student Teaching

1998 – 2001 Psychological Aspects of Racial Differences, Instructor

Responsible for all aspects of teaching and administration during four courses. Duties included devising the class structure, selecting teaching materials and assignments, lecturing, facilitating class discussions about diversity issues, developing and grading testing materials, and grading final course projects.

1996 Abnormal Psychology, Lecturer

Lecture: Axis I and Axis II Disorders

1996 Introduction to Psychology, Graduate Teaching Assistant

Graded and recorded quiz scores for the Introduction to Psychology course (Psych. 101), under the supervision of Pat Ghezzi, Ph.D.

1995 Psychology of Adjustment, Graduate Teaching Assistant

Graded and recorded test scores for the Psychology of Adjustment course (Psych. 102), under the supervision of Alan Fruzzetti, Ph.D.

1995 Applied Behavior Analysis, Graduate Teaching Assistant

Graded and recorded quiz scores for the Applied Behavior Analysis (Psych. 406/606), under the supervision of Robert Peterson, Ph.D.

1993 Curriculum Transformation Project/Cultural Pluralism Project, Intern

Duties included analyzing issues of race, class, gender; assisting professors to change their course curricula to reflect values of cultural diversity; and analyzing the current literature in the field.

1993 Research Methodology, Small Group Instructor

Duties included tutoring students and making presentations for a research methodology course.

1991 Research Methodology, Undergraduate Teaching Assistant

Duties included tutoring students, making presentations in quiz sections, and holding office hours, under the supervision of Beth Kerr, Ph.D.

**Committee Assignments and Administrative Services**

International

2011- Present Consultant to the National Medical Research Council, Ministry of Health, Singapore

I provide scientific review and evaluation of grant proposals involving such topics as assessing the feasibility of a cognitive-behavioral bibliotherapy treatment for women with post-partum depression in Singapore, and a randomized clinical trial comparing virtual reality treatment for prevention of relapse in depression with traditional therapy as well as a control group. I remain a consultant for any future grant proposals on topics related to my professional expertise.

National

2019-2021 AAMC Group on Diversity and Inclusion Steering Committee and Western Regional Representative

Elected position by GDI members to serve as the Western Regional Representative and on the Steering Committee. The GDI serves as a national forum and recognized resource to support the efforts of AAMC member institutions and academic medicine at the local, regional, and national levels to realize the benefits of diversity and inclusion in medicine and biomedical sciences. The purpose of the GDI is to unite expertise, experience, and innovation to inform and guide the advancement of diversity and inclusion throughout academic medicine.

2019-2020 Member, AAMC Faculty Holistic Review Advisory Committee

2019 Member, AAMC Foundation Principles of Inclusion Excellence Advisory Committee

The AAMC selected Advisory Committee institutions based on their demonstrated strong dedication to equity work. Advisory Committee members piloted the FPIE assessment and offered feedback to the AAMC to improve upon the tool.

2017 - Present Journal Reviewer

*Academic Psychiatry*

2012 Consultant to the National Board of Medical Examiners

Evaluate and provide comments on over one hundred questions on the 2013 Behavioral Science Subject Examination put out by the National Board of Medical Examiners.

State of Nevada

2020 – Present Member, Ally Action Group

2018 - 2019 NSHE Equity, Diversity and Inclusion Council (EDIC)

This council is composed of the NSHE campus diversity officers who provide statewide leadership in best practices and propose policies and practices for the improvement of equity, diversity and inclusion issues.  The council encourages regular collaboration among employees and institutions on matters related to equity, diversity, and inclusion and makes regular reports, supported by current research and related data on the work of the council. In addition, the council provides input to the Board’s Cultural Diversity Committee for all matters related to diversity policy.

2010 – Present Liaison to Nevada Psychological Association

As a liaison between the Department of Psychiatry and Behavioral Sciences and the NPA, I helped to organize and co-sponsor several educational activities for university and community mental health providers, including presentations on ethics, cultural diversity, clinical supervision, and mindfulness-based stress reduction.

2018 - 2019 UNR Advisor to the Nevada Minority Health and Equity Coalition

State of Nevada, Office of Minority Health

2011 – 2014 Consultant to Nevada State Board of Psychological Examiners

When the State of Nevada Board of Psychological Examiners replaced their oral board examinations for licensure with written examinations, I was asked to consult on this task, to develop questions, and to help establish the psychometric properties of the new examinations.

University of Nevada, Reno

2019 – Present Member, Presidential Diversity and Inclusion Task Force

This Task Force, appointed by the UNR President and chaired by the University Diversity and Inclusion Officer, is responsible for developing a mission-based University Strategic Plan on Diversity and Inclusion as well as diversity and inclusion strategic plans for individual UNR colleges.

2019 – Present Member, UNR Hate and Bias Response Team

This team, chaired by the University Diversity and Inclusion Officer, monitors and responds to incidents of hate and bias on the UNR campus.

2016 – Present Member, UNR Diversity Council

The Diversity Council, chaired by the University Diversity and Inclusion Officer, is comprised of members of the University campus who are responsible for diversity related programs.

2016 - Present UNR Med Liaison to UNR Faculty Diversity Committee

The Faculty Diversity Committee (FDC) supports the University's mission to "Reflect and respect the rich ethnic and cultural diversity of the citizens of Nevada in its academic and support programs, and in the composition of its faculty, administration, staff, and student body." Goals of the FDC are to Identify projects, programs, initiatives and other strategies for building an inclusive university community by improving campus climate, enhancing the recruitment and retention of students and faculty, strengthening inclusive curricular and co-curricular programs, improving learning environments, and strengthening communication among diversity advocates.

2014 Strategic Planning Workshop Member

Participant in a strategic planning working group to revise and update UNR’s Institutional Strategic Plan.

University of Nevada, Reno School of Medicine

2020 – Present Member, Renown Integration Culture and Values Committee

2019 – Present Chair, Leadership Development Academy Advisory Group

The LDA Advisory Group oversees the Working Group to develop a leadership training program for current and emerging leaders at UNR Med. The Advisory Group represents all missions at UNR Med and oversees curricular development, budget, administration, and program evaluation of the LDA.

2017 – Present Member, UNR Med Admissions Selection Committee

2016 – Present Member, UNR Med Executive Committee (formerly Deans and Directors)

The UNR Med Executive Committee is the executive committee of the school’s leadership

with responsibility to work with the dean to determine medical school policies. Attendees

include Dean’s Cabinet members as well as Assistant and Associate Deans and Directors as

deemed necessary by role and responsibility.

2016 – 2017 Member, LCME Accreditation Steering Committee

The LCME Accreditation Steering Committee oversees the operational aspect of the LCME self-study process, and makes policy decisions to inform the subcommittees on how to prepare and organize documents relating to accreditation.

2016 – 2017 Co-Chair, LCME Institutional Setting Subcommittee

The Institutional Setting subcommittee is responsible for reviewing information pertaining to UNR Med's governance and policies. This information includes UNR Med's mission, organization and administration, as well as academic and learning environments. Members of this subcommittee will compose a report that will highlight our strengths and provide recommendations for our areas of improvement in relation to LCME Standards 1, 2, and 3. This committee was also responsible for the LCME update on Element 3.3 (diversity) that was due December 1, 2016.

2013 – Present Standing Search Committee (Chair since May, 2015)

This committee, consisting of clinical and basic science members from various UNR Med departments, was developed to establish and carry out efficiencies in the search and hiring process for new faculty members in all UNR Med campuses. The committee makes use of best practices and research in hiring, recommends process improvements for faculty searches, and conducts searches for positions that focus on hiring top quality academic clinicians and leaders.

2013 – Present Council on Diversity Initiatives (Co-Chair since July 2016)

I co-chair this council, along with the Associate Dean for Admissions and Student Affairs at UNR Med. The CDI oversees all efforts at UNR Med related to diversity, equity and inclusion. Comprised of appointed and elected stakeholder groups, the CDI develops and modifies policies, reviews and approves data, and creates initiatives to increase the representation of traditionally underrepresented groups in the health professions and to ensure equity and inclusive excellence at UNR Med.

2012 – Present Chair, Implicit Bias Research Group (IBRG)

This committee, consisting of members from administrative and academic departments at UNR Med, the Department of Journalism, and Organizational Behavioral Analysis in the Department of Psychology, seeks to evaluate and reduce implicit bias in medical students as they learn to provide culturally competent care to patients who are different from them. The group also works on assessment of burnout and has developed and is evaluating a wellness curriculum, based on Acceptance and Commitment Training, for first through third-year medical students.

