

TANIA B. ARANA, Ph.D.

EXECUTIVE PROFILE

- Twelve years of experience in Student Affairs, Admissions and medical education.
- Implementation of evidence-based processes, decision-making and policy development using best practices.
- Provide effective and result-oriented leadership.
- Successfully developed and implemented strategic plans.
- Led the grassroots development of two major Departments in a new medical school – Student Affairs and Admissions – including all policies and procedures, financial aid, registrar, educational specialists, student life, student conduct, career advising and all other student services.
- Leader in the accreditation process for all levels of accreditation.

SKILLS HIGHLIGHTS

- Accreditation from candidate status to full accreditation
- Policy development and implementation
- Strategic plan
- Development of recruitment plans and pipeline programs
- Commitment to Diversity and Inclusion
- Oversee student conduct and judicial processes
- Student professionalism
- Student academic and career advising, and mentoring
- Development of Health and Wellness services and programs for all students
- Responsible for student life, student activities and academic support services
- Staff hiring, training and development
- Consensus building
- Student government and organizations

LANGUAGES SPOKEN AND WRITTEN – English, French and Spanish (fluent in all three)

EDUCATION:

1998 – 2006	Ph.D. Experimental Psychology (Neurosciences)	University of Ottawa
1996 – 1998	Bachelors of Psychology, Honors (<i>magna cum laude</i>)	University of Ottawa
1991 – 1993	Bachelors of Science, Biology	University of Ottawa

CERTIFICATION

July 2019	Mediation and conflict resolution	Common Ground
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WORK EXPERIENCE:

ASSISTANT DEAN, STUDENT AFFAIRS AND ADMISSIONS
Present

Aug. 2020 –

ASSOCIATE PROFESSOR, BEHAVIORAL NEUROSCIENCES

Member of the CNU College of Medicine leadership team

California Northstate University College of Medicine (CNUCOM), Elk Grove, CA

- Provide leadership for the Office of Student Affairs and Admissions.
- Responsible for Student Affairs and Admissions LCME accreditation process.
- Supervision of daily operations of the Office of Student Affairs and the Office of Admissions.
- Oversee the admissions process for the medical school.
- Manage pathway programs, pipeline and outreach activities.
- Support academic advising, peer-tutoring and mentorship programs.
- Responsible for career advising, AAMC Careers in Medicine.
- Oversee the ERAS and NRMP process, San Francisco Match, Urology Match, Military Match and the Supplemental Offer and Acceptance Program.
- Student clubs, organizations and interest groups and student government.
- Manage student affairs and admissions policies, professionalism and honor council.
- In charge of student health and wellness support services, health insurance.
- Serve on several committees: Admissions Committee, Honor Council, Wellness Committee, Student Progression Committee.
- Maintain a collaborative relationship with the Office of Medical Education, the Department of Clinical Medicine, the Office of Diversity and Inclusion.
- Implement quality improvement strategies.
- Review student handbook and catalog.
- Foster student mistreatment awareness and ensure reporting and mitigation.
- Coordinate annual events: Orientation, White Coat Ceremony, Match Day, career mixers, commencement.

FOUNDING ASSOCIATE DEAN, STUDENT AFFAIRS
ASSOCIATE PROFESSOR, BIOMEDICAL SCIENCES

Feb. 2015 – Oct. 2019

Founding member of the BCOM leadership team

Burrell College of Osteopathic Medicine (BCOM), Las Cruces, NM

- Provide leadership for all Student Affairs and Admissions accreditation process, including writing the self-study documents, participated in all site visits from pre-accreditation to full accreditation.
- Successfully developed and managed both Student Affairs and Admissions, including the Office of the Registrar, the Office of Admissions, the Office of Student Affairs and the Office of financial aid.

