



February 11, 2026

Mr. Mark Romero, Chair
Board of Supervisors
University of Louisiana Systems
627 North 4th Street, Suite 2-203
Baton Rouge, LA 70802

Dear Mr. Romero,

It is with great enthusiasm that I submit this letter of interest and my CV for the position of President of the University of Louisiana at Lafayette. With more than 20 years of experience in higher education- spanning faculty roles, academic leadership, and senior administrative positions- I am prepared to provide strategic leadership that continues the legacy of research excellence and scholarship in addition to advancing student success.

My career reflects deliberate preparation for executive academic leadership within complex university systems. Early in my career, I served in Acting Chair roles at both Northwestern State University and the University of Louisiana at Lafayette, where I developed foundational experience in accreditation processes, balancing faculty workloads, and program oversight. These experiences solidified my interest in administration. Over time, I progressed from faculty to chairing committees and taking on administrative roles coupled with faculty positions, such as the Faculty Advisor to the Applied Master's Program at the University of Louisiana at Lafayette and faculty leadership roles of Assistant Program Director and Director of Student Success and Engagement at Fielding Graduate University. These experiences helped me balance the demands of leadership with a deep commitment to the role and work of faculty and success of students. Students and faculty outcomes are the heart and soul of the institution, as students and faculty thrive so does the University. My leadership philosophy is to align university leadership and logistical demands with faculty and student needs focusing on collaborative shared governance.

Currently, I serve as the Program Director of the Clinical Psychology PhD Program at Fielding Graduate University, a role I have held for over five years. In this capacity, I provide executive oversight for the institution's largest academic unit and primary revenue-generating program, serving more than 300 doctoral students and approximately 40 faculty within a multi-layered administrative structure. I am responsible for stewardship of an annual operating budget of approximately \$10 million within a tuition-dependent, nonprofit model. As the only distributed Clinical Psychology PhD program accredited by the American Psychological Association the program requires disciplined fiscal oversight, long-range financial planning, enrollment strategy



development, and data-informed decision-making to ensure institutional sustainability and growth.

In this capacity, I work with deans, fellow program directors, the provost, and associate provosts to ensure alignment between academic priorities and institutional strategy. My responsibilities include enrollment planning, budget development and oversight, curriculum design, accreditation compliance, faculty workload management, and executive leadership of a complex shared governance structure. I collaborate extensively with across university offices to ensure integrated support for students while meeting enrollment and retention targets. These experiences parallel many of the executive functions of a university presidency, including strategic resource allocation, institutional coordination, and culture-setting leadership.

In my previous roles at Fielding as Assistant Program Director and Director of Student Engagement and Success, I led admissions and designed a comprehensive retention initiative that significantly reduced student attrition which remains at an historic low for our program. This initiative established a Student Success Committee composed of faculty in partnership with advising to identify at-risk students and implement targeted interventions. The measurable improvement in retention reflected both a commitment to collaborative leadership and student success- values central to effective presidential leadership.

As a scholar and licensed psychologist, I bring both academic and professional credibility to my role. My disciplinary training in Clinical Psychology and interdisciplinary postdoctoral experience within a biomedical public health research center have strengthened my understanding of research infrastructure, collaborative inquiry, and translation impact of research initiatives. At an R1 institution such as the University of Louisiana at Lafayette, I recognize the importance of advancing externally funded research, advancing doctoral education, enhancing faculty scholarship, and fostering interdisciplinary partnerships that contribute to economic development and community across Louisiana and the Gulf South Region.

Diversity and inclusive excellence are foundational to both my professional values and leadership practice. My personal commitment to inclusion in higher education has been cultivated through intentional engagement and structured professional development. I have participated in workshops on identifying and mitigating personal bias, and in continuing educational experiences addressing therapeutic work with racial trauma and serving historically underrepresented populations.

Supporting a campus environment that allows all faculty, students, and staff, to thrive has been a consistent priority throughout my academic and professional career. I believe effective



institutional leadership requires thoughtful engagement with differing perspectives and a commitment to fostering a culture of respect and academic freedom. A central purpose of a university education is to create an environment in which diverse perspectives are encouraged to flourish rather than are suppressed. Diverse viewpoints strengthen scholarship and institutional life. It is imperative that university presidents be equipped to navigate cultural complexity, address tensions constructively, and articulate a unifying perspective that promotes respect, belonging and shared purpose across the campus community.

