
Ted Scott Bledsoe, PsyD.

2208 E. Merced Avenue
West Covina, California 91791
(626) 602-6962 (C)
(email: tsbledsoe@apu.edu)

EDUCATION

- 2001 – 2006 **PsyD Clinical Psychology** program
Azusa Pacific University, Azusa, California (APA accredited)
Dissertation Title: A Multimedia/DVD Approach to Training
Clinicians in Two Psychotherapy Modalities
Dissertation defended: August, 2005
Graduation completed: May, 2006
- 2002 **Master of Arts Clinical Psychology**
Azusa Pacific University, Azusa, California
- 1978 – 1981 **BA Business Administration**
Birmingham-Southern College
Birmingham, Alabama

TEACHING EXPERIENCE

- 05/08 - Present **Professor of Graduate Psychology**
Azusa Pacific University
Azusa, California
Responsibilities: Educate students of Clinical Psychology and Marriage &
Family Therapy in the areas of Cultural Diversity, History & Systems of
Psychotherapy, Theories of Personality and Psychotherapy, Clinical
Consultation, and Cognitive Behavioral Therapy Theories and
Interventions.

ADMINISTRATIVE EXPERIENCE

- 09/15 – Present **Director of Clinical Training for Internship**
Azusa Pacific University
Azusa, California
Responsibilities: Prepare PsyD Students who are applying for clinical
psychology internships. Coordinate with internship sites for completion
of student tasks while on internship. Create dedicated Site List to assist
students in their selection process of their internship sites.

09/07 – 07/09 **Executive Director**
Azusa Pacific University Community Counseling Center (CCC)
 Azusa, California
Responsibilities: Created a collaborative relationship between Azusa Pacific University and Azusa and its surrounding communities through mental health outreach and services as part of the Community Counseling Center directorship position. Maintained adequate staffing and oversaw budgetary and financial considerations. Provided strategic and long term planning for both financial growth and holistic wellness of the CCC.

SUPERVISED CLINICAL EXPERIENCE

09/05 – 08/07 **Internship/Staff Psychologist**
Child & Family Guidance Center
 Northridge, California (Supervised hours: 3500)
Responsibilities: Provided psychodiagnostic assessment and intake evaluations to children and adolescents. Administered psychotherapy to severely emotionally disturbed children and adolescents and their families. Conducted brief psychotherapy with a focus on empirically supported treatment approaches. Provided on-call crisis intervention, attended training seminars and received individual supervision.
 Supervisors: Susan E. Hall-Marley, PhD & Belizario Magaña, PhD

09/04 – 07/05 **Practicum II**
Externship/Cognitive Behavioral Therapy Practicum
Harbor-UCLA Medical Center – Psychological Division
 Torrance, California (Supervised hours: 900)
Responsibilities: Provided time-limited cognitive-behavioral therapy to English and Spanish-speaking adult outpatients. Provided symptom management to English-speaking groups in inpatient and outpatient settings. Provided long-term dialectic-behavioral therapy and cognitive behavioral analysis system of psychotherapy (CBASP) to the severely and persistently mentally ill in individual and group settings.
 Supervisors: Lynn Marcinko, PhD and Ulises Ramirez, LCSW

09/03 – 08/04 **Practicum I**
Pre-Internship/Hispanic Psychological Services
Los Angeles County + University of Southern California
 Los Angeles, California (Supervised hours: 1025)
Responsibilities: Provided individual and group time-limited cognitive-behavioral therapy with Spanish-speaking adult outpatients. Conducted

diagnostic intake evaluations of adult Spanish-speaking psychiatric outpatients. Director & Head Supervisor: Frank Acosta, PhD

09/02 to 06/03

Pre-Practicum

Headstart – Huntington Park, California

Azusa Pacific University Child & Family Development Center – Azusa, California (Supervised hours: 675)

Responsibilities: Observed and provided psychotherapy to multi-ethnic pre-school children and adults. Conducted therapy sessions in English and Spanish. Attended training seminars and received group supervision. Supervisors: Sheryn Scott, PhD and Jaime Mendoza, PsyD

OTHER WORK EXPERIENCE

09/02 to 06/03

Teaching Research Assistant

Azusa Pacific University, Department of Graduate Psychology

Responsibilities: Administrative research and assistance to professors, including literature reviews, data analyses, corresponding with prospective and current students and affiliated organizations, recruiting, grading, and guest lecturing.