- Responsible for the development and implementation of all policies and processes for admissions, student affairs, career advising, financial aid, and registrar.
- Responsible for the application to the US DOE to be eligible to receive Federal Student loans as a proprietary school.
- Initiated implementation of a structured Advisory College Program.
- Developing the professionalism curriculum for Faculty, Staff and Students.
- Student Wellness – received training for an 11-week Mind-Body Medicine Wellness program from Georgetown University. I will be presenting at the next AACOM meeting in 2020 on the training program.
- BCOM surpassed all other Osteopathic Medical School by recording a 40% increase in applications after only 1 year of operations. This was accomplished while there was only a 1% increase in the total number of applications.
- Development in collaboration with NMSU a pipeline program: The Osteopathic Medicine Pathway Program in an effort to increase applicants from the region.
- Integrated technology and marketing to enhance recruitment, retention and marketing strategies (i.e., web-based recruitment).
- Grassroots development of a successful admissions process.
- Developed a successful recruitment plan in line with the BCOM Mission
Our inaugural class counts twice the national average of African/African American/Black students, 10 times the national average of Native-American students and above national average for Hispanic students.
- Under my supervision, the BCOM Office of Admissions has gained significant popularity amongst applicants due to the exceptional customer service provided by the staff and the quality of the services provided to potential applicants.
- As one of the few proprietary medical school in the country, BCOM students do not benefit from Federal Student Loan access; however, BCOM Office of Financial Aid, under my direction was able to assist all its students in securing funding/loans for their medical education.
- Developed and maintained a collaborative, engaged, transparent and strategic partnerships with internal and external stakeholders to advance institutional enrollment, retention, graduation and budgetary goals and objectives.
- Provide leadership for the development, implementation and operations of services and activities such as student recruitment, admissions process from application submission to matriculation and graduation, student orientation, financial aid, student government, clubs and interest groups, student physical and mental health, student counseling and discipline, etc.
- Manage all admissions and student affairs staff, perform yearly evaluations, and provide recommendations, in charge of hiring, promotion and making appropriate decisions for the success of both departments.
- Recommend departmental budgetary needs to Executive Leadership Committee (CAO, CFO and President).
- Provide timely reports to all stakeholders upon request.

ASSISTANT PROFESSOR, BASIC SCIENCES
2015
FOUNDING FACULTY
Department of Medical Education

May 2008 – Jan.

*Texas Tech University Health Sciences Center at El Paso
Paul L. Foster School of Medicine (PLFSOM), El Paso, TX*

- Mentored medical students for research and scholarly projects.
- Developed and delivered the entire behavior, psychology and psychiatric neuroscience curricula for the entire first- and second-year medical school.
- Designed highly integrated and interactive lectures based on adult learning theories and andragogy principles.

***CLINICAL ASSISTANT PROFESSOR, PSYCHOLOGY
2015***

May 2008 – Jan.

*Department of Psychiatry
Texas Tech University Health Sciences Center at El Paso
Paul L. Foster School of Medicine (PLFSOM), El Paso, TX*

- Mentored several medical students for research and scholarly projects.
- Taught 3rd year medical students each 8-week block during the psychiatry clerkship rotation.
- Participated in the Standardized Patient program for the psychiatry clerkship.

***COURSE DIRECTOR
SOCIETY, COMMUNITY AND THE INDIVIDUAL (SCI)***

Jan. 2010 – Jan. 2015

*Department of Medical Education
Texas Tech University Health Sciences Center at El Paso
Paul L. Foster School of Medicine (PLFSOM), El Paso, TX*

- Responsible for student success.
- Responsible for recruitment of community physician to serve as preceptors for first- and second-year medical student.
- Participated in the development of the Community Clinic Experience Curriculum.
- Co-chair of the Annual Service-Learning Symposium.
- Responsible for developing and recruiting community agencies for service-learning opportunities, developed the Service-Learning Website.
- Served on the SCI Community Preceptor Advisory Board.
- Participated in the Annual Community Preceptor Professional Development Workshop.
- Identified students that are considered academically and/or behaviorally at risk both and appropriately address the issues.
- Responsible for addressing student concerns for the SCI course.
- Oversaw and actively participated in the development of SCI, a course that spans over 2 years.
- Managed the structure and organization of the entire course.
- Worked with faculty to design, revise, and improve SCI.
- Supervised and coordinate teaching activities of other faculty.
- Directed all assessments and evaluation of the course.
- Participated in item quality improvement.