In my current role, I have sustained initiatives that promote inclusive excellence while aligning them with the broader academic mission and institutional priorities. The initiatives provide professional development opportunities and encourage scholarship and research initiatives examining issues of access and representation. I have also contributed to broadening representation within both the faculty and the student body through intentional and strategic efforts designed to expand access and opportunity. My ongoing objective is to help cultivate educational environments and organizational cultures that are inclusive, fair, and responsive to the needs of the entire university community.

My leadership philosophy is grounded in transparent communication, accountability, collaboration, and respect. A university presidency demands not only operational competence but also the capacity to cultivate institutional trust, engage shared governance constructively, and articulate a compelling vision that unifies faculty, staff, students, alumni, legislators, and community partners. I am committed to transparency in my communication, collaborative decision-making, and aligning institutional priorities with measurable outcomes.

My vision for the University of Louisiana at Lafayette is to strengthen and extend its role as the flagship university of the Acadiana region while continuing to elevate its influence across the state, nationally, and globally, and is in alignment with the University's Strategic Plan. Advancing this position will require a coordinated strategy focused on expansion of research productivity, enhancing graduate education- through high-quality online and distributed delivery models- and cultivating strategic partnerships.

Several colleges and departments are well positioned to support thoughtful growth in master's and doctoral education. While such expansion requires careful initial investment, the long-term vitality of the university's research and scholarship depends on developing a robust and engaged graduate student body. Graduate enrollment fuels scholarly output, strengthens external funding competitiveness, and enhances the university's academic reputation.



Like many universities nationwide, the University has experienced enrollment pressures over the past decade. One strategic response is to continue leveraging and refining distance and distributed learning models to broaden access and reach new student populations. The university has established a strong foundation in this area, and there remains meaningful opportunity for market-responsive growth.

Additionally, exploring new and deepening current strategic partnerships with private sector-organizations, industry leaders, and peer institutions can expand enrollment pipelines, increase research collaboration, and create clearly articulated pathways from academic programs to career opportunities. By continuing the focus on aligning academic innovation with workforce needs and research priorities, the University can further solidify its leadership role and extend its impact regionally, nationally, and globally.

I would welcome the opportunity to discuss how my university leadership experience, research-informed perspective, and strategic vision can contribute to the continued advancement of the University of Louisiana at Lafayette. I also recognize that the presidency represents a meaningful next step in my professional growth. I am prepared to embrace the expanded scope, complexity, and accountability that this role entails with disciplined preparation, collaboration, and commitment to the University community. Should I advance in the search process, I would be pleased to provide references and any additional materials requested.

Sincerely,

A handwritten signature in black ink, appearing to read "Connie Veazey".

Connie Veazey, PhD

CONNIE VEAZEY, PhD

Program Director and Core Faculty, Clinical Psychology Program, Fielding Graduate University

Licensed Psychologist, Louisiana (#1027) | Licensed Psychologist, Texas (#36025)

National Register—Health Service Provider in Psychology (Registrant ID #53154)

LEADERSHIP PROFILE

Senior academic leader and licensed clinical psychologist with more than twenty years of experience in higher education including executive program leadership, faculty governance, enrollment strategy, accreditation oversight, and fiscal stewardship. Currently direct the largest academic unit at Fielding Graduate University, providing enterprise-level leadership within a tuition-dependent nonprofit model. Demonstrated capacity to stabilize enrollment, strengthen financial stability, advance student outcomes in adult learner environments, and strengthening program quality in distributed/online delivery models. Experienced in cross-divisional collaboration, faculty recruitment and development, and student success initiatives in complex academic environments.

EDUCATION

Postdoctoral Fellowship in Health Services Research — Houston Center for Quality Care and Utilization Studies (VA), 2003–2004

PhD, Clinical Psychology — University at Albany, State University of New York, May 2003

Dissertation: Acute Stress Disorder as a Predictor of Posttraumatic Stress Disorder: A Prospective Study of Motor Vehicle Accident Survivors

Clinical Internship — University of Texas Medical School at Houston, Department of Psychiatry and Behavioral Sciences, Completed June 2002

MA, Clinical Psychology — University at Albany, State University of New York, May 2000

Thesis: Physiological Responsiveness in a Sample of Motor Vehicle Accident Survivors with Posttraumatic Stress Disorder