2009 – 2018 Member, Medical Education Steering Committee

The MESC is a decision-making body with integrated institutional responsibility for overall design, management, and evaluation of undergraduate medical education curriculum. I was initially appointed to this committee by the Dean of Medical Education when the MESC was formed in 2009 and was recently voted by the clinical faculty to serve another term that ended in 2018.

2007 – Present Member, Years 1 and 2 Block Directors Committee

Comprised of course coordinators from disciplines involved in the first two years of undergraduate medical education, this committee is responsible for defining, achieving, and maintaining educational excellence through a coherent and coordinated curriculum. As a member of this committee, I helped to ensure student progress, address policies, and integrate the curriculum.

2011 – 2016 Member, Curricular Evaluation Group

This committee, consisting of members from administrative and academic departments at UNR Med as well as Organizational Behavioral Analysis in the Department of Psychology, is working on developing ways to measure change (i.e., student outcomes, faculty perceptions, satisfaction) as UNR Med implements the new curriculum. In addition to completing this committee work, the data have been disseminated at national conferences (see Abstracts and Presentations, below).

2011 – 2012 Member, Curriculum Task Force Year 1

This task force was charged with overhauling the discipline-based courses for first year medical students and replacing them with integrated systems-based blocks. I represented the behavioral sciences as we rewrote our institutional mission and objectives, reviewed the literature on curricular change, and built the new block structures hour by hour from the ground up.

2007 – 2012 Member, Professionalism Evaluation Group (PEG)

The PEG was formed to assess and promote the culture of professionalism at UNR Med. We developed and administered the Professionalism Environment Survey (PES) to measure perceptions of professionalism and cultural diversity amongst faculty, staff, residents and students. We have also developed the MIDRIF model for delivering feedback regarding professionalism lapses. In addition to completing this committee work, the PES and the feedback model have been disseminated at conferences (see Abstracts and Presentations, below).

2009 – 2011 Member, Faculty Task Force on Teaching Revenue Allocation

As an appointed member of this task force, I helped to study various models of assessing and rewarding teaching productivity for our faculty members, and to provide recommendations to the Dean regarding teaching revenue allocation.

2008 – 2011 Member, Cross Cultural Competence Committee

As a member of this committee, I helped to develop diversity modules for inclusion in the first year curriculum, consulted with other faculty members about ways they could infuse diversity into their basic science and clinical curricula, and co-sponsored a presentation on cross-cultural research at the Department of Psychiatry Grand Rounds series.

2007 – 2009 Member, Department of Integrated Medical Education Committee

The DIME committee was responsible for the administration of the following courses: Introduction to Patient Care I and II, Clinical Problem Solving I and II, and the Transitions Course. As a member of this committee, I promoted the integration of behavioral science content into all DIME courses.

Department of Psychiatry

2018 – Present Faculty Mentor to Junior Faculty

Regular meetings with new faculty in Psychiatry, Dr. Christine Molina, Dr. Allison Cotton, and Dr. Anayansi Lombardero, to ensure their academic success.

2018 – 2020 Member, Psychiatry Department Standing Search Committee

This ongoing search committee seeks to fill 7 open positions in the Psychiatry department. In 2019 we successfully filled 3 positions.

2008 – 2019 Chair, Continuing Medical Education Committee

This committee coordinates the bi-monthly Grand Rounds series developed for members of the Division of Health Sciences at UNR and members of the community. I help to plan these presentations to promote evidence-based practices, educate residents and fellows, help the community remain abreast of current advances, and promote interprofessional relationships amongst community health care providers.

2007 – 2016 Medical Education Committee

The Department of Psychiatry Medical Education Committee is comprised of representatives who teach medical students in yeas 1 and 2, the clerkship years, and in residency. As a member of this committee, I helped to review the teaching of behavioral sciences throughout the curriculum in order to ensure quality and continuity.

2008 – 2013 Psychotherapy Supervision Committee

The Department of Psychiatry Psychotherapy Supervision Committee is responsible for the coordination of psychotherapy supervision for Psychiatry Residents. As a member of this committee, I helped to define psychotherapy competencies for various types of psychotherapy and to develop measurement tools to assess these competences in supervisees.

**Clinical Activities**

2008 – 2015 Clinical Psychologist

 University Health System, UNR MED

0.05 – 0.15 FTE

Provide evidence-based psychological services, including intake evaluations and psychotherapy, to up to 12 patients a week through the UHS practice plan.

2004 – 2007 Clinical Psychologist

Addictive Disorders Treatment Program

Veteran’s Administration Sierra Nevada Health Care Center, Reno, NV

Duties: Intakes and treatment planning; development of ADTP Intake; individual therapy for patients with addictions and comorbid Axis I or II disorders; group therapies (Healthy Living Group, Living Sober Group, Pain Management Introduction Class); Pain Panel, Pain Committee, and Pain Management Team; development of Opioid Pain Contract; integration of ADTP services into Primary Care; development of outcomes research on implementation of integrated behavioral health in primary care; teaching and supervision of medical students, psychiatry residents, and psychology interns; Compensation and Pension evaluations for disabled veterans; and interfacing with Inpatient Psychiatric Unit.

2002 – 2004 Health Science Specialist/Counselor (Post-Doctoral Fellowship)

Addictive Disorders Treatment Program

Veteran’s Administration Sierra Nevada Health Care Center, Reno, NV

Supervised by Jon Wallace, MPH and Barbara Kohlenberg, Ph.D.

2001 – 2002 Psychology Intern (APA Internship)

Veteran’s Administration Sierra Nevada Health Care Center, Reno, NV

Rotations: Inpatient Unit, Behavioral Medicine and Consultation/Liaison Service, Children’s Behavioral Services, Addictive Disorders Treatment Program, Mental Health Clinic

 Training Director: Valerie Williams, Ph.D.

Spring, 2000 Clinical Psychology Extern

 Lake’s Crossing Center for the Mentally Disordered Offender

Duties: Performed psychological and forensic evaluations for competency to stand trial; administered psychological, forensic, and neoropsychological instruments and subsequent report write-up for the courts; co-facilitated a CBT coping skills group for substance abusers.

Supervisor: Elizabeth Neighbors, Ph.D.

Fall, 1999 Clinical Psychology Extern

Nevada Mental Health Institute

Duties: Client intake and evaluation; working with a multi-disciplinary treatment team; establishing treatment plans and protocols; administration of psychological and neuropsychological instruments and subsequent report write-up; individual psychotherapy; group therapy using Dialectical Behavior Therapy.

Supervisors: Ingrid Moore, Ph.D. and Steve Roth, Ph.D.

Summer, 1997 Behavioral Medicine Extern

Veteran’s Administration Medical Center, Reno, NV

Duties: Consultation regarding dementia, delirium, and other psychological difficulties in post-operative and elderly populations; administering neuropsychological exams, such as The Neurobehavioral Cognitive Status Exam and subsequent report writing; individual biofeedback sessions; group therapy for chronic pain sufferers; group therapy for nursing home residents; literature searches on topics related to behavioral medicine

 Supervisors: Valerie Williams, Ph.D. and Sheila Young, Ph.D.

1997 – 1999 Clinical Psychology Extern

University Counseling and Testing Center, UNR

Duties: Individual, couples, and group psychotherapy; conducting intakes with new clients; university service; facilitated the Multicultural Talking Circle; facilitated weekly consultation group with staff at Step 2 (A substance abuse treatment program)

 Supervisors: Steven Graybar, Ph.D., Kevin Gaw, Ph.D., and Lois Parker, Ph.D.

1996 – 1997 Clinic Assistant / Intake Therapist

Psychological Service Center, Department of Psychology, UNR

Duties: Conducting intakes with new clients, establishing the diagnosis, making assignments to therapists, and general clinic management.

Supervisor: William O’Donohue, Ph.D.

1995 – 1996 Clinical Psychology Trainee

Psychological Service Center, Department of Psychology, UNR

Duties: Outpatient individual, couple’s, and group therapy; process and outcome research; Functional Analytic Psychotherapy (FAP); Dialectical Behavior Therapy (DBT); Gestalt Therapy; Use of empirically-supported brief therapies

Supervisors: Alan Fruzzetti, Ph.D., Robert Peterson, Ph.D., William Follette, Ph.D., William O’Donohue, Ph.D.