- Responsible for making necessary quality improvement to the SCI course.
- Provided appropriate oversight in the development and maintenance of the students' community involvement through the community clinic experience and other related activities in the SCI curriculum.

***UNIT DIRECTOR – SCIENTIFIC PRINCIPLES OF MEDICINE
MIND AND HUMAN DEVELOPMENT***

May 2008 – Jan. 2015

Department of Medical Education

Texas Tech University Health Sciences Center at El Paso

Paul L. Foster School of Medicine, El Paso, TX

- Supervised and coordinated teaching activities of other faculty.
- Oversaw the structure and organization of the educational Unit.
- Managed calendar organization and scheduling of classes, lectures, TBL sessions, etc.
- Supervised curriculum delivery for Mind and Human Development.
- Directed weekly formative and summative exams.
- Quality monitoring and improvement of exam items submitted by other faculty.
- Oversaw student assessment and evaluations of the course.
- Responsible for addressing student concerns and taking necessary action.
- Responsible for making quality improvement changes to the course.

POST-DOCTORAL FELLOW

May 2005 – March 2008

Department of Pharmacology

Graduate School for Biomedical Sciences

University of Texas Health Science Center, San Antonio, TX

- Designed research projects under the supervision of the PI.
- Conducted research using animal models of stress and depression.
- Analyzed data collected for research projects.
- Disseminated research findings at regional, national and international conferences.
- Supervised and mentor research assistants and graduate students.

RELEVANT ACADEMIC SERVICE AND LEADERSHIP

***BCOM EXECUTIVE LEADERSHIP TEAM
2019***

Feb. 2015 – Oct

Founding member

Burrell College of Osteopathic Medicine, Las Cruces, NM

- Make recommendation to the Dean/CAO.
- Involved in all important decisions for the medical school.

CHAIR – INTERDISCIPLINARY PROFESSIONALISM; appointed Sept 2018 – Oct 2019
Burrell College of Osteopathic Medicine, Las Cruces, NM

- The charge of the Committee delivered by the Dean/CAO was to:
 - Identify professionalism and professional behavior topics in clinical practice courses.
 - Develop curricular content on areas of importance in professionalism and incorporate into the clinical skills course.
- Develop and adopt assessment strategies for professionalism in years 1 and 2 of the curriculum.

CHAIR, COMMITTEE ON DIVERSITY; elected.
Texas Tech University Health Sciences Center at El Paso
Paul L. Foster School of Medicine, El Paso, TX

Jan. 2013 – Jan. 2015

- Successfully developed and implemented the first Diversity Mentorship Program – a program aimed at helping and providing support for students that come from diverse background navigate and integrate well in medical school. And to improve recruitment and retention of a diverse student body.
- Developed and implemented the Rules of Procedures (by-laws) for the Diversity Committee.
- Developed, implemented and lead the Unconscious Bias training program. As a certified facilitator for the unconscious bias training, I have successfully presented the 3-hour workshop to members of the Admissions Committee, to all Dean-level and higher administration executives at the PLFSOM Deans and Chairs retreat.
- Ensured the continued promotion of diversity and cultural competence throughout the PLFSOM through advisory of campus-wide activities as well as the development and sponsorship of workshops, lectures, seminars, and conferences which focus on issues related to gender, race and cultural equity and awareness in education and patient care.
- Developed and implement initiatives to increase awareness surrounding diversity and create an open and inclusive campus community by working with administrators, faculty, residents, students and staff to promote the inclusion of diversity-related policies in recruitment and admissions processes.
- Developed and encourage diversity training for students during orientation, for faculty as part of their regular professional development, and for staff as part of their regular new employee orientation and annual refresher trainings.
- Conducted the regularly scheduled Diversity Committee meetings.
- Represented the Diversity Committee at two (2) designated AAMC meetings and/or professional development conferences on an annual basis.
- Reported to Faculty Council on updates of Diversity Committee activities and raised awareness about issues related to diversity.
- Fostered an inclusive atmosphere and an environment of tolerance, respect, and inclusion.
- Maintained open communication with all groups on campus.
- Collaborated with Office of Student Affairs on the development of student interest groups.
- Sat on the scholarship committee.

