

Angela (Horn) Pyle, Ph.D.
anghorn@indiana.edu

EDUCATION

- 2011-2015 Doctor of Philosophy, Counseling Psychology,
Indiana University Bloomington, IN
Minor: Learning and Developmental Sciences
- Dissertation: *Fathering Gay Sons: Examining Conceptual and Empirical Perspectives*
 - Qualifying Examinations Passed with Honors
- 2009-2011 Master of Education in Counseling and Personnel Services, Counseling
Psychology, University of Louisville, Louisville, KY
- 2002-2006 Bachelor of Arts, History, Oberlin College, Oberlin, OH

LICENSURE

- 2020 HSPP Psychologist (Indiana # 20043342B)

AWARDS & HONORS

2019 Performance Excellence in an Administrative Office Award Nominee, Presented by the Dean's Office, University of Louisville School of Medicine, October 2019.

2018 Performance Excellence in an Administrative Office Award Nominee, Presented by the Dean's Office, University of Louisville School of Medicine, October 2018.

Student of the Year Award, Presented by the Society of the Psychological Study of Men & Masculinity, Division 51, American Psychological Association, August 2015

National Psychologist Trainee Register Credentialing Scholarship, November 2014

Paul Munger Award, Presented by the Indiana University Counseling Psychology Faculty for excellence in leadership, character and scholarship, \$3000.00, April 2014

Outstanding Associate Instructor Award, Presented by the Indiana University School of Education for a commitment to quality teaching by an associate instructor, April 2014

Indiana University Trentham Travel Fund, 2013 American Men's Studies Association, \$150.00, April 2013

University of Louisville Travel Award, 2011 American Psychological Association Annual

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Convention, \$ 231.08, August 2011

The George Grant and Carrie Life Prize for Excellence in American History, \$800.00, Spring 2006

TEACHING EXPERIENCE

Clinical Assistant Professor, Indiana University Bloomington, Bloomington, IN
August 2020 – present

Teach a variety of undergraduate and graduate courses within the Counseling and Counseling Psychology programs. Supervise and train Associate Instructors (e.g., graduate-level instructors of undergraduate students). Support and help to develop the Counseling and Student Services major within the School of Education. Provide clinical supervision to trainees, complete service such as committee work, and advise graduate students. Courses taught may include: Communication for Youth Serving Professionals, Introduction to Counseling Psychology, Clinical Supervision, Career Counseling, etc.

Adjunct Instructor, Indiana University Southeast, New Albany, IN
PSY-P101: Introduction to Psychology I
Fall 2016 & Fall 2017

This undergraduate course introduces students to research methods, data, and the theoretical interpretation of psychology in the areas of learning, sensation and perception, and behavioral neuroscience.

Adjunct Instructor, University of Louisville, Louisville, KY
ECPY 629: Theories and Techniques of Counseling and Psychotherapy
Spring 2016

This graduate-level course prepares students to work with clients during their required field experiences. The course covers methods and techniques of counseling in addition to theory and research related to current professional practice. We explore empirically-supported approaches to therapy with an emphasis on cognitive, behavioral, and affective theory. Students complete role-plays to practice helping skills in addition to understanding their fake client's presenting concerns from various therapeutic orientations.

ECPY 611: Learning and Cognition
Spring 2016

Theories, principles and research of learning are introduced in this graduate-level course. The application of learning and behavioral constructs in classroom and counseling settings are contrasted with one's readiness, motivation, and aptitude for learning. This course is designed to expand students' understanding of the major traditional and contemporary theories and principles of cognition, learning and behavior change, and their application to both counseling and classroom instruction. Upon completion of this course, students should be conversant with regard

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to these theories and principles and should be able to apply them in their own counseling/therapy and teaching settings.

Associate Instructor, Indiana University, Bloomington, IN
G206: Introduction to Counseling Psychology
Fall 2012-Spring 2014

The purpose of this undergraduate course is to provide a general introduction to the fields of counseling and counseling psychology. The course material covers the major theories of counseling and psychotherapy, introduces students to evidence-based treatment, and allows for students to practice helping skills (reflection of feelings, restatements and open-ended questions). Students compare and contrast a variety of counseling theories, examine multiculturalism in counseling and helping, and learn more about the counseling profession. Students are also stretched to strengthen their reading, writing, and critical thinking skills.