08/02 to 07/03

Floor Time Supervision

Glendale, California

Responsibilities: Provided floor time therapy to five year old autistic child on relational skills. Attended weekly supervision group. Supervisor: Cynthia Davis, PhD

07/99 to 06/02

Technology Coordinator

Forty-Ninth Street Elementary School, Los Angeles, California

Responsibilities: Planned and implemented curriculum lessons in technology. Implemented weekly newsletter to keep staff members up-to-date on school issues. Designed website for use by students, staff and community members.

04/91 to 06/99

Classroom Teacher – Professional Clear Credential

Forty-Ninth Street Elementary School, Los Angeles, California

Responsibilities: Planned and implemented curriculum lessons in bilingual first and second grade classrooms.

06/00 to 06/01

Technology Consultant and Instructor

Los Angeles Educational Partnership, Los Angeles, California

Responsibilities: Trained new teachers how to use computers in the classroom and design web pages for portfolio development.

RESEARCH EXPERIENCE

- 2003 – 2005 **Doctoral Dissertation**
Department of Graduate Psychology, Azusa Pacific University
Topic: A Multimedia/DVD Approach to Training Clinicians in Two Psychotherapy Modalities, A DVD Clinical Training Program
 Chair: Sheryn Scott, PhD
 Committee: Beth Houskamp, PhD, David Brokaw, PhD
- 2002 – 2003 **Research Assistant**
Graduate School of Psychology, Azusa Pacific University
Research Project: Quantitative Study – collected references to spiritually-based words and concepts found in psychological journals.
Supervisor: Michael Donahue, PhD

PUBLICATIONS

- Bledsoe, S., (2012, March). [associate editor]. International Journal of Diversity in Organizations, Communities and Nations, 11(5).
- Bledsoe, S., (2012, November). [associate editor]. International Journal of Diversity in Organizations, Communities and Nations, 11(6).
- Bledsoe, T.S. (2016, Summer). Mentoring: A journey of compassion and kind curiosity. *APU Life*, 29(2), 28.
- Bledsoe, T.S. (2008). *A multimedia/DVD approach to training clinicians in two psychotherapy modalities*. Germany: VDM Verlag.
- Bledsoe, T.S., & Baskin, J.J. (2015, Fall). The fear factor: Recognizing and overcoming this classroom obstacle. *APU Life*, 28(3), 18-19.
- Bledsoe, T.S., & Baskin, J.J. (2015, April 27). Strategies for addressing student fear in the classroom. *Faculty Focus*, <http://www.facultyfocus.com/articles/teaching-and-learning/strategies-for-addressing-student-fear-in-the-classroom/>.
- Bledsoe, T.S., & Baskin, J.J. (2014). Recognizing student fear: The elephant in the classroom. *College Teaching*, 62(1), 32-41.
- Bledsoe, T.S., Baskin, J.J., & Berry, F. (2018). Fear not! How students cope with the fears and anxieties of college life. *College Teaching*, 66(3), 158-165.