CHAIR – ADMISSIONS COMMITTEE; elected.
Texas Tech University Health Sciences Center at El Paso

Jan. 2014 – Jan. 2015

Paul L. Foster School of Medicine, El Paso, TX

- Ensured that the application and admission processes and policies were consistent with the mission and goals of our institution.
- Advocated for students that meet our diversity statement and vision.
- Conducted the Admissions Committee weekly meetings.
- Reviewed candidate applications.
- Interviewed applicants for the medical school admissions (from 2008 – Jan. 2015).
- Render admissions decisions based on the criteria, policies and mission of PLFSOM.
- Supported and helped develop policies and procedures for selection of students for interviews that are fair and equitable.
- Coordinated the development of strategies to recruit a more diverse student body.
- Succeeded in realizing our institution's diversity statement.

VICE-CHAIR – ADMISSIONS COMMITTEE; elected.
Texas Tech University Health Sciences Center at El Paso
Paul L. Foster School of Medicine, El Paso, TX

July 2012 – Jan. 2014

- Assisted the Chair in his/her duties and lead committee meetings in the Chair's absence.
- Attended and participated in all Admissions Committee Meetings.
- Served as Interviewer for Admissions from 2008 – Jan. 2015.

PEER-REVIEWED PUBLICATIONS:

Li YS, Camarillo C, Xu J, **ARANA TB**, Xiao Y, Zhao Z, Chen H, Ramirez M, Zavala J, Escamilla MA, Armas R, Mendoza R, Ontiveros A, Nicolini H, Magana AA, Rubin LP, Li X, and Xu C (2015) Genome-wide methylome analyses reveal novel epigenetic regulation patterns in schizophrenia and bipolar disorder. *Biomedical Research International* 2015:201587. doi: 10.1155/2015/201587. Epub 2015 Feb 4.

Xiao Y, Camarillo C, Ping Y, **ARANA TB**, Zhao H, Thompson PM, Xu C, Su BB, Fan H, Ordonez J, Wang L, Mao C, Zhang Y, Cruz D, Escamilla MA, Li X, Xu C. (2014) The DNA methylome and transcriptome of different brain regions in schizophrenia and bipolar disorder. *PLoS One*. 2014 Apr 28;9(4):e95875. doi: 10.1371/journal.pone.0095875. eCollection 2014.

Wang KS, Xu N, Wang L, Aragon L, Ciubuc R, **ARANA TB**, Mao C, Petty L, Briones D, Su BB, Luo X, Camarillo C, Escamilla MA, Xu C. (2014) NRG3 gene is associated with the risk and age at onset of Alzheimer disease. *J Neural Transm (Vienna)*. 2014 Feb;121(2):183-92. doi: 10.1007/s00702-013-1091-0. Epub 2013 Sep 24.

Wang KS, Liu X, **ARANA TB**, Thompson N, Weisman H, Devargas C, Mao C, Su BB, Camarillo C, Escamilla MA, Xu C. (2013) Genetic association analysis of ITGB3 polymorphisms with age at onset of schizophrenia. *Journal of Molecular Neuroscience*, 2013 Oct;51(2):446-53. doi: 10.1007/s12031-013-0059-8. Epub 2013 Jul 17.

Xu, C., Aragam, N., Villa, E.C., Posada, Y., **ARANA, T.B.**, Cruz, G.A., Bin Su, B., Mao, C.X., Camarillo, C., Mao, Y., Escamilla, M.A., Wang, K.S. (2013) BCL9 and C9orf5 are associated with negative symptoms in schizophrenia: meta-analysis of two genome-wide association studies. *PLoS One*. 2013;8(1):e51674. doi: 10.1371/journal.pone.0051674. Epub 2013 Jan 29.

Akins, R., **ARANA, T.**, McMahon, K., and Piskurich, JF. (2010) Trends in Medical Education: Medical School Curriculum Focuses on Patient Complaints. *Residency Program Alert*, April: 9-11.

Merali, Z., Hayley, S, Kent, P., McIntosh, J, **BÉDARD, T.**, and Anisman, H (2009) Impact of repeated stressor exposure on the release of corticotropin-releasing factor, arginine-vasopressin and bombesin-like peptides at the anterior pituitary. *Behavioral Brain Research*. 198(1): 105-112.