BS, Psychology (Summa Cum Laude) — University of Southwestern Louisiana, December 1996

Honors: Valedictorian of December 1996 graduating class; Member of Honors Society

UNIVERSITY LEADERSHIP EXPERIENCE

2021–Present

Clinical Psychology Program Director; Core Faculty, Clinical Psychology Program

Fielding Graduate University — School of Psychology, Santa Barbara, California

Strategic Leadership and Institutional Impact

- Lead long-range enrollment strategy to address national enrollment pressures and maintain fiscal sustainability.
- Oversee budget planning and financial forecasting within a tuition-driven institutional framework.
- Direct Executive Leadership Committee of the program.
- Lead multi-year curriculum redesign initiative to improve delivery efficiency and academic coherence.

- Partner with Provost and senior leadership on external partnership development and strategic initiatives.
- Collaborate with enrollment management, admissions, advising, disability services, and marketing to align academic and operational strategy.
- Maintain accreditation standards of the American Psychological Association in a complex distributed training model.
- Support faculty onboarding, governance structures, and workload alignment.

2017–2021

Assistant Program Director and Director of Student Engagement and Success; Core Faculty, Clinical Psychology Program

Fielding Graduate University — School of Psychology, Santa Barbara, California

- Directed admissions processes and faculty coordination to improve enrollment yield and fiscal stability.
- Founded and led Student Success Committee to reduce attrition and implement targeted retention strategies.
- Strengthened cross-department collaboration between academic leadership and student services.
- Supported student governance initiatives and leadership development structures.

Summer Semester 2010 — Acting Chair, Department of Psychology, University of Louisiana at Lafayette

Spring Semester 2008 — Acting Chair, Department of Psychology, Northwestern State University

ACADEMIC APPOINTMENTS

- 2015–2021 — Core Faculty, Clinical Psychology Program; Lead Health Psychology Concentration—Fielding Graduate University, School of Psychology, Santa Barbara, California-
 - Revised curriculum, developed updated courses, and was Lead for the Health Psychology Concentration
- 2013–2015 — Assistant Professor — Baylor College of Medicine, Department of Psychiatry and Behavioral Sciences, Houston, Texas
- 2007–2011 — Assistant Professor — University of Louisiana at Lafayette, Department of Psychology, Lafayette, Louisiana
- 2004–2007 — Assistant Professor — Northwestern State University, Department of Psychology, Natchitoches, Louisiana

CLINICAL EXPERIENCE

- 2025 — Clinical Psychologist, Rula (telehealth) — Provide outpatient therapy via telehealth.
- 2017–2021 — Clinical Psychologist, Renew Mental Health and Wellness, Missouri City, Texas — Provided outpatient psychological services for couples, families, and adults.
- 2013–2015 — Staff Psychologist, Michael E. DeBakey VAMC, Houston, Texas — Consultant psychologist conducting Compensation and Pension evaluations.
- 2011–2013 — Clinical Psychologist & Owner, Veazey Psychological Associates, PLLC, Sugar Land, Texas — Outpatient psychological services; disability evaluations for veterans.

- 2007–2011 — Clinical Psychologist, Aucoin & Associates, Lafayette, Louisiana — Outpatient services; custody evaluation collaboration; supervision for master-level therapists.
- 2002–2004 — Postdoctoral Fellow, Houston Center for Quality Care and Utilization Studies (VA) — CBT groups and education interventions for chronic illness populations.
- 2001–2002 — Pre-Doctoral Intern, University of Texas Health Science Center, Houston — Inpatient/outpatient rotations at Harris County Psychiatric Center and the Mental Sciences Institute.

GRADUATE TEACHING EXPERIENCE

Course Instruction

Fielding Graduate University (2015–Present)

- PSY 566 Cognitive Behavioral Assessment
- PSY 629 Practicum Case Seminar: Cognitive Behavioral Theory
- PSY 632 Internship Qualifying Examination
- PSY 703 History of Psychology
- PSY 708 Psychopathology
- PSY 710A Clinical Interviewing
- PSY 711A1 Theories of Psychotherapy
- PSY 731 Health Psychology
- PSY 747 Cognitive Behavioral Theory

Houston Baptist University (2013)

- Psychology 4332 / 5332: Social Psychology

University of Louisiana at Lafayette (2007–2011)