- Bledsoe, T.S., & Harmeyer, D. (2011, July-September). Constructivist-based teaching in Second Life from a student's perspective: A model proposal. *I-manager's Journal of Educational Technology*, 8(2), 34-41.
- Bledsoe, T. S., Harmeyer, D., and Wu, S. F. (2018). Twitter and #hashtags toward enhancing student learning in an online course environment. In *Student engagement and participation: Concepts, methodologies, tools, and applications* (pp. 1217-1226). IGI Global. (Reprinted from "Twitter and #hashtags toward enhancing student learning in an online course environment," 2014, *International Journal of Distance Education Technologies*, 12[3], 75-83). <http://doi.org/10.4018/978-1-5225-2584-4.ch06>
- Bledsoe, T.S., Harmeyer, D., & Wu, S.F. (2014, July-September). Utilizing Twitter and #Hashtags toward enhancing student learning in an online course environment. *International Journal of Distance Education Technologies*, 12(3), 75-83.
- Bledsoe, T.S., & Pacino, M. A. (2013, June). One community's answer to hate. *The International Journal of Community Diversity*, 12(2), 17-23.
- Bledsoe, T.S., Pacino, M.A., & Warren, S.R. (2018, Fall). Tackling diversity: A framework for using video narratives to promote dialogue on college campuses. *Journal of Cultural Diversity*, 25(3), 77-81.
- Bledsoe, T.S., Setterlund, K., Adams, C.J., Fok-Trela, A., & Connolly, M. (2013). Addressing pastoral knowledge and attitudes about clergy/mental health practitioner collaboration. *Social Work & Christianity*, 40(1), 23-45.
- Bledsoe, T.S., & Setterlund, K. A. (2020, September 14). Initiating classroom dialogue about race: A narrative framework. *Faculty Focus*, <https://www.facultyfocus.com/articles/effective-classroom-management/initiating-classroom-dialogue-about-race-a-narrative-framework/>.
- Bledsoe, T. S., & Setterlund, K. A. (2022). Let's talk about cultural identity. In *Research anthology on racial equity, identity, and privilege*. Management Association, I. (Ed.). (pp. 122-141). IGI Global. <https://doi.org/10.4018/978-1-6684-4507-5>.
- Bledsoe, T.S. & Setterlund, K. A. (2015, July). Thriving in ministry: Exploring the support systems and self-care practices of experienced pastors. *The Journal of Family and Community Ministries*, 28, 48-66.
- Bledsoe, T. S., & Setterlund, K. A. (2021). *Using Narratives and Storytelling to Promote Cultural Diversity on College Campuses*. IGI Global. <http://doi:10.4018/978-1-7998-4069-5>

Bledsoe, T.S., & Simmerok, B. D. (2014, February). A multimedia-rich platform to enhance student engagement and learning in an online environment. *Journal of Asynchronous Learning Networks*, 17(4), 57-66.

Cox, M., Bledsoe, T.S., & Bowens, B. (2017). Challenges of teacher diversity training. *The International Journal of Diversity in Education*, 17(2), 1-15.

Kranzow, J., & Bledsoe, T.S. (2017). Self-directed learning: Pedagogical influences on graduate students perspectives. *International Journal of Adult Vocational Education and Technology*, 8(3), 44-54.

PRESENTATIONS

Bledsoe, T. S. (2011, June). *Social media in education*. Presentation and panel discussion [in person and online] at the 12th annual Online Teaching Conference, Costa Mesa, California.

Bledsoe, T.S., & Eccles, P. (2016, September). *Diversity mosaic: From hostility to hospitality, the healing power of culture-based narratives at a Christian university*. Presentation at the 2016 Diversity Conference of the Council of Christian Colleges & Universities. New York, NY.

Bledsoe, T.S., Scott, S., Stanton, M., Tisdale, T.C., Garrett, A. & Tavegia, B. (2007, August). *A Multimedia/DVD approach to training clinicians in two psychotherapy modalities*. Poster presented at the American Psychological Association Convention, San Francisco, California.

Bledsoe, T. S. & Simmerok, B. D. (2013, June). *Creating a virtual classroom environment where students feel at home without taking on a mortgage*. Presentation at the Open Apero 2013 International Conference (Jasig & Sakai). San Diego, CA.

Bledsoe, T.S. & Simmerok, B.D. (2013, November). *Utilizing multimedia to enhance student learning in an online teaching environment*. Paper presented at the annual conference of the Sloan Consortium (Sloan-C). Orlando, FL.

Bledsoe, T.S., & Baskin, J.J. (2016, February 2). *Addressing Student Fear in the Classroom*. Invited workshop presented for Professional Development Week, College of the Canyons, Santa Clarita, CA.

Bledsoe, T. S., Warren, S. R., & Martinez, R. S. (2018, June). *The diversity mosaic experience: An innovative approach to start diversity conversations using video narratives*. Presentation at the 2018 National Conference on Race & Ethnicity in American Higher Education. New Orleans, LA.