Lapiz-Bluhm MD, Bondi CO, Doyen J, Rodriguez G, **BÉDARD-ARANA T**, Morilak DA. (2008) Behavioral assays to model cognitive and affective dimensions of depression and anxiety in rats. *Journal of Neuroendocrinology*, 20, 1115–1137.

BÉDARD, T., Mounthey C, Kent P, Anisman H, Merali Z. (2007) Role of gastrin releasing peptide and neuromedin B in anxiety and fear-related behavior. *Behavioral Brain Research*, 179, 133-140.

Bondi CO, Barrera G, Lapiz MD, **BÉDARD, T.**, Mahan A, Morilak DA. (2007) Noradrenergic facilitation of shock-probe defensive burying in lateral septum of rats, and modulation by chronic treatment with desipramine. *Progress in Neuropsychopharmacology, Biological Psychiatry*, 31, 482-495.

Merali Z, **BÉDARD, T.**, Andrews N, Davis B, McKnight AT, Gonzalez MI, Pritchard M, Kent P, Anisman H. (2006) Bombesin receptors as a novel anti-anxiety therapeutic target: BB1 receptor actions on anxiety through alterations of serotonin activity. *Journal of Neuroscience*, 26, 10387-10396.

Merali Z, Kent P, Du L, Hrdina P, Palkovits M, Faludi G, Poulter MO, **BÉDARD, T.**, Anisman H. (2006) Corticotropin-releasing hormone, arginine vasopressin, gastrin releasing peptide, and neuromedin B alterations in stress-relevant brain regions of suicides and control subjects. *Biological Psychiatry*, 59, 594-602.

Kent, P., **BÉDARD, T.**, Khan, S., Anisman, H., Merali, Z. (2001). Bombesin-induced HPA and sympathetic activation requires CRH receptors. *Peptides*, 22, 57-65.

Plata-Salamán, C.R., Llyin, S.E., Gayle, D., Flynn, M.C., Turrin, N.P., **BÉDARD, T.**, Merali, Z., & Anisman, H. (2000). Neither acute nor chronic exposure to a naturalistic (predator) stressor influences the IL-1 β system, TNF- α , TGF- β 1, and neuropeptide mRNAs, CRH or Bombesin content in specific brain regions. *Brain Research Bulletin*, 15, 187-193.

INVITED ORAL PRESENTATIONS AND CONFERENCE WORKSHOPS:

ARANA T., (2020) “The Transformative Effect of a Mind–Body Medicine Training on Faculty Facilitators”, AACOM Annual Conference, “Advocating Wellness, Advancing Education”, March

25-27, 2020 (Washington, DC).

Thompson N., **ARANA T.B.**, and Xu C. (2013) “Common ITGB3 genetic variants are associated with age at onset of schizophrenia”, Paul L. Foster School of Medicine 7th Annual Research Colloquium, May 2013.

ARANA T. and Briones DF, (2010) “Teaching Psychiatry in a New Medical School” symposium, 163rd Annual Meeting of the American Psychiatric Association, May 2010 (New Orleans, LA).

Akins R., McMahon K., **ARANA T.** and Piskurich J. “Hands-on medical curriculum integration: How to navigate a chief complaint-based curriculum”, The AAMC - Southern Group on Educational Affairs (SGEA), April 15 – 17, 2010 (Oklahoma City, OK).

McMahon K., **ARANA T.**, Akins R., and Piskurich J. (2009) “Designing an integrated curriculum based on patients’ chief complaints”. The AAMC 2009 Annual Meeting, GEA/GSA, November 6th – 11th, 2009 (Boston, MA).

BÉDARD T., Merali Z., McIntosh J., Kent P., Anisman H. Effet de stimuli stressants et appétitifs sur la relache de la neuroméline B et l’hormone corticotropine au niveau de la glande pituitaire. 67^e Congrès de l’Acfas, Mai 1999, University of Ottawa, Ontario, Canada.

BÉDARD T., Merali Z. Release of Neuromedin B from the rat pituitary in response to appetitive and aversive events, 24th Annual Honors Thesis Conference, March 1998 University of Ottawa, Ontario, Canada.