X153: Critical Reading & Reasoning for the New College Student
Summer 2012

As part of a program for first generation college students to become better acquainted with the culture of college, this summer course introduced students to college-level reading, writing, and critical thinking. The course prepared students for college through critically analyzing a sociology text, *The McDonaldization of Society* by George Ritzer. Students were introduced to difficult reading, group discussion, and the campus environment while they practiced strong study habits and learned time management.

F200: Examining Self As Teacher
Fall 2011

This course, created for future undergraduate K-12 teachers, allowed undergraduate students to explore the teaching profession, teaching philosophies, the history of teaching, and the daily reality of teaching. Students explored their personal identities as future teachers, created teaching philosophies, reflected upon the challenges and rewards of teaching. Students engaged in class discussion, activities, and projects to promote personal and professional growth.

U205: Human Development Opportunities for College Students
Fall 2011

This course was designed to give undergraduate students opportunities to better understand their personal development, to learn and use relationship skills, to assess humanistic issues in both personal and societal terms, and to establish goals for the future. Topics included interpersonal relationships, conflict management, emotional intelligence, career development, and examining students' personal strengths and values. Development was facilitated through class activities, group discussions, brief lectures, and personal reflection.

Volunteer Teaching Assistant (TA), Indiana University
G573: Communication Skills and Interpersonal Relationships

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Spring 2012

Created for graduate students outside of the direct counseling profession, this course explored counseling theories, helping skills, and the dynamics of counseling. As a TA, I led small groups discussing counseling and ways to be helpers in students' future professions.

Co-facilitator, Oberlin College
Anti-racism and White Privilege
 Fall 2005-Spring 2006

This course, prepared by and for undergraduate students, examined constructs of racism, anti-racism, and white privilege. Students explored notions of privilege, power, multiculturalism, and diversity through readings and group discussion; they were encouraged to partake in social justice efforts to benefit marginalized groups on campus and in the community. Students were encouraged to examine how they have benefitted from privilege and explore ways to combat racism in American society.

CLINICAL EXPERIENCE

University of Louisville, Psychologist, Louisville, KY
 November 2019-June 2020

Supervisor: Elizabeth Cash, Ph.D., HSPP
Population: Adults, Outpatient, College Students

Provided individual and group counseling in a university counseling setting. Participate in individual supervision.

Dr. Joanna Morse, LLC, Part-time Private Contractor, Louisville, KY
 June 2018-October 2018

Supervisor: Joanna Morse, Psy.D., HSPP
Population: Adults, Outpatient, Sexual Minority clients

Provided individual and group counseling in an outpatient setting. Participated in individual supervision.

Associates in Counseling and Psychotherapy (ACP), Part-time Private Contractor, New Albany, IN
 August 2015-March 2016

Supervisor: Jessica Huett, Psy.D., HSPP
Population: Adults, Adolescents, Families, Couples, Outpatient

Provided individual, couple and family counseling in an outpatient setting. Participated in group and individual supervision.

Pre-doctoral Psychology Internship, Cook Counseling Center, Virginia Tech, Blacksburg, VA
 August 2014-August 2015

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Training Director: Cathye Griffin-Betzel, Psy.D., LCP

Population: Traditional College Student, Outpatient

Provided a variety of clinical activities within an APA-accredited psychological internship, including: individual counseling, group counseling, couples counseling, outreach and consultation, crisis on-call services, assessment, and supervision of practicum students. Complete training seminars and supervision in addition to partake in research and other scholarly activities on site. Trainings received include QPR (Question, Persuade, Refer) Suicide Prevention Training, Safe Zone Training, and Acceptance and Commitment Therapy (8-weeks).

Doctoral Practicum Student, Indiana University Counseling and Psychological Services

(CAPS), Bloomington, IN

August 2013-May 2014

Supervisor: Catherine Batka, Ph.D., HSPP and Cassandra Klebanoff, M. A. and Andrea Zimmerman, M. A.

Population: Traditional College Student, Outpatient

Provide individual counseling with undergraduate and graduate students, including: completing intakes and offering diagnoses. Presenting concerns include anxiety, depression, adjustment concerns, eating disorders, and more. Implemented outreach program with CAPS staff to promote healthy behaviors for in-coming first year college students.

Doctoral Practicum Student, Indiana University Counseling and Psychological Services (CAPS), Crimson CORPS (Caring, Open-Minded, Respectful Peer Support) Outreach Program, Bloomington, IN

June 2012-May 2014

Supervisor: Chris Meno, Ph.D., HSPP and Stacey Kim, M.S.W., L.C.S.W.