- Psychology 115: Honors Psychology
- Psychology 431: Counseling Psychology
- Psychology 465: Introduction to Clinical Psychology
- Psychology 510: Ethical and Professional Issues in Psychology
- Psychology 530: Cognitive and Behavioral Therapy
- Psychology 595: Field Practicum
- Counselor Education 502: Theories of Counseling
- Counselor Education 504: Appraisals for Counselors
- Counselor Education 510: Marriage and the Family
- Counselor Education: Practicum in Counseling

Northwestern State University (2004–2007)

- Psychology 1010: General Psychology
- Psychology 2040: Psychology as a Profession
- Psychology 3060: Social Psychology
- Psychology 4410: Psychological Testing and Measurement
- Psychology 4510: Applied and Ethical Practice
- Psychology 4650: Seminar—Psychology of Trauma

- Psychology 5200: Theories of Psychotherapy
- Psychology 5300: Intellectual Assessment
- Psychology 5750: Psychopathology
- Psychology 6000: Ethics and Professional Conduct

DISSERTATION SUPERVISION

Chaired Dissertations

- 2025: Christin Lee: Loss of a Loved One, Complex Grief, and Grief Ritual Participation During COVID-19 and Beyond.
- 2024 — Charity Thomann: Examining the Role of Learning Communities as a Facilitator of Humanistic Practice in Pre-Clerkship Medical Students
- 2023 — Jennifer Peterson: Perceived Barriers to Exercise Behavior in Type II Diabetics Using the Theory of Planned Behavior and the Role of Personality
- 2022 — Latonia Cambric: Facilitators and Barriers to CBT-I Treatment with Active-Duty Soldiers with PTSD and Insomnia: Mental Health Care Providers' Perspectives
- 2021 — Stacie Lloyd: Psychosocial Barriers to Patient Participation in a Non-Pharmacological Chronic Pain Management Program: Application of the Theory of Planned Behavior
- 2020 — Kizzy Dixon: Disordered Eating Behaviors in African American Women
- 2020 — Thomas Parinello: Examining the Role of Social Support, Illness Perception, and Self-Efficacy as Moderators of the Relationship Between Levels of Self-Care and Levels of Depression in Cardiovascular Patients
- 2019 — Colby Lucas: Evolutionary Psychological Predictors of Homicide in the United States
- 2018 — Salvatore Carbonaro, Jr.: Moral Reasoning as a Moderator of the Relationship between Post-Traumatic Stress, Shame, Guilt, and Self-Efficacy for Alcohol Abstinence
- 2017 — Ivett Lillard: Stigma of Mental Health Among Soldiers

Chaired Dissertations in Final Stages

- Adrienne Finn: Suicide Intervention Training in the Military: The Impact of Training on Knowledge, Attitudes, Stigma, Competency, Role Responsibility, and Intervention Behavior

Chaired Dissertations in Proposal/Data Collection Stage

- Casey Altomaro: Loneliness and Emotion Regulation Influence Aggression in Adult Survivors of Childhood Maltreatment

MASTERS THESES SUPERVISION (2004–2011)

- Omar Cabrerra: Racial Discrimination as a Risk Factor for PTSD
- Ashanti Collins: Skin Tone: A Factor in Employability of African American Females
- Sheena Martin: Race and Environment: Predictors of Traumatic Events Among College Students
- Jennifer Shaw: Mediation of Psychological Outcomes by Relationship Status in Relatives and Caregivers of Alzheimer's Patients
- Chance Strenth: The Impact of Past Infidelities on Self-Esteem and Mate Retention Tactics

- Mandi Turner: Perceptions of Culpability in Domestic Violence Scenarios as a Function of Sexual Orientation of Perpetrators

GRADUATE STUDENT APPLIED SUPERVISION

Fall & Spring 2010 — Applied Graduate Student Faculty Advisor, University of Louisiana at Lafayette

- Served as faculty advisor to approximately twenty graduate students seeking master's degrees in applied psychology
- Led department's efforts to gain accreditation from the Council of Applied Master's in Psychology

Summer 2010 — Psychology 595 Field Practicum, University of Louisiana at Lafayette

- Provided weekly supervision for six students completing practicums in the community.

2004–2006 — Psychology 5251 Practicum for Psychological Intervention & Psychotherapy, Northwestern State University

- Provided weekly supervision for two graduate students conducting individual psychotherapy in the department's practicum facility.