BÉDARD T., Merali Z. Release of Neuromedin B from the rat pituitary in response to appetitive and aversive events, 28th Provincial Honors Thesis Conference, Mai 1998 University of Windsor, Ontario, Canada.

POSTER PRESENTATIONS

ARANA T., Byrd TL, Arroyave AM, and Steele DJ (2013) “Keeping it Real: Structured Community Clinic Activities Implemented in First and Second Year Medical Training as Part of A Clinical Presentation Integrated Curriculum”. The 2013 WGEA/WGSA/WORS/WAAHP AAMC Western Regional Conference.

Camarillo C., **ARANA T.**, Briones D, Aragon L, Ciubuc R, Xu C (2013) “Genetic Variation and Risk of Age at Onset in Alzheimer’s Disease Using Family-Based Analysis”. 7th Annual Research Colloquium, May 2013

Note: This poster won 2nd place for best poster award at the conference.

Xu C, Aragam N, Li X, Villa EC, Wang L, Posada Y, **ARANA TB**, Cruz G, Mao CX, Camarillo C, Escamilla MA, Wang KS., (2012) “BCL9 and C9orf5 are associated with negative symptoms in schizophrenia: meta-analysis of two genome-wide association studies”. 6th Annual El Paso Research Colloquium. Texas tech University Health Sciences Center, May 2012.

Xu C., Aragam N, Li X, Villa EC, Wang L, Posada Y, **ARANA TB**, Cruz G, Mao CX, Camarillo C,

Escamilla MA, Wang KS (2012) “A meta-analysis of two genome-wide association studies identifies genes/loci associated with negative symptoms in schizophrenia”, The International Behavioral Neuroscience Society, Hawaii, USA, June 5-10, 2012.

Xu C, Aragam N, Li X, Villa EC, Wang L, Posada Y, **ARANA TB**, Cruz G, Mao CX, Camarillo C, Escamilla MA, Wang KS., (2012) “BCL9 and C9orf5 are associated with negative symptoms in schizophrenia: meta-analysis of two genome-wide association studies”, the World Congress of Psychiatric Genetics, Oct 14-18, 2012.

ARANA T., Appleton K. (2012) Developing preclerkship Geriatrics in a clinical presentation scheme-based innovative curriculum, The 16th Annual Meeting of the International Association of Medical Science Educators (IAMSE), June 23 – 26, 2012 (Portland, OR, USA).

Appleton K., **ARANA T.** (2012) Developing the Geriatrics curriculum for first and second year medical students in a clinical presentation scheme-based innovative curriculum. The American Geriatrics Society 2012 Annual Scientific Meeting, Student Presentation Session, May 3 – 5, 2012 (Seattle, WA, USA).

Xu C., **ARANA T.**, Cruz, G.A. (2012) A meta-analysis of two genome-wide association studies identifies six single nucleotide polymorphisms associated with negative symptoms of schizophrenia. 6th Annual Research Colloquium, May 2011, Texas Tech University Health Sciences Center, Paul L. Foster School of Medicine, El Paso, TX.

ARANA T., Nuwayhid BS., and Mulla, ZD “Depression and Preeclampsia: An Epidemiologic Analysis of a Statewide Hospital Dataset”. The 3rd North American Congress of Epidemiology, June 21-24, 2011 (Montreal, Quebec, Canada).

ARANA T., Briones D.F., Nuwayhid B.S., and Mulla Z.D. (2011) A Study of the Seasonal Changes in the Relationship between Maternal Depression and Preeclampsia in a Statewide Hospital Dataset. 5th Annual Research Colloquium, May 2011, Texas Tech University Health Sciences Center, Paul L. Foster School of Medicine, El Paso, TX.

Brower RD., Osborne D., **ARANA T.**, Bramblett, DE., Patham, B., and Black, AC. (2011) Teaching Neuroscience in Context Using a Clinical Presentation-Based Curriculum and Introductory Diagnostic Schemes, 63rd Annual Meeting of the American Academy of Neurology, April 2011 (Honolulu, Hawaii, USA).