1993 – 1994 Peer Counselor

Student Counseling Center, University of Washington; Seattle, Washington

 Duties: Greeting and referring clients, and presenting outreach programs

1992 Geriatric Assistant

Consejo Counseling and Referral Service, Seattle, Washington

Duties: Providing vocational and emotional counseling to elderly Spanish-speaking clients

1992 Day Treatment / Vocational Assistant

Eastside Mental Health, Bellevue, Washington

Duties: Planning and assisting in projects for clients with developmental disabilities and head injuries.

**Special Clinical Training / Workshops Attended**

Functional Analytic Psychotherapy (FAP), 1994-1996, supervised by William Follette, Ph.D.

Brief Empirically-Supported Treatments, 1995-1996, supervised by William O’Donohue, Ph.D.

Workshops on Dialectical Behavior Therapy for Borderline Personality Disorder and Dialectical Behavior Therapy for Couples and Families, 1995-1997 presented by Alan Fruzzetti, Ph.D.

Multicultural Talking Circle, 1997-1999, supervised by Alan Fruzzetti, Ph.D. Steven Graybar, Ph.D., and Kevin Gaw, Ph.D.

Psychodynamic and Object Relations Therapy, 1997-1999, supervised by Steven Graybar, Ph.D.

Eating Disorders Treatment Group, 1998-1999, supervised by Dean Hinitz, Ph.D. and Steven Graybar, Ph.D.

Consultation to therapists in a substance abuse treatment program for women (Step 2), 1998-1999, supervised by Steven Graybar, Ph.D.

Inpatient Psychiatric Unit at Northern Nevada Adult Mental Health Services, 1999, supervised by Ingrid Moore, Ph.D.

Organized Behavioral Healthcare Delivery, 1999-2003, research and clinical work supervised by William O’Donohue, Ph.D.

Campus Education and Outreach in Women’s Issues, supervised by Catherine Choi-Pearson, 2000-2001, Ph.D.

Forensic Evaluation and Psychotherapy, 2000, supervised by Elizabeth Neighbors, Ph.D.

Early Detection and Treatment of Substance Abuse in Primary Care, 2003 Conference sponsored by the UNR Department of Psychology and the Cummings Foundation.

Emerging Leaders Development Program, 2004-2005. A nine-month leadership skills training program designed to prepare employees for future leadership positions within the VA system.

Legal, Ethical, Pragmatic Supervision, 2009. As a liaison between UNR MED and the Nevada State Psychological Association, I helped to co-sponsor this 6-hour CEU event on clinical supervision.

Ethical Considerations: Dual Relationships and Multicultural Issues, 2009. As a liaison between UNR MED and the Nevada State Psychological Association, I helped to co-sponsor this 6-hour CEU event on ethics and multiculturalism.

Mindfulness-Based Stress Reduction: An Overview of MBSR Principles and Practices, 2011. As a liaison between UNR MED and the Nevada State Psychological Association, I helped to co-sponsor this 6-hour CEU event on MBSR.

Adventures on the Electronic Frontier: Ethics and Risk Management in the Digital Era, 2012. As a liaison between UNR MED and the Nevada State Psychological Association, I helped to co-sponsor this 6-hour CEU event on ethics.

Motivational Interviewing: What it is, how it works, and how to learn it, 2013. A full-day workshop on Motivational Interviewing given by on of it’s developers, William R. Miller.

Boundaries, Borders, and Multiplicities in Psychotherapy: Ethics and Professionalism for Psychologists, 2014. As a liaison between UNR MED and the Nevada State Psychological Association, I helped to co-sponsor this 6-hour CEU event on ethics.

DSM-5 Workshop, 2014. Full-day workshop co-sponsored by the Department of Psychiatry, the Nevada Psychological Association, and the Nevada Psychiatric Association on the new DSM.

Motivational Interviewing Workshop, 2014. A three-day workshop on MI skills sponsored by the Hopes Clinic in Reno, NV**.**

Motivational Interviewing Workshop, 2015. A 9-hour workshop on MI skills sponsored by the Nevada Psychological Association in Reno, NV**.**

Sexual Issues in Psychotherapy Workshop, 2015. A 6-hour workshop sponsored by the Nevada Psychological Association in Reno, NV**.**

Legal and Ethical Risks and Risk Management in Professional Psychological Practice, Sequence VII: Working with Couples and Families, Risk Management with the Suicidal Patient, and Legal and Ethical Issues presented by Retirement. An 8-hour workshop sponsored by the Nevada Psychological Association in Reno, NV.

Embracing Diversity in Your Classroom. Online modules completed through the Association of College and University Educators, October, 2018.

An Ethics Update: Managing Risk by Practicing Ethically, presented by Michael Donner, Ph.D. A 6-hour ethics workshop sponsored by the Nevada Psychological Association in Reno, NV, November, 2018.

Practicing Cultural Humility:  Ethical and Clinical Considerations, presented by Tonya Armstrong, Ph.D. A 6-hour workshop sponsored by the Nevada Psychological Association in Reno, NV, May, 2019.

Effective Teaching Practices. Online modules completed through the Association of College and University Educators (ACUE), 2018-19.

CBT-I, 2019. 6-Hour workshop on CBT for Insomnia, presented by Gregg Jacobs, Ph.D., sponsored by the Nevada Psychological Association in Reno, NV, October 2019.

**Clinical Approaches to Suicidality: Collaborating with Patients to Make Life Liveable, Presented by:  Dr. Noelle Lefforge and Dr. Amelia Black. 6-Hour workshop** sponsored by the Nevada Psychological Association (virtual), May 29, 2020.

Past, Present and Future: Developing Cultural Competence and Anti-Racist Attitudes When Working with Black People and Other People of Color. Presented by Dr. Evelyn Burrell. 6-Hour workshop sponsored by the Nevada Psychological Association (virtual), April 30, 2021.

**Research Activities**

2007 – Present Medical Education Research Projects

Several research projects in medical education have stemmed from my committee work in professionalism, curriculum evaluation, and implicit bias (see Committee Assignments and Service, above). In addition to completing this committee work, I serve as a research team member and/or PI on various research projects that have been disseminated at national conferences (see Abstracts and Presentations below).

2000 – 2001 Graduate Assistant, UNR Women’s Resource Center

University of Nevada, Reno

Duties: Program evaluation and data analysis; grant writing.

Supervisor: Catherine Choi-Pearson, Ph.D.

1994 – 1997 Research Assistant, Dialectical Behavior Therapy Couples and Family Therapy and Research Lab

Department of Psychology

University of Nevada, Reno

Project I: Analyzing the effectiveness of the use of direct video feedback to augment Dialectical Behavior Therapy (DBT) for couples.

Project 2: Analyzing intimacy and conflict patterns in elderly couples

Duties: Assisting in the development of the research protocol and a DBT Couple’s Therapy manual, subject recruitment, running subjects, conducting DBT couple’s therapy, data management, and project management.

Supervisors: Alan Fruzzetti, Ph.D., Jane Fisher, Ph.D.

1995 – 1996 Research Assistant, Behavioral Medicine

Department of Psychiatry and Behavioral Sciences, UNR MED

Duties: Data management and analysis of data from a federal grant devised to educate medical health professionals about chemical dependency issues; grant writing.

Supervisors: Tracy Veach, Ph.D., John Chappel, M.D.

1990 – 1994 Research Assistant, various laboratories/projects

Department of Psychology, Department of Psychiatry and Behavioral Science

University of Washington, Seattle WA

Labs: Addiction Behaviors Research Center, Functional Analytic Psychotherapy Laboratory, Physiological Psychology Laboratory, Sleep and Aging Research Laboratory

Duties: Protocol development, literature searches, data collection, data entry, recruiting subjects, running subjects through the protocol, conducting phone interviews, administering personality scales, transcribing psychotherapy sessions.

Supervisors: John Baer, Ph.D., Alan Marlatt, Ph.D., Robert Kohlenberg, Ph.D., Steven Woods, Ph.D., Brenda Brownlow, Sally Weatherford, Ph.D., Karen Moe, Ph.D. and Patricia Prinz, Ph.D., Mark Calogero, Ph.D.

**Honors and Awards**

2019 Healthcare Heroes, Educator of the Year

Awarded the Healthcare Hero in the Educator category in Northern Nevada by the Nevada Business Magazine. I was nominated by UNR Med’s Dean’s Cabinet, as a recognition of my work in teaching all levels of learners, from medical students to leadership.