Bledsoe, T. S., & Warren, S. R. (2018, November). *The diversity mosaic experience: An innovative approach to start multicultural conversations using video narratives*. Presentation at the 2018 National Association for Multicultural Education. Memphis, TN.

Bledsoe, T. S., & Warren, S. R. (2023, April). *The diversity mosaic experience: An innovative university approach to initiate diversity conversations using video narratives*. Presentation at the 2023 American Educational Research Association. Chicago, IL.

Franklin, S., Tisdale, T.C., Eaton, H., Bledsoe, T.S. (2014, April). *God Image, Attachment to God, and Long-Term Sobriety*. Poster Presented at the 12th Annual Mid-year Division 36 Conference on Religion and Spirituality. La Mirada, CA.

Martinez, R. S., Warren, S. R., & Bledsoe, T. S. (2018, June). *Staff, faculty, and administrator diversity ambassador action planning: A systems approach for organizational transformation*. Presentation at the 2018 National Conference on Race & Ethnicity in American Higher Education. New Orleans, LA.

Setterlund, K. A. & Bledsoe, T. S. (2011, October). *Promoting emotional well-being among Southern California parishioners through clergy/mental health practitioner collaboration*. Presentation at the 61st annual conference of the North American Association of Christians in Social Work. Pittsburgh, PA.

PROFESSIONAL AFFILIATIONS

Current:

Licensed Clinical Psychologist (#PPY22335)

Member, American Psychological Association (# 4768-4823)

Member, Azusa Homeless Voucher Task Force

Member, Diversity Ambassador Program, Azusa Pacific University

Member, Master of Psychology Advisory Council, Los Angeles Pacific University

Former:

Board Member, Neighborhood Homework House of Azusa (2012 – 2018)

Commissioner, Azusa Human Relations Commission (2008 – 2012)

RECOGNITION AND HONORS

Bledsoe, T.S. (2014, August). [Award winner]. *Uncommon citizen award, at the Azusa Pacific University Faculty/Staff Kickoff event*. Azusa, CA.

Bledsoe, T.S., & Baskin, J.J. (2015). [Selected article, *Recognizing student fear: The elephant in the classroom*], Class of 2015 [collection of Most Read journal articles in 2014]. Routledge Education Journals, Taylor & Francis.

Bledsoe, T.S. & Simmerok, B.D. (2013, November). [Award winner], *Effective practice award*, at the annual conference of the Sloan Consortium (Sloan-C). Orlando, FL.

<u>ASSESSMENT COMPETENCE</u>	<u>Administered</u>	<u>Scored</u>	<u>Interpret/Report</u>
<u>Intellectual Abilities</u>			
Test of Nonverbal Intelligence (TONI-3)	19	18	18
RAVEN	3	3	3
WAIS-III (Complete)	2	2	2
Digit Symbol	18	18	18
Digit Span	20	19	19
Block Design	18	18	18
<u>Achievement Tests</u>			
WRAT	2	2	2
<u>Objective Personality</u>			
Personality Assessment Inventory (PAI)	3	3	3
MCMI-III	4	4	4
MMPI-2	13	13	13
16PF 5 th edition	2	2	2
<u>Projectives</u>			
Rorschach, Exner Scoring System	4	4	2
Thematic Apperception Test (TAT)	2	2	2
<u>Neuropsychological</u>			
Bender-Gestalt	19	19	19
Folstein Mini-Mental Status (MMSE)/ Modified Mini-Mental Status (3MS)	29	29	29
Color Trails Test (1 & 2)	18	18	18
Benton Visual Retention Test (Admin. A)	12	12	12
Benton Visual Retention Test (Mult. Choice)	10	10	10
<u>Additional Assessment- Self Report Checklists</u>			
Beck Depression Inventory (BDI-II)	17	17	17
Beck Hopelessness Scale (BHS)	1	1	1
Beck Anxiety Inventory (BAI)	11	11	11
Clinical Interviews	31	31	31
Full Reports	30	30	30