PUBLICATIONS

Peer-Reviewed Articles

2021

La Mar, K., Mizock, L., Veazey, C., & Nelson, A. (2021). Mental healthcare barriers and facilitators experienced by homeless women with serious mental illness. *Journal of Social Distress and Homeless*, 32 (1), 59-68. doi.org/10.1080/10530789.2021.1967646 .

Field, T. Mines, S., Poling, S., Bendell, D. & Veazey, C. (2021). Stressors and buffers during a COVID-19 lockdown: A narrative review. *Journal of Psychiatry Research Reviews & Reports*. SRC/JPSR-128. DOI: doi.org/10.47363/JPSR/2021(3)117

Field, T. Poling, S., Mines, S., Bendell, D. & Veazey, C. (2021). COVID-19 Worries about the Virus and Finances. *Medical Research Archives*, doi.org/10.18103/mra.v9i2.2329.

Field, T. Poling, S., Mines, S., Bendell, D. & Veazey, C. (2021). Negative relationship behaviors are related to trauma symptoms following a romantic breakup.: a correlation study. *J Psychol Clin Psychiatry*. 2021;12(1):15"19. DOI: 10.15406/jpcpy.2021.12.0069

Field, T. Poling, S., Mines, S., Bendell, D. & Veazey, C. (2021).Working from Home and Other Home Activities during a COVID-19 Lockdown. *Archives of Health Science*.5(1): 00910.31829/2641-7456/ahs2021-5(1)-009.

Field, T., Poling, S., Mines, S., Bendell, D. & Veazey, C. (2021). Spirituality and meditation during a COVID-19 lockdown. *International Journal of Psychology Research and Reviews*, 4:53. DOI: 10.28933/ijprr-2021-07-1005

Field, T., Poling, S., Mines, S., Bendell, D. & Veazey, C. (2021) Social media and psychological problems during a COVID-19 lockdown. *International Journal of Psychology Research and Reviews*,4:48. DOI: 10.28933/ijprr-2021-03-2805

2020

Field, T., Mines, S., Poling, S., Diego, M., Bendell, D. & Veazey, C. (2020) Anxiety and depression in a COVID-19 lockdown. *Journal of Anxiety and Depression*, 3 (2), 124-137.

Field, T., Mines, S., Poling, S., Diego, M., Bendell, D. & Veazey, C. (2020). Stress and sleep disturbances in a COVID-19 lockdown. *Psychology and Mental Health*, 4, 1-5.

Field, T., Mines, S., Poling, S., Bendell, D. & Veazey, C. (2020). Young, alone, and young alone during a COVID-19 lockdown. *Mental Health and Clinical Psychology*, 4 (4), 31-38.

Field, T., Poling, S., Mines, S., Bendell, D. & Veazey, C. (2020) Exercise during a COVID-19 lockdown. *Journal of Community Medicine and Public Health*, 4 (3), 196-202.

Field, T., Poling, S., Mines, S., Bendell, D., & Veazey, C. (2020). Feeling isolated and lonely during Covid-19 lockdown. *Archives of Health Science*, 4(1), 1-9.

Field, T., Poling, S., Mines, S., Bendell, D., & Veazey, C. (2020). Touch deprivation and exercise during the COVID-19 lockdown April 2020. *Medical Research Archives*. DOI: <https://doi.org/10.18103/mra.v8i8.2204>

Field, T., Poling, S., Mines, S., Diego, M., Bendell, D. & Veazey, C. (2020). Boredom and psychological problems during a COVID-19 lockdown. *Archives of Health Science*, 1-8.

Mines, M., Veazey, C., Poling, S., Field, T., & Bendell, D. (2020). PTSD symptoms, comorbid mental health, and health behaviors during the COVID-19 Lockdown. *Annals of Psychiatry and Mental Health*, 8(3): 1115-1118.

2009

Veazey, C., Cook, K., Stanley, M., Lai, E. C., & Kunik, M. E. (2009). Telephone administered cognitive behavioral therapy: A case study of anxiety and depression in Parkinson's disease, *Journal of Clinical Psychology in Medical Settings*, 16, 243-253.