Beale E., Piskurich J., **ARANA T.**, et al. A contemporary Methodology for Teaching Clinically-Oriented Basic Sciences. 4th Annual Research Colloquium, May 2010 at Texas Tech University Health Sciences Center, El Paso, TX.

ARANA T., Doyen J., Rodriguez G., and Morilak D.A. Blockade of adrenergic receptors during chronic unpredictable stress prevents the detrimental effects on cognitive flexibility in rats. 3rd Annual Research Colloquium, May 6-7, 2009 (El Paso, TX, USA).

Doyen J., **BÉDARD-ARANA T.**, Rodriguez G., and Morilak D.A. Blockade of adrenergic receptors during chronic unpredictable stress prevents the detrimental effects on cognitive flexibility in rats. 7th Annual Center for Biomedical Neuroscience Retreat – University of Texas Health Science Center, San Antonio. March 28, 2008.

BÉDARD-ARANA T., Bondi C and Morilak D.A., Assessing the effect of noradrenergic and serotonergic modulation on active and passive behavior using the shock-probe defensive burying test. Society for Neuroscience, November 2007, (San Diego, CA, USA).

Cunningham T.J., Mifflin S.W., Gould G.G., **BÉDARD T.** and Frazer A. Induction of c-Fos and Δ FosB immunoreactivity in rat brain by vagal nerve stimulation. 14th Annual Graduate Student Symposium, October 2007, (New Braunfels, TX, USA).

BÉDARD T., Rubino E., Morilak D. Noradrenergic Modulation of the HPA Axis in the Bed Nucleus of the Stria Terminalis. Society for Neuroscience, October 2006, (Atlanta, GA, USA).

BÉDARD T., Mennie K., Mountney C., Anisman H. & Merali Z. Effects of gastrin releasing peptide and Neuromedin B on learned fear & anxiety, International Behavioral Neuroscience Society, June 2004, (Key West, FL, USA).

Mountney C., **BÉDARD T.**, Mennie K., & Merali Z. The role of Bombesin-like peptides in fear-potentiated startle, International Behavioral Neuroscience Society, June 2004, (Key West, FL, USA).

BÉDARD, T., Anisman, H., Plamondon, H., Merali. Z., Effects of Neuromedin B on the in vivo release of serotonin at the ventral hippocampus, Society for Neuroscience, November 2002, (Orlando, FL, USA).

Merali Z., **BÉDARD T.**, Andrews N., Kent P., Michaud D., McIntosh J., Anisman H. Release of Neuromedin B at the Anterior Pituitary is Evoked by Stressful and Appetitive Stimuli, Society for Neuroscience, November 2001, (San Diego, CA, USA).

BÉDARD T., Anisman H., & Merali Z. Anxiolytic Effects of Bombesin BB1/BB2 Receptor Blockade: Does Neuromedin B modulate Stress and Anxiety Response?, Society for Neuroscience, November 2000, (New Orleans, Louisiana, USA).

Konkle A.T.M., **BÉDARD T.**, Merali Z. and Bielajew C. Investigating the endocrine and feeding influences of the chronic mild stress paradigm in the male Sprague-Dawley rat, 9th Conference of the International Behavioral Neuroscience Society, June 2000.

Merali Z., **BÉDARD T.**, Kent P., McIntosh J., Moody T.W., Anisman H. Push-pull Perfusion Reveals that Both Stressful and appetitive Events Increase Neuromedin B Release & CRH Levels at the Anterior Pituitary, Society for Neuroscience, November 1998, (Los Angeles, CA, USA).

BÉDARD T., Bouchard S. Attribution of Treatment Process Based on Patients' Perspective During Cognitive-Behavior Therapy of Panic Disorder with Agoraphobia, 31st Conference of the AABT, November 1997, (Miami Beach, FL, USA).

JOURNAL REVIEW

2017 – Present

NASPA

2012 – 2015

Certified reviewer for *Medical Science Educator*

2008 – 2015

Reviewed several articles for *Academic Medicine*

2008 – 2015

Book reviewer for *Lippincott Williams & Wilkins*

2009 – 2015

Reviewer for the Scholarly Activity and Research Program (SARP) student projects