2021 UNR Thornton Peace Prize

The Thornton Peace prize recognizes an individual who exemplifies by word or deed that use of force is not an acceptable means for settling disputes.

**Publications**

Books

 Alicata, D., \***Jacobs, N.N**., Piasecki, M. & Guerrero, A. (2016). Problem-Based Behavioral Science and Psychiatry, 2nd Edition. New York, NY: Springer. (\*note: Dr. Alicata and I are co-first authors)

**Jacobs, N. N.** & O’Donohue, W. T. (2007). Coping With Infertility: Clinically Proven Ways of Managing the Emotional Roller Coaster. New York: Routledge/Taylor & Francis.

Chapters

Esquierdo-Leal J., **Jacobs N**., Strauss S. (2020) Prejudice in the Health Care System: Remediation Strategies. In: Benuto L., Duckworth M., Masuda A., O'Donohue W. (eds) Prejudice, Stigma, Privilege, and Oppression. Springer, Cham. https://doi.org/10.1007/978-3-030-35517-3\_18

 **Jacobs, N.N**. & Calvo, L.A. (2016). The Physician-Patient Relationship. In D. Alicata, N. Jacobs, M. Piasecki, & A. Guerrero (Eds.) Problem-Based Behavioral Science and Psychiatry, 2nd Edition. New York, NY: Springer.

 Mason, N.M., **Jacobs, N.N**. & Pai, L. (2016). Personality Disorders. In D. Alicata, N. Jacobs, M. Piasecki, & A. Guerrero (Eds.) Problem-Based Behavioral Science and Psychiatry, 2nd Edition. New York, NY: Springer.

 **Jacobs, N.N.** (2009). Bibliotherapy Utilizing CBT. In W.T. O’Donohue and J. Fisher (Eds.), General Principles and Empirically Supported Techniques of Cognitive Behavior Therapy (pp. 158-165). Hoboken, NJ: John Wiley& Sons, Inc.

 **Jacobs, N.N**. (2008). Bibliotherapy. In W.T. O’Donohue and J. Fisher (Eds.), Cognitive Behavior Therapy: Applying Empirically Supported Techniques in Your Practice, 2nd Edition (pp. 60-67). Hoboken, NJ: John Wiley& Sons, Inc.

 **Jacobs, N. N**. & Mosco, E. (2008). Bibliotherapy as an Adjunctive Treatment. In W. T. O’Donohue and N. Cummings (Eds.), Evidence-Based Adjunctive Treatments (pp. 7-39). Burlington, MA: Elsevier Inc.

 **Jacobs, N. N**. & Jacobs, S. E. (2006). Treatment adherence in pregnancy. In W. T. O’Donohue & E. R. Levensky (Eds.), Promoting Treatment Adherence: A Practical Handbook for Treatment Providers. Thousand Oaks, CA: Sage.

 **Jacobs, N. N.** (2005). Treatment guidelines for the psychological sequelae of infertility in the primary care setting. In W. T. O’Donohue, D. Henderson, & M. R. Byrd (Eds.), Behavioral integrative care: Treatments that work in the primary care setting. Boston: Allyn & Bacon.

Articles Under Review

Blakely-Harris, T., Jacobs, N.N., Fuqua, C., Lyness, J., Smith, P., Poll-Hunter, N., Piggott, C., & Monroe, A. (invited commentary under review, *Academic Medicine*, 2021). Faculty Holistic Review Commentary.

Smith, G.S., Houmanfar, R.A., **Jacobs, N.N**., Froehlich, M., Szarko, A.J., Smith, B.M., Kemmelmeier, M., Baker, T.K., Piasecki, M.P., & Schwenk, T.L. (under review, *Advances in Health Sciences Education*.). Assessment of medical student burnout: Toward an implicit measure to address current issues.

Sotto-Santiago, S., Poll-Hunter, N., Trice, T., Buenconsejo-Lum, L., Golden, S., Howell, J., **Jacobs, N.N**., Lee, W., Mason, H., Ogunyemi, D., Crespo, W., & Lamba, S. (under review, *Academic Medicine*, 2020). Developing a Framework and Strategies for Faculty Development in Anti-Racist Education.

**Jacobs, N.N**., Esquierdo-Leal, J., Smith, G. & Houmanfar, R., & Piasecki, M. (under review, *Medical Education*, 2021). Evaluation of a pilot workshop to implement best practices in the search process to promote diversity.

Szarko, A.J., Houmanfar, R.A., Smith, G.S., **Jacobs, N.N**., Smith, B.M., Assemi, K., Piasecki, M.P., & Baker, T.L. (under review, *Journal of Contextual Behavioral Science*). Impact of Acceptance and Commitment Training on Burnout and Resilience in Medical Education.

Articles Published

**Jacobs N.N**., Calvo L, Dieringer A, Hall A, Danko R. (February, 2021). Motivational interviewing training: a case-based curriculum for preclinical medical students. *MedEdPORTAL.* 2021;17:11104. https://doi.org/10.15766/mep\_2374-8265.11104

Ackerman-Barger, K. & **Jacobs, N.N**., Orozko, R. & London, M. (February, 2021). Addressing microaggressions in academic health: A workshop for inclusive excellence. *MedEdPORTA*L, 2021;17:11103. https://doi.org/10.15766/mep\_2374-8265.11103

Ackerman-Barger, K. & **Jacobs, N.N.** (December, 2020). The microaggression triangle model: A humanistic approach to navigating microaggressions in higher education. *Academic Medicine, 95*(12S), S28-S32. doi: 10.1097/ACM.0000000000003692.

Smith, G., Houmanfar, R., **Jacobs, N.N**., Froehlich, M., Szarko, A.J., Kemmelmeier, M., Baker, T.K., Piasecki, M. & Schwenk, T.L. (submitted to *Advances in Health Sciences Education*, 2020). Assessment of medical student burnout: Toward an implicit measure to address current issues.

Baker, T.K., Smith, G., **Jacobs, N.N.**, Houmanfar, R., Tolles, R., Kuhls, D.K., & Piasecki, M. (October, 2016). A deeper look at implicit weight bias in medical students. *Advances in Health Science Education: Theory and Practice*, PMID: 27734175 DOI:[10.1007/s10459-016-9718-1](https://dx.doi.org/10.1007/s10459-016-9718-1)

Timothy Baker, Thomas Schwenk, Melissa Piasecki, Gregory S. Smith, Daniel Reimer, Nicole **Jacobs**, Gwen Shonkwiler, Jennifer Hagen & Ramona A. Houmanfar (2015). Cultural Change in a Medical School: A Data-Driven Management of Entropy, *Journal of Organizational Behavior Management*, 35:1-2, 95-122, DOI: 10.1080/01608061.2015.1035826

 Sexton, M.B., Byrd, M.R., O’Donohue, W.T., & **Jacobs, N.N**. (2010). Web-based treatment for infertility-related psychological distress. *Archives of Women’s Mental Health*, 13(4), 347-358. Springer-Verlag, New York, NY.

**Abstracts and Presentations**

Kim, A., Le, N., Enokenwa, M., Attridge, B., Szarko, A.J., Assemi, K., **Jacobs, N.N**., Houmanfar, R.A. (2021). Student Perspectives on Acceptance and Commitment Training within a Medical Education Curriculum. Poster to be presented at the Association for Contextual Behavioral Science Annual Convention. Virtual, June, 2021.

Assemi, K., Houmanfar, R., **Jacobs, N**.**N**., Szarko, A., West, D., Lombardero, A., Cotton, A., Acceptance and Commitment Training and Cultural Humility: Conceptual and Applied Congruence. Poster to be presented at the 2021 Association for Behavior Analysis International Conference. Virtual. May, 2021.

Attridge, B., Szarko, A.J., Assemi, K., Kim, A., Le, N., Enokenwa, M., **Jacobs, N.N**., Houmanfar, R.A. (2021). Impact of COVID-19 on Medical Students’ Perception of Acceptance and Commitment Training. Poster to be presented at the Association for Behavior Analysis International Convention. Virtual. May, 2021.

 Szarko, A.J., Houmanfar, R.A., Smith, G.S., **Jacobs, N.N**., Assemi, K., Smith, B.M., Baker, T., Piasecki, M. (2021). The Impact of Acceptance and Commitment Training on Well-Being in Medical Education. Symposium to be presented at the Association for Behavioral Analysis International Annual Convention. Virtual. May, 2021.