Population: Outreach, Traditional College Student

Collaborate with CAPS and Crimson CORPS staff to implement peer-to-peer outreach programming with a mission to decrease stigma of mental health services on-campus. Train up to 40 IU undergraduate students in peer support activities, including: helping skills, how to refer a suicidal friend/student to mental health services, alcohol awareness, and how to administer depression screenings. Create and implement outreach programming in which CC members are involved. Track and evaluate member progress over time, including: confidence in peer support skills, increased compassion for others, and increased self-compassion.

Doctoral Practicum Student, Indiana University-Purdue University Indianapolis (IUPUI)

Counseling and Psychological Services (CAPS), Indianapolis, IN

June 2012-December 2012

Supervisor: Misty Spitler, Psy.D., HSPP & Luana Nan, Ph.D., HSPP

Population: Traditional and Non-Traditional College Student, Outpatient

Provided individual therapy to traditional and non-traditional college students, including: completing intakes and offering diagnoses. Attended relevant trainings, including dialectical behavioral therapy, case conceptualization, and treatment planning. Co-led therapy mindfulness

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group. Participated in outreach programs including: a) co-leading a presentation on common concerns of college students for first-year college students at IUPUI and b) staffing a booth at IUPUI health fair to educate staff and faculty about IUPUI CAPS services.

Doctoral Practicum Student, Indiana University Center for Human Growth (CHG),
Bloomington, IN

August 2011-May 2012

Supervisor: Michael Tracy, Ph.D., HSPP

Population: Adult, Outpatient

Provided individual therapy and completed intakes with traditional and non-traditional college students and community members. Attended relevant trainings, including: hypnosis, treatment planning, and geropsychology. Participated in outreach programs including: a) educating students about body image and healthy eating at a booth during Celebrate Every(body) Campaign b) completing assessments for alcohol/drug abuse and anxiety during De-Stress Fest and discussing results and psychological resources on campus with students c) conducting depression assessments with Ivy Tech students and discussing results and campus psychological resources with participants and d) educating students about the Center for Human Growth booth during IU Health Fair.

Doctoral Practicum Student, Batchelor Middle School, Bloomington, IN

August 2011-May 2012

Supervisor: Michael Tracy, Ph.D., HSPP

On-site Supervisor: Jennifer Staab

Population: Adolescent, Middle School setting

Provided individual therapy and completed intakes with adolescent middle-school students. Led two therapy girls' groups discussing the connection between thoughts, behaviors, and feelings.

Master's Practicum Student (Psychological Assessment), Maryhurst, Inc., Louisville, KY

January 2011-May 2011

Supervisor: Eugene Foster, Ed.D.

Population: Female Adolescent, Residential

Conducted psychological assessments based on agency referrals. Completed four integrated psychological reports to support individual therapy and treatment for residents.

Assessment included: Wechsler Intelligence Test for Children (WISC – IV), Wechsler Adult Intelligence Scale (WAIS – IV), Wide Range Achievement Test (WRAT- IV), Wechsler Individual Achievement Test (WIAT – III), Woodcock Reading Mastery Tests (WRMT – R), Bender Gestalt II Motor Test, Minnesota Multiphasic Personality Inventory – Adolescent (MMPI-A), Kaufman Brief Intelligence Test (KBIT – II), Incomplete Sentences for Children, House-Tree-Person Test, Kinetic Family Drawing, Thematic Apperception Test.

Master's Practicum Student, Department of Behavioral Health (DBH), Ft. Knox, KY

May 2010-December 2010

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Supervisor: Charles Thomas, Psy.D., HSPP

Population: Adult, Active Duty Soldier

Provided individual therapy with adult active-duty soldiers including: completing intakes and offering diagnostic impressions. Conducted Fit for Duty evaluations to assess soldiers' readiness for duty. Observed patient group psychotherapy sessions for clients with Post Traumatic Stress Disorder. Attended relevant trainings, including: understanding military culture and language.

Master's Volunteer Trainer and Co-presenter, Louisville, KY

Understanding and Preventing Bullying Curriculum

November-December 2010

Supervisor: Nancy Cunningham, Ph.D.

Population: Early Adolescent, Elementary School setting

Co-presented preventative bullying curriculum to 15-20 5th grade students.