2008

Kunik, M. E., Veazey, C., Cully, J.A., Soucek, J., Graham, D. A., Hopko, D., Carter, R., Sharafkhaneh, A., Goepfert, E.J., Wray, N., & Stanley, M.A. (2008). COPD Education and Cognitive Behavioral Therapy for Depression and Anxiety in COPD Patients: A Randomized Controlled Trial. *Psychological Medicine*, March 2008.

2005

Kunik, M. E., Roundy, K., Veazey, C., Soucek, J., Richardson, P., Wray, N. P., & Stanley, M. A. (2005). Surprisingly high prevalence of anxiety and depression in chronic breathing disorders. *Chest*, 127(4), 1205-1211.

Roundy, K., Cully, J. A., Stanley, M.A., Veazey, C., Soucek, J., Wray, N. P., & Kunik, M. E. (2005). Are anxiety and depression addressed in primary care patients with chronic obstructive pulmonary disease? A chart review. *Primary Care Companion, Journal of Clinical Psychiatry*, 7, 213-218.

Stanley, M., Veazey, C., Hopko, D., Diefenbach, G., & Kunik, M. (2005). Anxiety and depression in chronic obstructive pulmonary disease (COPD): A new intervention and case report. *Cognitive and Behavioral Practice*, 12(4), 424-436.

Veazey, C., Aki, S.O.E., Cook, K.F., Lai, E., & Kunik, M. (2005). Prevalence and treatment of depression in Parkinson's disease. *The Journal of Neuropsychiatry and Clinical Neurosciences*, 17(3), 310-323.

Veazey, C., & Blanchard, E. B. (2005). Early indicators and interventions for traumatic stress disorders secondary to motor vehicle accidents. In D. A. Hennessy and D. L. Wiesenthal (Eds.), *Contemporary Issues in Traffic Research and Road User Safety*. Nova Science Publishers, Inc.

Veazey, C., Hays, J. R., Wagner, A. L., & Miller, H. A. (2005). Validity of the Miller-Forensic Assessment of Symptoms Test in Psychiatric Inpatients, *Psychological Reports*, 96, 771-774.

2004

Veazey, C. H., Blanchard, E. B., Hickling, E. J., & Buckley, T. C. (2004) Physiological responsiveness of motor vehicle accident survivors with chronic posttraumatic stress disorder. *Applied Psychophysiology and Biofeedback*, 29, 51-62.

2003

Blanchard, E. B., Hickling, E. J., Devineni, T., Veazey, C. H., Galovski, T. E., Mundy, E., Malta, S., & Buckley, T. C. (2003). A controlled evaluation of cognitive behavioral therapy for posttraumatic stress in motor vehicle accident survivors. *Behaviour Research & Therapy*, 41(1), 79-96.

Blanchard, E. B., Hickling, E. J., Malta, L. S., Jaccard, J., Devineni, T., Veazey, C. H., & Galovski, T. E. (2003). Prediction of response to psychological treatment among motor vehicle accident survivors with PTSD. *Behavior Therapy*, 34(3), 351-363.

Veazey, C., & Stanley, M. A. (2003). Book Review of Handbook of Brief Cognitive Behaviour Therapy. F. W. Bond and W. Dryden (Eds.), John Wiley and Sons, Ltd. *Cognitive and Behavioral Practice*, 10, 390.

2002

Averill, P. M., Veazey, C., Shack, A., Krajewski, J., Rocha, D., & Varner, R. (2002). Acute mental illness and comorbid substance abuse: Physician/patient agreement on comorbid diagnosis and treatment implications. *Addictive Disorders and Their Treatment*, 1(4), 119-125.

Blanchard, E. B., Hickling, E. J., Galovski, T. E., & Veazey, C. H. (2002). Emergency room vital signs and PTSD in a treatment seeking sample of motor vehicle accident survivors. *Journal of Traumatic Stress, 15*(3), 199-204.

Blanchard, E. B., Hickling, E. J., Veazey, C. H., Buckley, T. C., Freidenberg, B., Walsh, J. D., & Keefer, L. (2002). Treatment-related changes in cardiovascular reactivity to trauma cues in motor vehicle accident-related PTSD. *Behavior Therapy, 33*, 417-426.

Galovski, T. E., Blanchard, E. B., & Veazey, C. (2002). Intermittent Explosive Disorder and other psychiatric comorbidity among court-referred and self-referred aggressive drivers. *Behaviour Research & Therapy, 40*, 641-651.