Smith, G.S., Houmanfar, R.A., **Jacobs, N.N**., Froehlich, M., Szarko, A.J., Smith, B.M., Baker, T., Piasecki, M. (2021). Assessment of Medical Student Burnout: Toward an Implicit Measure to Address Current Issues. Symposium to be presented at the Association for Behavioral Analysis International Annual Convention. Virtual. May, 2021.

Houmanfar, R., **Jacobs, N.N**., Piasecki, M., & Etezadi-Amoli, N. Management of Bias: Behavior Science Meets Medical Education. Invited Presidential Panel at the annual convention of the Association of Behavioral Analysis International. Virtual, May 2021.

Dougherty, J., Assemi, K., **Jacobs, N.N**., Hagen, J. , Lived Experiences Relating to Joy in Work. Poster presented at the 2021 AAMC GDI & Health Workforce Research Joint Conference. Virtual. May, 2021.

**Jacobs, N.N**., Esquierdo-Leal, J., Smith, G.S., Piasecki, M., Assemi, K., & Houmanfar, R. (2021). Does Search Committee Training Diversify the Academic Medicine Workforce? Poster presented at the 2021 AAMC GDI & Health Workforce Research Joint Conference. Virtual. May, 2021.

Dieringer, A, Assemi, K., & **Jacobs, N.N.** (2021). Increasing Diversity in Faculty via the Academy for Development in Academic Medicine Program. Poster presented at the 2021 AAMC GDI & Health Workforce Research Joint Conference. Virtual. May, 2021.

Nguyen, E., Trejo, S., Strauss, S., Szarko, A.J., Assemi, K., **Jacobs, N.N**., Lombardero, A., Cotton, A., Houmanfar, R.A. (2021). Development of Cultural Humility through a Medical Spanish Elective. Poster presented at the AAMC GEA National Conference. Virtual. April, 2021.

Dougherty, J., Assemi, K., **Jacobs, N.N**., Hagen, J. Lived Experiences of Belongingness, Inclusion, and Cooperation Relating to Joy in Work. Poster presented at the GEA National Spring Conference. Virtual. April, 2021.

Dieringer, A, Assemi, K., & **Jacobs, N.N.** (2021). Increasing Diversity in Faculty via the Academy for Development in Academic Medicine Program. Oral Presentation at the AAMC GEA National Conference. Virtual. April, 2021.

**Jacobs, N.N**., Esquierdo-Leal, J., Smith, G.S., Piasecki, M., Assemi, K., & Houmanfar, R. (2021). Evaluation of a Pilot Program to Implement Best Practices to Promote Diversity in the Search Process. Poster presented at the AAMC GEA National Conference. Virtual. April, 2021.

Dougherty, J., Assemi, K., **Jacobs, N.N**., Hagen, J. Cooperation and Resiliency Relating to Joy in Work. Poster presented at the Annual Northern Nevada Diversity Summit. Virtual. April, 2021.

Strauss, S., Szarko, A.J., **Jacobs, N.N**., Houmanfar, R.A. Dismantling institutionalized “isms”. Workshop presented at the Annual Northern Nevada Diversity Summit. Virtual. April, 2021.

Trejo Jr., S,Nguyen, E., Strauss, S., Szarko, A.J., Assemi, K., **Jacobs, N.N.,** Houmanfar, R.A., Development of Cultural Humility Through a Medical Spanish Elective, Poster presented at the Latino Medical Association National Conference. Virtual, March, 2021.

Le, N., Kim, A., Enokenwa, M., Szarko, A., Assemi, K., **Jacobs, N.N**., & Houmanfar, R. (2021). Student Perspectives on Acceptance and Commitment Training within a Medical Education Curriculum. Poster presented at the annual conference of the American Medical Student Association, Virtual Conference, March 6, 2021.

Trejo, S., Nguyen, E., Strauss, S, Szarko, A., **Jacobs, N.N**., & Houmanfar, R. (2021). Development of Cultural Humility Through a Medical Spanish Elective. Poster presented at the annual meeting of the Latino Medical Student Association, February, 2021.

Harris, T., Fuqua, C., **Jacobs, N.N**., Lyness, J., & Piggott, C. (2021). Applying Holistic Principles to Faculty Recruitment and Retention. Panel presented at the annual conference of the Association of American Medical Colleges, Virtual Conference, December, 2020-January, 2021.

**Jacobs, N.N**., Esquierdo-Leal, J., Hackbusch, R., & Assemi, K. (2020). Exploring Impact of Online Implicit Bias Training in PA Admissions. Poster presented for the National Conference for Physician Assistant Educators, Austin, TX, October, 2020.

Hagen, J.M., **Jacobs, N.N**., & Ackerman-Barger, K. (2020, accepted*).* A Case-Based Learning Exercise for Skills to Promote Inclusive and Safe Learning Environments. Workshop accepted at the Annual Meeting of the AAMC Group on Faculty Affairs, Portland, OR, July, 2020. (Note – accepted but not presented because conference was cancelled due to COVID-19).

Bush, A., Castillo-Page, L., **Jacobs, N.N.**, Gadson, K., Wilson, S., Pangelinan, J., & Barry, L. (2020). Beyond Climate Surveys: HowFPIECan Enhance the Assessment of Diversity and Inclusion. Workshop to be presented at the Annual Meeting of the AAMC Group on Diversity and Inclusion, May, 2020. (Note – accepted but not presented because conference was cancelled due to COVID-19).

**Jacobs, N.N,** Esquierdo-Leal, J., Smith, G.S. & Houmanfar, R. (2020). Implicit Bias Training for Search Committees: Outcomes and Social Validity. Poster to be presented at the Annual Meeting of the AAMC Group on Diversity and Inclusion, May, 2020. (Note – accepted but not presented because conference was cancelled due to COVID-19).

**Jacobs, N.N.,** Ackerman-Barger, K., Latimore, D., & Boatright, D. (2020). A Case-Based Learning Exercise for Skills to Promote Inclusive Learning Environments. Workshop to be presented at the Annual Meeting of the AAMC Group on Diversity and Inclusion, May, 2020. (Note – accepted but not presented because conference was cancelled due to COVID-19).

**Jacobs, N.N.,** Trejo, S., Ndukwu, M., Gebrezghi, S., Enokenwa, M., Higareda, M., & Sanchez, K. (2020). A Case-Based Learning Exercise to Recognize Microaggressions and Be an Active Bystander. Workshop to be presented at the Northern Nevada Diversity Summit, April, 2020. (Note – accepted but not presented because conference was cancelled due to COVID-19).

Smith, G.S., **Jacobs, N.N**., Esquierdo-Leal, J., Houmanfar, R., Szarko, A., & Piasecki, M. (2020). Assessing Implicit Gender Bias Among Faculty Search Committees. Poster presented at the Annual meeting of the Western Group on Educational Affairs for the Association of American Medical Colleges Conference, Asilomar, CA, March, 2020 (Note – accepted but not presented because conference was cancelled due to COVID-19).

Yemani, L. & **Jacobs, N.N**. (September, 2020). Pre-Faculty Development for Residents. Invited presentation at the 2020 Mid-Year BNGAP Pre-Faculty Development Conference and White Paper De-Briefing (online).

**Jacobs, N.N.,** Smith, A., Dougherty, J., Piasecki, M. & Hagen, J. (2019). Supporting Pathways for Women in Academic Medicine Through the ADAM Program. Poster presented at Learn, Serve, Lead: The AAMC Annual Meeting, Phoenix, AZ, November, 2019.

Szarko, A., Houmanfar, R., Smith, G.S., **Jacobs, N.N**., Etezadi-Amoli, N., Piasecki, M. & Baker, T. (2019). Bias and Burnout: A Curricular Training Program to Manage Stigmatization Toward Patients and Self Using ACT Training. Poster presented at the Louisiana-Mississippi Association for Contextual Behavioral Science Regional Conference. Oxford, MI. July 2019.

Smith, G.S., Houmanfar, R.A., **Jacobs, N.N**., Baker, T., Froehlich, M., Szarko, A.J., Brayko, C., & Piasecki, M. (2019). Assessing Implicit Cognition Related to Burnout and its Relevance for Behavior Analysts. Presentation at the Association for Behavior Analysis International Annual Convention. Chicago, IL. May 2019.