SUPERVISION EXPERIENCE

Adjunct Clinical Supervisor, University of Louisville, Louisville, KY

January 2016-April 2016

Supervisor: Eugene Foster, Ed.D. & Jessica Huett, Psy.D.

Provided individual supervision to two doctoral-level and two master's-level students within the counseling psychology program.

Supervision as a Psychology Intern, Psychological Services Center (PSC), Virginia Tech, Blacksburg, VA

May 2015-August 2015

Supervisor: Lee Cooper, Ph.D.

Provided individual supervision to two rising second-year doctoral-level graduate students and helped to provide group supervision with Dr. Cooper and one other advanced doctoral student. Worked collaboratively with supervisees to build self-awareness in session, explore alternate theoretical conceptualizations, examine supervisees' notions of mechanisms of change, increase efficacy as a clinician, utilize outcome measures in treatment, discuss and manage risky situations as they arise, and examine supervisee professional development.

Supervision as a Psychology Intern, Cook Counseling Center, Virginia Tech, Blacksburg, VA
August 2014-August 2015

Supervisor: Ellie Sturgis, Ph.D. and Heidi DeLoveh, Ph.D.

Provided individual supervision to one advanced doctoral-level graduate student. Worked collaboratively with supervisee to build self-awareness in session, increase efficacy as a clinician, explore alternate theoretical conceptualizations, clarify and practice diagnosis, discuss and manage risky situations as they arise, and examine supervisee professional development.

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Doctoral Supervision Practicum, Center for Human Growth (CHG), Bloomington, IN
May 2013-August 2013

Supervisor: Lynn Gilman, Ph.D., HSPP

Provided individual supervision to four master's-level clinicians completing their first community practicum experience. Supervised students to improve their micro skills (including: attending behaviors, restatements, and reflections) and risk assessment skills. Worked together with supervisees to improve their recognition and assessment of client symptomology, to address supervisee intentionality in session, to practice supervisee case conceptualization from various theoretical orientations, to differentiate between diagnoses, and to discuss supervisee professional development.

PROFESSIONAL EXPERIENCE

Education Learning Specialist, University of Louisville School of Medicine, Louisville, KY
May 2017 – November 2019

Supervisor: Dr. Olivia Mittel (formally Dr. Mike Ostapchuk)

Provide academic support to medical students throughout their four years of medical school. Duties include: research empirically-based learning strategies, meet individually with students to explore and recommend learning strategies, create and disseminate learning workshops, use intrusive advising to monitor student progress and reach out to students in need of academic support, co-chair Student Progress Committee in creation of academic support procedures, and refer to psychological assessment and treatment as needed. Manage tutoring program and tutoring budget of nearly \$30,000. Assist with the ULSOM research team to collect data on medical board preparation for students. Co-lead QPR (Question, Persuade, Refer) suicide prevention training.

Academic Advisor, Indiana University Southeast, New Albany, IN
March 2016-April 2017

Supervisor: Rebecca Turner

Assisted undergraduate students in understanding their academic plan and program curricula. Supported traditional, nontraditional, and first-generation students in registering for coursework and navigating higher education. Assisted in programming to support student retention.

PUBLICATIONS

(6) Shaffer, K. S., Love, M. M., Chapman, K. M., **Horn, A. J.**, Haak, P., & Shen, C. Y-P. (2016). Walk-in triage systems in university counseling centers. *Journal of College Student Psychotherapy*, 00, 1-19. doi: 10.1080/87568225.2016.1254005.

(5) **Horn, A. J.** & Wong, Y. J. (2016). Exploring the positive experiences of heterosexual fathers who parent gay sons: A Phenomenological approach. *Psychology of Men and Masculinity*. Advance Online Publication. doi: 10.1037/men0000071.

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- (4) Wong, Y. J. & **Horn, A. J.** (2015). Enhancing and diversifying research methods in the psychology of men and masculinities. In Y. J. Wong & S. R. Wester (Eds.). *APA Handbook of the Psychology of Men and Masculinities*. Washington DC: American Psychological Association.
- (3) **Horn, A. J.** & Wong, Y. J. (2014). Fathering gay sons: A typology of concerns and clinical recommendations. *Professional Psychology: Research and Practice*, *45*, 247-257. doi: 10.1037/a0037632.
- (2) Wong, Y. J., **Horn, A. J.** & Chen, S. (2013). Perceived masculinity: The potential influence of race, racial essentialist beliefs, and stereotypes. *Psychology of Men and Masculinity*, *14*, 452-464. doi: 10.1037/a0030100.
- (1) Wong, Y. J., **Horn, A. J.**, Gomory, A. M. G. & Ramos, E. (2013). The Measure of Men's Perceived Inexpressiveness Norms (M2PIN): Scale development and psychometric properties. *Psychology of Men and Masculinity*, *14*, 288-299. doi: 10.1037/a0029244.