2001

Blanchard, E. B., & Veazey, C. H. (2001). Mental disorders resulting from road traffic accidents. *Current Opinion in Psychiatry, 14*, 143-147.

1999

Barton, K. A., Blanchard, E. B., & Veazey, C. (1999). Self-monitoring as an assessment strategy in behavioral medicine. *Psychological Assessment, 11*(4), 490-497.

Blanchard, E. B., Hickling, E. J., Buckley, T.C., & Veazey, C. H. (1999). Psychophysiological dimensions of motor vehicle accident survivors. In E. J. Hickling and E. B. Blanchard (Eds.), *International Handbook of Road Traffic Accidents: Psychological Trauma, Treatment, and Law*, Elsevier Science Ltd.

Hickling, E. J., Blanchard, E. B., Mundy, E., & Veazey, C. H. (1999). Psychosocial effects of motor vehicle accidents. In E. J. Hickling and E. B. Blanchard (Eds.), *International Handbook of Road Traffic Accidents: Psychological Trauma, Treatment and Law*, Elsevier Science Ltd.

PROFESSIONAL ACTIVITIES

Professional Memberships

Member of American Psychological Association

Poster/Paper Presentations

2025

Page, K.V., Hollingsworth, D.W., Veazey, C, & Jordison, A. (2026, January). Breaking

barriers, building access: Distributed learning as a model for the next 50 years. Poster presentation conducted at the annual Midwinter Conference of the National Council of Schools and Programs in Psychology, Atlanta, GA.

2024

Salonia, C., Greenwood, L., Lucier, L., Young, R., Richter, P., Emick-Seibert, J., Mizock, L., Veazey, C., Brady, C., & Taube-Schiff, M. (2024). A Pilot Study of Peer Support Groups for Individuals with OCD on a Waitlist for Treatment: A Mixed Methods Study. Poster Presented at the Annual Conference of the International OCD Foundation, Orlando, Florida.

2009

Martin, S., Veazey, C., & Cabrerra, O. (2009, November). *The Experience of Trauma in a College Student Population: A Survey of Psychological Outcomes and Exploration of Differences by Ethnicity and Gender*. Paper presented at the 25th Annual Convention of the International Society of Traumatic Stress Studies, Atlanta, Georgia.

2007

Shaw, J., & Veazey, C. (2007, May). *Depression and Fear as Measured in Caregivers and Relatives of Alzheimer's Patients*. Paper presented at the Annual Convention of the Louisiana Psychological Association, Baton Rouge, Louisiana.

2006

Veazey, C. (2006, April). *Telephone Administered Cognitive Behavioral Therapy: A Case Study of Anxiety and Depression in Parkinson's Disease*. Paper presented at Northwestern State University's Nineteenth Annual Research Day, Natchitoches, Louisiana.

2003

Veazey, C., Stanley, M. A., Hopko, D., Densmore, D., & Kunik, M. (2003, November). *Randomized Controlled Trial of a Cognitive Behavioral Intervention for Anxiety and Depression in Chronic Obstructive Pulmonary Disease*. Paper presented at the annual meeting of the Association for the Advancement of Behavior Therapy, Boston, Massachusetts.

2002

Malta, L. S., Blanchard, E. B., Hickling, E. J., Devineni, T., Veazey, C., Galovski, T. E., & Jaccard, J. (2002). *Prediction of Response to Treatment of PTSD Secondary to Motor Vehicle Accidents*. Paper presented at the 36th Annual Meeting of the Association for Advancement of Behavior Therapy, Reno, NV.

2001

Veazey, C., Blanchard, E. B., Broderick, J. D., & Hickling, E. J. (2001, March). *Acute Stress Disorder as a Predictor of Posttraumatic Stress Disorder: Focus on Acute Psychophysiological Arousal*. Paper presented at the 32nd Annual Meeting of the Association for Applied Psychophysiology and Biofeedback, Research Triangle Park, NC.

Veazey, C., Blanchard, E. B., Broderick, J., & Hickling, E. J. (2001, December). *Physiological Correlates of Acute Stress Disorder*. Paper presented at the International Society for Traumatic Stress Studies 17th Annual Meeting, New Orleans, LA.

Veazey, C. H., Blanchard, E. B., Hickling, E. J., & Broderick, J. (2001, November) *Acute Stress Disorder as a Predictor of Posttraumatic Stress Disorder*. Paper presented at the 35th Annual Meeting for the Advancement of Behavior Therapy, Philadelphia, PA.