**Jacobs, N.N.** & Esquierdo-Leal, J. (2019). Implicit Bias Training for Search Committees: A Formal Assessment of Implicit Bias and Training Outcomes. Annual meeting of the Western Group on Educational Affairs for the Association of American Medical Colleges Conference, Reno, NV, March, 2019.

**Jacobs, N.N**. (2019). Academy for Development in Academic Medicine: An Internal Pipeline to Increase Diversity in Faculty. Annual meeting of the Western Group on Educational Affairs for the Association of American Medical Colleges Conference, Reno, NV, March, 2019.

**Jacobs, N**.**N**., Szarko, A., Froehlich, M., Etezadi-Amoli, N., Mauban, E., Strauss, S.S., Roohani, D. & Houmanfar, R. (2019). Bias and Burnout: A Curricular Training Program to Manage Stigmatization Toward Patients and Self Using Acceptance and Commitment Training. Workshop at the annual meeting of the Western Group on Educational Affairs for the Association of American Medical Colleges Conference, Reno, NV, March, 2019.

Smith, G.S., Houmanfar, R.A., **Jacobs, N.N**., Baker, T., Froehlich, M., & Szarko, A.J. (2019). Developing an Implicit Measure of Burnout with Medical Students. Poster presented at the Western Group on Educational Affairs for the Association of American Medical Colleges Conference. Reno, NV. March 2019.

Maulit, R. & **Jacobs, N.N.** (2019). A Peer-Led Curricular Intervention to Increase Cultural Competence with LGBTQ+ Patients. Oral Presentation at the annual meeting of the Western Group on Educational Affairs for the Association of American Medical Colleges Conference, Reno, NV, March, 2019. (Won Best Oral Presentation)

Szarko, A.J., Anbro, S.J., Houmanfar, R., Maraccini, A., Crosswell, L., **Jacobs, N.N**., Piasecki, M. & Baker, T. (2019). Exploring the Technical Feasibility of Virtual Reality and Eye-Tracking in Interprofessional Healthcare Education for Medical and Nursing Students. Annual meeting of the Western Group on Educational Affairs for the Association of American Medical Colleges Conference, Reno, NV, March, 2019. (Won Best Poster)

**Jacobs, N.N.,** Piasecki, M., Smith, A. & Myers, S. (2019). Mission-Based Diversity Groups: From Definition to Data and Beyond. Annual meeting of the Group on Diversity and Inclusion for the Association of American Medical Colleges Conference, Chicago, IL, April, 2019.

**Jacobs, N.N.** & Esquierdo-Leal, J. (2019). Implicit Bias Training for Search Committees: An Assessment of Implicit Bias and Outcomes. Annual meeting of the Group on Diversity and Inclusion for the Association of American Medical Colleges Conference, Chicago, IL, April, 2019.

**Jacobs, N.N**. (2019). Academy for Development in Academic Medicine: An Internal Pipeline to Increase Diversity in Faculty. Annual meeting of the Group on Diversity and Inclusion for the Association of American Medical Colleges Conference, Chicago, IL, April, 2019.

Maulit, R. & **Jacobs, N.N.** (2019). A Peer-Led Curricular Intervention to Increase Cultural Competence with LGBTQ+ Patients. Poster at the Annual meeting of the Group on Diversity and Inclusion for the Association of American Medical Colleges Conference, Chicago, IL, April, 2019.

**Jacobs, N.N**. (2018). Wellness in Leadership: ACTraining for Physician Leaders. Invited workshop with Renown Physician Leaders. Reno, NV, December 18, 2018.

**Jacobs, N.N**. (2018). Unconscious Bias and Health Care Disparities: How What We Don’t Know Can Hurt Our Patients. Invited Grand Rounds for the UNR Med Department of Internal Medicine. Renown Health, Reno, NV, November, 2018.

**Jacobs, N.N.** (2018). Hiring Karen or Brian: Gender Bias in Hiring. Invited presentation to the Nevada Chapter of American Association of University Women. Reno, NV, March 13, 2018.

**Jacobs, N.N**. (2018). Implicit Bias and Health Care Disparities: How What We Don’t Know Can Hurt Our Patients. Invited address to the Nevada Academy of Family Practitioners at the NAFP Annual Meeting. Lake Tahoe, CA, January 30, 2018.

Froehlich, M., Szarko, A., **Jacobs, N.N.,** Smith, G., Houmanfar, R., Baker, T., & Piasecki, M. (2018). Addressing Burnout with Acceptance and Commitment Training. Poster presented at the Western Group on Educational Affairs annual conference. Denver, CO, March, 2018.

Mauban, E., Szarko, A., **Jacobs, N.N**., Smith, G., Houmanfar, R., Baker, T., & Piasecki, M. (2018). Acceptance and Commitment Training in Medical Education: Insight into Peer-Led Discussion of Student Wellness. Poster presented at the Western Group on Educational Affairs annual conference. Denver, CO, March, 2018.

**Jacobs, N.N**. & Kloth, C. (2018). Strategic Planning for Diversity and Inclusion at UNR Med. Poster presented at the Northern Nevada Diversity Summit in 2018.

Esquierdo-Leal, J. & **Jacobs, N.N**. (2018). Identifying and Managing Implicit Bias in the Search Process at UNR Med. Poster presented at the Northern Nevada Diversity Summit in 2018.

**Jacobs, N.N**., Smith, A., Oates, K., Stone, R., Hagen, J., Piasecki, M., & Brayko, C. (2018). Strategic Planning for Diversity and Inclusion. Workshop presented at the Northern Nevada Diversity Summit in 2018.

Kumra, R., Malwane, S.D., Sweet, S.G., Padilla, D., Arguello, Al, Malone, M.C., Maulit, R., Prasad, A., Quang, C., Valverde, C.Y. & **Jacobs, N.N**. (2018). From Clinicians to Patients: Overcoming the Racial Biases We Don’t Know We Have. Panel presented at the Northern Nevada Diversity Summit in 2018.

Houmanfar, R.A., Esquierdo-Leal, J., Szarko, A.J., Smith, G.S., **Jacobs, N.N**., Froehlich, M., Baker, T., & Piasecki, M. (2018). ACT in Organizations: The UNR Med Model for Managing Burnout. Invited presentation at the ACT for Behavior Analysts Bootcamp. Reno, NV. March 2018.

Ma, I.V., Bains, P.K., Shao, A., Shen, B., Bain, N.N., **Jacobs, N.N**., & Pardini, R.S. (2018). Cultural influence on diet and cancer prevalence in minority populations. Poster presented at the National Conference of the Asian Pacific American Medical Association. St. Louis, MO, October, 6, 2018.

Piasecki, M., Brayko, C., Houmanfar, R.A., Szarko, A.J., Smith, G.S., **Jacobs, N.N.**, & Baker, T. (November 2017). Integrating a Behavior Analytic Frameworks to Meet the Needs of a Medical School and the Medical Profession. Symposium conducted at the Association for Behavior Analysis Ninth International Conference, Paris, France.

Szarko, A.J., Houmanfar, R.A., **Jacobs, N.N**, Smith, G.S., Brayko, C., Froehlich, M. (November, 2017). A behavioral systems approach toward assessing and alleviating burnout among medical students. Presented at Association for Behavior Analysis International 9th International Conference, Paris, France.

**Jacobs, N.N**., Smith, A., Oates, K., & Piasecki, M. (May, 2017). Inclusivity: Collaborative Mixed-Methods Approach. Poster presented at the Group on Diversity and Inclusion and Group on Women in Medicine and Science summit in Palm Springs, CA.

Hagen, J., **Jacobs, N.N**., & Piasecki, M. (May, 2017). Diversity Now: Powerful Searches. Workshop presented at the Group on Diversity and Inclusion and Group on Women in Medicine and Science summit in Palm Springs, CA.

Esquierdo-Leal, J., Houmanfar, R.A., **Jacobs, N.N**. (May 2017). Go with your gut? Examining the Role of Implicit Biases as they Relate to Diversity in the Workplace. Symposium conducted at the Association for Behavior Analysis International Annual Convention. Denver, CO.

Smith, G.S., Houmanfar, R.A., Szarko, A.J., Esquierdo-Leal, J., **Jacobs, N.N.**, Froelich, M., Baker, T., Piasecki, M. (May, 2017). The role of implicit attitude assessment in a behavior analytic intervention of social issues. Symposium conducted at the Association for Behavior Analysis International Annual Convention. Denver, CO.