PROFESSIONAL PRESENTATIONS

- (8) Elam, C., Wheeler, S., Mittel, O., **Pyle, A.J.**, Gottesman, S. (2019, April). *When students stumble: A Case study of a struggling student*. Presentation at the 2019 AAMC Central and Southern GSA/OSR Joint Regional Spring Meeting, Louisville, KY.
- (7) Martin, L.J., Shreffler, J., Holthouser, A., **Pyle, A.J.**, Huecker, M., Mittel, O., Sawning, S., & Shaw, M.A. (2019, April). *Differences in study strategies between students who improve most and those improve least from NBME CBSE to Step 1*. Poster presented at the 2019 AAMC Central and Southern GSA/OSR Joint Regional Spring Meeting, Louisville, KY.
- (6) Holthouser, A.L., Martin, L.J., Sawning, S., **Pyle, A.J.**, Mittle, O., & Shaw, M.A. (2018, November). *Preventing Step 1 failure: Early results from a longitudinal medical student advising model*. Association of American Medical Colleges (AAMC), Austin, TX.
- (5) Tran, K., **Horn, A. J.**, Liu, T. & Wong, Y. J. (2014, August). *Asian Americans' Suicide-Related Outcomes: New Paradigms, New Directions*. Paper presented within a symposium at the 2014 Asian American Psychological Association (AAPA) Annual Convention, Washington DC.
- (4) **Horn, A. J.** (2014, April). *Building a compassionate community through listening*. Talk presented at Ignite 11, Bloomington, IN.
- (3) **Horn, A. J.** (2013, April). *Race and perceived masculinity*. Paper presented at the American Men's Studies Association 21st Annual Conference on Men and Masculinities—Multiple Masculinities and Intersecting Identities, Ann Arbor, MI.
- (2) **Horn, A. J.**, Chen, S. & Wong, Y. J., (2012, March). *Stereotypes of African American men, Asian American men, and White American men: A qualitative analysis*. Poster presented at the Great Lakes Regional Counseling Psychology Conference, West Lafayette, IN.

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(1) Cunningham, N. J., Hardesty, P., **Horn, A. J.**, Barnett, K. N., Rossman, K. & Taylor, M. P. (2011, August). *Protective factors in the development of sexual identity in LGB youth: A pilot study*. Poster presented at the American Psychological Association (APA) Annual Convention, Washington, DC.

SERVICE

Program Reviewer, Division 44, APA 2015

December 2014-January 2015

Reviewed four 2015 APA proposals and provided feedback to Division 44 potential presenters.

President, Counseling Psychology Service Organization (CPSO), Indiana University

August 2013-July 2014

One of two student representatives acting as liaisons between the faculty and graduate student body. Attended faculty meetings to represent the student voice. Led the CPSO committee, organized CPSO meetings, and supported the organization of CPSO events and programs. Gathered data from the student body regarding their interests and hopes for their doctoral program. CPSO committee members organized social events, created bi-annual newsletters and on-going student blog, created programming related to diversity, multiculturalism and the inclusion of international students. Coordinated with student special interest groups.

Co-Creator & Coordinator, Future Faculty Special Interest Group (FFSIG)

January 2013-July 2014

Coordinated with faculty members within and outside of Indiana University to plan events in order to 1) promote educating current and future graduate students on how to prepare and enter teaching and/or research professions 2) promote increased skill-building in teaching and/or instructing for current and future graduate student and 3) promote increased skill-building in research for current and future graduate students. Coordinated with the Counseling Psychology Student Organization leaders to maintain the SIG. Maintained email communication with SIG members. Held meetings for FFSIG members to discuss professional needs and find/create programming to address these needs. Gathered supplemental handouts for students and add to University resource site.

CERTIFICATIONS

QPR (Question, Persuade, Refer) Suicide Prevention Instructor, 2016-present

PROFECIENCES

Microsoft Office Suite, Adobe Photoshop, SPSS