2000

Galovski, T. E., Veazey, C., Blanchard, E. B., & Hickling, E. J. (2000, March). *Immediate Posttrauma Physiological Response as a Predictor of Chronic Posttraumatic Stress Disorder*. Paper presented at the 31st Annual Meeting of the Association for Applied Psychophysiology and Biofeedback, Denver, Colorado.

Kuhn, E., Veazey, C., Keefer, L., Blanchard, E. B., & Hickling, E. J. (2000, November). *Changes in the Psychosocial Functioning of MVA Survivors Depending on PTSD Diagnostic Status*. Paper presented at the 34th Annual Meeting of the Association for the Advancement of Behavior Therapy, New Orleans, Louisiana.

Veazey, C., Blanchard, E. B., Hickling, E. J. (2000, March). *Physiological Responsiveness in Motor Vehicle Accident Survivors with Posttraumatic Stress Disorder*. Paper presented at the 31st Annual Meeting of the Association for Applied Psychophysiology and Biofeedback, Denver, CO.

Veazey, C., Galovski, T., Blanchard, E. B., & Hickling, E. J. (2000, November). *Do Acute Arousal Patterns Mediate the Development of PTSD? The Debate Continues*. Paper presented at the 34th Annual Meeting of the Association for the Advancement of Behavior Therapy, New Orleans, Louisiana.

1999

Galovski, T. E., Veazey, C., Blanchard, E. B., & Hickling, E. J. (1999, November). *Physiological Reactivity: The Mechanism Linking Trauma to PTSD*. Paper presented at the 33rd Annual Meeting of the Association for Advancement of Behavior Therapy, Toronto, Canada.

Veazey, C., & Blanchard, E. B. (1999, November). *Physiological Responsiveness in Motor Vehicle Accident Victims with Posttraumatic Stress Disorder*. Paper presented at the 33rd Annual Meeting of the Association for Advancement of Behavior Therapy, Toronto, Canada.

1998

Buckley, T. C., Blanchard, E. B., Veazey, C., Tatrow, K., & Devineni, T. (1998, November). *Concurrent Validity of Self-Report and Structured Interview Measures of Physiological Reactivity in PTSD Patients*. Paper presented at the 32nd Annual Meeting of the Association for Advancement of Behavior Therapy, Washington, D.C.

1997

Greenway, D., Hardin, C (maiden name), Buckner, M., Bulot, J., Nichols, B., & Wulfert, E. (1997, May). *Changing Belief in ESP: An Interaction Between Speaker and Listener*. Paper presented at the Association for Behavior Analysis 23rd Annual Convention, Chicago, IL. (Previous last name was Hardin).

Selected Editorial Review / Peer Review / Invited Presentations

- Guest Editor, Special Issue “Mental Health Related to Traumatic and Adverse Experiences,” *Healthcare* (September 2020):
[https://www.mdpi.com/journal/healthcare/special_issues/Mental Health Traumatic Adverse Experiences](https://www.mdpi.com/journal/healthcare/special_issues/Mental%20Health%20Traumatic%20Adverse%20Experiences)
- Peer reviewer for *Healthcare*; *Professional Psychology: Research and Practice*; *Behavior Therapy*; *Journal of Social and Clinical Psychology*, *General Hospital Psychiatry*; *Journal of Psychosomatic Research*; *International Journal of Psychology*; *Psychological Reports: Perceptual and Motor Skills* (2004 through 2021).
- Invited continuing education presentations:
 - 2012- *Cognitive Behavioral Therapy for Couples: Assessment and Intervention Strategies*. Continuing education training presented at Fort Bend Mental Health America, Stafford, Texas.
 - 2012- *Self-Care: Applying Therapeutic Practices to the Self as a Therapist*. Continuing education training presented at the Fort Bend Counseling Association.
 - 2005- *Incidence and Correlates of Traumatic Stress Disorders: A Prospective Analysis of an Emergency Department Sample*, The Center for Trauma Recovery, University of Missouri-St. Louis, Colloquium Presentation.

GRANTS / AWARDS

- Faculty Research Grant, Fielding Graduate University (June 2021)
- Faculty Development Grant, University of Louisiana at Lafayette (2008)
- Department of Veterans Affairs Special Contribution Award (January 22, 2004)