Szarko, A.J., Brayko, C., Houmanfar, R., Smith, G., Esquierdo-Leal, J., Froehlich, M., **Jacobs, N.N.**, Baker, T., & Piasecki, M. (March, 2017). Managing Burnout in the Curriculum at UNR Med. Poster presented at the Northern Nevada Diversity Summit in Reno, NV.

Smith, A., Oates, K., **Jacobs, N.N**., Brayko, C., Piasecki, M., Harding, B., & Glogovac, D. (February, 2017). Rethinking diversity at one medical school: Narrowing the focus to increase impact. Presented at the AAMC Western Group on Educational Affairs annual meeting in Salt Lake City, UT.

Brayko, C., Smith, G., Szarko, A., Candido, A., Houmanfar, R., **Jacobs, N**.**N.**, Baker, T., Ishibashi, K., Piasecki, M., Schwenk, T. (July, 2016). “Ethical dilemmas surrounding physician wellness and burnout.” Cambridge Consortium for Bioethics Education annual meeting, Paris, France.

Hagen, J., **Jacobs, N.N**., &, Piasecki., M. (July 2016) Engineering Inclusivity: A Standing Search Committee Looks at Candidate Data.Poster, AAMC Group on Faculty Affairs annual meeting, Vancouver, BC.

Smith, G., Houmanfar, R., Szarko, A., Baker, T., **Jacobs, N.N**., Kuhls, D., & Piasecki, M., (May, 2016). The Adaptation of the Implicit Behavioral Assessment Technology to Guide Curriculum Development. Symposium Presentation at the Annual Meeting of the Association for Behavioral Analysis International in Chicago, IL.

Szarko, A., Brayko, C., Houmanfar, R., Smith, G., **Jacobs, N.N**., Baker, T., Kuhls, D., & Piasecki, M. (May, 2016). Determining the Effects of Acceptance and Commitment Training on Measures of Implicit Attitudes and Burnout: A New Spin on Curriculum Training in Medical Education. Symposium Presentation at the Annual Meeting of the Association for Behavioral Analysis International in Chicago, IL.

**Jacobs, N.N.**, Baker, TK., Piasecki, M., Kuhls, D., Croswell, L., Smith, G., Brayko, C., Candido, A., Szarko, A., Houmanfar, R. (April, 2016). The Implicit Relational Assessment Procedure (IRAP): How Implicit Bias is assessed and Addressed at UNR MED. Poster presented at the Northern Nevada Diversity Summit in Reno, NV.

Baker, T.K., Smith, G., Kuhls, D., Piasecki, M., Brayko, C., & **Jacobs, N.N.** (April, 2016). Assessing Implicit Attitudes of Burnout Among Medical Students. Oral Abstract Presentation at the annual meeting of the AAMC Western Group on Educational Affairs in Tuscon, AZ.

**Jacobs, N.N**., Malone, M., Raja, R., & Garcia, E. (February, 2016). Healthcare by Race: Exposing Disparities and Exploring Help - seeking Behaviors. Panel presentation at Cultural Considerations in Healthcare conference, Reno, NV.

Baker, T.K., **Jacobs, N.N.**, Kuhls, D.K., Smith, G., Piasecki, M., Houmanfar, R. (November, 2014). The Implicit Relational Assessment Procedure (IRAP): A tool to assess burnout and implicit attitudes among medical students. Poster presented at the American Association of Medical Colleges Annual Conference in Chicago, IL.

Moore, S., Baker, T., Piasecki, M., **Jacobs, N.N.,** Shonkwiler, G., Houmanfar, R. Smith, G. and Tolles, R. Shining A Light On Implicit Bias: The Use Of A Novel Assessment In Medical Education. Poster presented at the UNLV-UNR MED Interprofessional Health Equity Symposium, Las Vegas, NV, October, 2014

Piasecki, M., Hagen, J., Houmanfar, R., Shonkwiler, G., **Jacobs, N.N**., Tolles, R., & Reimer, D. Behavioral Systems Analysis to Inform Faculty Development. Paper presented at the Group on Faculty Affairs (GFA) AAMC Professional Development Conference 2014.

Reimer, D., Houmanfar, R., Shonkwiler,, G., **Jacobs, N.N.,** Tolles, R., &, Piasecki, M. Qualitative Analysis of Collaborative Leadership During Curricular Restructuring at the University of Nevada School of Medicine: A Story of Faculty Engagement. Paper presented at the Ottawa Conference and Canadian Conference 2014.

Smith, G.S., **Jacobs, N.N,** Houmanfar, R., Baker, T., Piasecki, M., Tolles, R., & Martin, K. The Adaptation of the Implicit Relational Assessment Procedure (IRAP) to Guide Curriculum Development. Paper presented at the annual conference of the Association for Behavioral Analysis International 2014 in Chicago, IL.

Reimer, D., Shonkwiler, G., Houmanfar, R., Tolles, R., **Jacobs, N.N**., & Piasecki, M. .The creation of a descriptive analysis of collaborative and emerging leadership during curricular restructuring: A story of faculty engagement.  Paper presented at the annual conference of the Association for Behavioral Analysis International 2014 in Chicago, IL.

Tolles, R.L., Shonkwiler, G.S., **Jacobs, N.N.,** Houmanfar, R., Reimer, D., Baker, T.K., & Piasecki, M. (April, 2014). Creation of an Institutional Assessment Plan that Drives Medical Education Research. Poster presented at the 16th Annual Ottowa Conference in Ottowa, Canada.

Hagen, J.M., Kulhs, D., Shonkwiler, G., Walvoord, E.C., Tolles, R., **Jacobs, N.N.,** Houmanfar, R., Reimer, D., Palmer, M.M., Gusic, M.E., & Piasecki, M. (April, 2014). Faculty Perspectives on Curricular Change: A Tale of Two Institutions with Multiple Campuses. Poster presented at GRMC in Phoenix, AZ.

**Jacobs, N.N.,** Reimer, D., O’Brien, C., Price-Johnson, T., & Milem, J. (April, 2013). The Bridge to “Main Campus:” Interdisciplinary Approaches to Medical Education Research and Technology. Panel discussion presented at the Western Group on Educational Affairs Annual Meeting in Irvine, CA.

Piasecki, M., Shonkwiler, G., Reimer, D., Tolles, R., **Jacobs, N.N**., & Houmanfar, R. A Qualitative Analysis of Collaborative Leadership during Curricular Restructuring at the University of Nevada School of Medicine: A Story of Faculty Engagement and Growth. Western Group for Educational Affairs (WGEA) AAMC Western Regional Conference 2013. Irvine, California.

Smith, G. S., **Jacobs, N.N.,** Houmanfar, R., Piasecki, M., Shonkwiler, G., & Tolles, R. (April, 2013). Implementation of a Mixed Trial-Implicit Relational Assessment Procedure (MT-IRAP) in medical education. Paper presented at the Association of American Medical Colleges, Western Group on Educational Affairs, Irvine, CA.

**Jacobs, N.N.** (January, 2013). Helping Patients Change Lifestyle Behaviors: Using Motivational Interviewing and Other Tools. Invited workshop at the Nevada Academy of Family Physicians (NAFP) Annual Winter CME Meeting; Stateline, NV.

Reimer, D., Houmanfar, R., Shonkwiler, G., **Jacobs, N. N.**, Tolles, R. & Piasecki, M. (2013).  Using Behavioral Systems Analysis to Develop an Organizational Evaluation Methodology: A Comprehensive Assessment of Medical School Performance. Paper presented at the Association for Behavior Analysis International (ABAI) 39th Annual Convention; Minneapolis, MN.

Reimer, D., Houmanfar, R., Candido, A., Shonkwiler, G., **Jacobs, N.N.,** Tolles, R. & Piasecki, M. (2013) Utilizing Faculty Feedback to Inform Ongoing Organizational Change: An Analysis and Response to Faculty Concerns.  Paper presented at the Association for Behavior Analysis International (ABAI) 39th Annual Convention; Minneapolis, MN.

Smith, G., Houmanfar, R., Shonkwiler, G., **Jacobs, N.N.,** Tolles, R. & Piasecki, M.  (2013). The Role of MT-IRAP as an Assessment Tool in the Design of Training Program in Medical School.  Paper presented at the Association for Behavior Analysis International (ABAI) 39th Annual Convention; Minneapolis, MN.

Reimer, D., Houmanfar, R., Shonkwiler, G., **Jacobs, N. N**., Tolles, R. & Piasecki, M. (2013). Measuring the Process of Organizational Change: An analysis of Faculty Communication as a Result of Curricular Change.  Paper presented at the California Association for Behavior Analysis (CalABA) 2013 Conference; Garden Grove, CA.

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 **Jacobs, N.N**., Piasecki, M., Dupey, P., Hug-English, C., Kuhls, D., Ishibashi, K., & Prytherch, S. (April, 2012). Perceptions of Professionalism: A Follow-Up Survey at UNR MED. Poster presented at the Western Group Educational Affairs Annual Meeting in Asilomar, CA.

**Jacobs, N.N**., Shonkwiler, G., Houmanfar, R., Reimer, D., Tolles, R., & Piasecki, M. (April, 2012). A Qualitative Analysis of Faculty Perspectives on Curricular Change at the University of Nevada School of Medicine. Panel presented at the Western Group Educational Affairs Annual Meeting in Asilomar, CA.

 **Jacobs, N.N**., Chou. C., Osterberg, L., Piasecki, M., Shaff, P., & Trial, J. (April, 2010). Professionalism Evaluation and Feedback: A Multi-Institutional Panel. Panel presented at Western Group Educational Affairs Annual Meeting in Asilomar, CA.

**Jacobs, N.N.,** Piasecki, M., Dupey, P., Gillis, M., Hug-English, C., Kuhls, D., & Truong, H. (April, 2010). Six Easy Steps to Effective Feedback: A Guide for Addressing Professionalism Lapses. Workshop presented at Western Group Educational Affairs Annual Meeting in Asilomar, CA.

Tolles, R., **Jacobs, N.N**., et al. (April, 2010). Exam Question Challenges: Policies, Procedures and Professionalism. Panel presented at Western Group Educational Affairs Annual Meeting in Asilomar, CA.

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 Piasecki, M., Dupey, P., Gillis, M., Hug-English, C., **Jacobs, N.N**., Kuhls, D. & Truong, H. (April, 2009). Crafting the Conversation: Faculty Feedback of Student Professionalism. Workshop presentation at the Western Group Educational Affairs Annual Meeting in Santa Fe, NM.

 Piasecki, M., Dupey, P., Gillis, M., **Jacobs, N.N**., & Hug-English, C. (2008). Finding the Right Words: Helping Faculty Evaluate Professionalism. Workshop given to UNR MED faculty through OFAD.

 Piasecki, M., Dupey, P., Gillis, M.,. **Jacobs, N.N**., & Hug-English, C. (April, 2008). Finding the Right Words: Helping Faculty Evaluate Professionalism. Workshop presentation at the WGEA/WGSA Regional Conference in Asilomar, CA.

 **Jacobs, N. N**., Oksol, E. M., & Williams, V. W. (June, 2003). Integrating Evidence-Based Psychosocial Treatments in the Primary Care Setting: The Mind Over Body Class. Presentation at the VHA Best Practices in Network Mental Healthcare Systems conference, Minneapolis, MN.

 **Saedi, N. N**., Rubio, A., & Fruzzetti, A. E. (1999) The Domestic Violence Interview: A Functional Assessment of Aggression and Violence in Couples. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, Canada.

 **Saedi, N. N**., Niccolls, R. C., & Fruzzetti, A. E. (1999) Male Versus Female Violence: Who Initiates and Why. Poster presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Toronto, Canada.

 Fruzzetti, A. E. & **Saedi, N. N.** (1998, May). A Functional Model of Aggression and Violence in Couples. Paper presented at the Research Festival at the University of Nevada, Reno.

 Fruzzetti, A. E., Fisher, J. E., Bechtle, A., Harsin, C., Rubio-Kuhnert, A., & **Saedi, N. N**. (1997). Intimacy and Conflict Patterns in Elderly Couples. Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Miami, FL.

 Byrd, M., Ross, J. H., Fruzzetti, A. E. & **Saedi, N**. (1997). The Efficacy of Two Methods for Assessing Child Abuse. Paper presented at the 6th International Family Violence Conference, Durham, NH.

 Borrego, J., **Saedi, N**., Toarmino, D., Ju, W., & Rubio-Kuhnert, N. (1996, May). Out of Sight Out of Mind: Should Behavioral Graduate Programs Actively Support and Value Issues of Cultural Diversity? Panel Discussion conducted at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.

 **Saedi, N**., Fruzzetti, A.E., Blackledge. J.T., & Swingen, D.N. (1996, May). The Use of Direct Video Feedback About Interaction Patterns to Augment Behavioral Couple Therapy. Paper presented at the annual meeting of the Association for Behavior Analysis, San Francisco, CA.

 Fruzzetti, A.E., **Saedi, N**., & Serafin, J.M. (1995, June). The Use of Direct Video Feedback About Interaction Patterns to Augment Behavioral Couple Therapy. Poster session presented at the annual meeting of the Society for Psychotherapy Research, Vancouver, B.C.

**Other Creative Products**

Implicit Bias Training for Search Committees, Author

Developed a workshop to train members of search committees to recognize and mitigate their implicit biases, understand the relationship between diversity and excellence, and identify ways to promote diversity and inclusion at every stage of the search process. Workshop includes a personal assessment of implicit bias and results to help participants understand where their blind spots may be. Workshop also includes handouts and resources on advancing diversity (created by the author), such as evaluation rubrics, grids to compare candidates, and the Diversity Checklist to track use of best practices to promote diversity in the search process. To date, this workshop has adopted by main campus and has been delivered to over 1000 search committee members at UNR and UNR Med. Data from UNR Med comparing diversity of applicant pools prior to implementation and post implementation show a statistically significant increase in diversity (race and gender) of applicants, interviews, and candidates given an offer.

Implicit Bias Training for Admissions Video, Author

Created video-based online interactive modules to provide implicit bias training for members of the UNR Med and PA Program admissions committees and interviewers for admissions, focusing on how implicit bias can impact decisions about admissions and how to use Acceptance and Commitment Training principles to mitigate bias. Qualitative and quantitate data are currently being analyzed to assess the impact of the video on participants and on the diversity of the pool of applicants interviewed and admitted.

Challenging Clinical Scenarios, Author

Developed cases to train first year medical students in the Practice of Medicine Block on how to manage challenging clinical scenarios, such as discussing sexual history with adolescent and geriatric patients, handling reports of abuse/neglect with minors or elderly populations, working with poor historians, and providing culturally sensitive care to patients who are part of the LGBTQ+ community. Cases include a facilitator’s guide and evaluation tool.

Motivational Interviewing Training, Author

Developed an educational package to train first year medical students in the Practice of Medicine Block on how to work with patients on behavioral change using Motivational Interviewing (MI). Package includes Power Point to train students, educational handouts/summaries, 8 practice cases, 12 cases to use for evaluation with Standardized Patients, evaluation tools, and pre/post surveys to assess student knowledge, attitudes and self-efficacy on MI. Data from administration to medical students show a statistically significant improvement from pre-training to post-training in knowledge, attitudes about MI, and self-efficacy as well as very high satisfaction ratings with the training.

Microaggressions Toolkit, Co-Author

Developed an educational package to train health-professions students on microaggressions and how to intervene as a bystander, recipient or source of the microaggression. Educational package includes a Power Point to train students on microaggressions and intervention techniques, 7 cases, facilitator’s guide for each case discussing the nature and history of the microaggression, and pre/post surveys to assess student knowledge, attitudes and self-efficacy on microaggressions and how to be an active bystander. Data indicate a significant improvement from pre-training to post-training in participants’ self-efficacy in being an active bystander.

Acceptance and Commitment Training Modules/Videos (years 1 and 3), Team Leader and Co-Author

Led the Implicit Bias Research Group to adapt Acceptance and Commitment Therapy for medical students to mitigate bias through increased psychological flexibility and decreased experiential avoidance. Six online, interactive modules were created for first year medical students and embedded into the curriculum, focusing on how the six components of ACT (present-moment awareness, perspective taking, cognitive de-fusion, acceptance, values clarification, and committed action) apply to self-stigma in order to mitigate bias, improve student wellness, and prevent burnout. In addition, six other modules were created for third year medical students and embedded into one clerkship focusing on how the six components of ACT apply to stigma toward patients to mitigate bias toward patients who are from different backgrounds. Data are currently being analyzed to assess the impact of these curricular interventions on student burnout, empathy, implicit bias, psychological flexibility, and experiential avoidance.