

# CURRICULUM VITAE

## Tom G. Stevens Ph.D.

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web sites: [www.csulb.edu/~tstevens](http://www.csulb.edu/~tstevens) (free self-help publications)

[www.csulb.edu/~tstevens/success](http://www.csulb.edu/~tstevens/success) (SHAQ questionnaire and self-help referrals)

**(Retired) Counseling Professor Emeritus, CSULB**

*Last Position: Psychologist*

**Counseling and Psychological Services**

**California State University, Long Beach (CSULB)**

**1250 Bellflower Blvd; Long Beach, CA 90840**

### ACADEMIC PREPARATION

**Ph.D. in Psychology**, 1973; University of Hawaii

(Dissertation Committee: Arthur Staats (chair), Roland Tharp, Ian Evans, S. Fisher)

**M.Th. in Pastoral Counseling**, 1968; Claremont School of Theology

**M.A. in Psychology**, 1967; California State University, Fullerton

**B.A. in Letters** (Psychology, Math, Philosophy), 1964; University of Oklahoma

**POSTDOCTORAL** Coursework in Artificial Intelligence/Machine Learning at University of California, Irvine, 1985-86.

### LICENSES AND CLINICAL CREDENTIALS

**California State Psychologist License** (PSY 4764), 1976-present (currently Inactive status)

**California State Marriage and Family Therapist License** (M 7480), 1975-present (currently Inactive status)

**National Register of Health Care Providers in Psychology** (20247),

1978-2004 (Note: This is the national standard for clinical/counseling psychologists.)

### PROFESSIONAL POSITIONS

**COUNSELING PSYCHOLOGIST**, Full professor equivalent since 1981,

Counseling and Psychological Services, State University, Long Beach (1973 to 2004)

- Coordinator, Life Skills Education

- Teach and developed four courses in Educational Psychology Department.

- Duties have included counseling, supervision of interns in (APA accredited internship program), serve on university committees, outreach, consultation, research.

**ASSISTANT PROFESSOR**, Whittier College, Psychology Department (1972-73)

Taught courses in personality, motivation, and clinical psychology. (Full time)

**PSYCHOLOGY INSTRUCTOR**, Honolulu Community College (1971-72)

Taught courses in Introductory and Adjustment Psychology. (Full time)

**PSYCHOLOGY INSTRUCTOR**, University of Hawaii (1970-71)

Taught courses in Introductory Psychology and Statistics Labs (Part time)

**DIRECTOR OF EDUCATION AND COUNSELING**, First United Methodist Church of Long Beach (1968-69) Associate Pastor in charge of the education program with average attendance of over 500 per week and did most of the counseling. )

**SUBSTITUTE TEACHER**, Pomona Unified School District (1966-68)

### CLINICAL/COUNSELING EXPERIENCE

**COUNSELING AND PSYCHOLOGICAL SERVICES, CSULB** (1973-2004), Individual and group counseling and psychotherapy related to a wide variety of problems to persons of a wide variety of ages, ethnic groups. Short and long-term treatment, crisis intervention, personal, career, and educational. My approach stems from a broad theoretical base which emphasizes learning, human development, and life skills (see below). Received supervision from licensed psychologists (1973-75).

**PRIVATE PRACTICE**, Part time private practice seeing clients from the community at various times during past 20 years.

**HONOLULU FAMILY COURT** (1970-71), Marriage and Family Counseling with persons referred by judges in Family

Court. Received supervision from licensed psychologist.

**MEMORIAL HOSPITAL OF LONG BEACH--COUNSELING AND SUICIDE PREVENTION CENTER** (1968-69),  
Received supervision from psychiatrists at hospital.

**FIRST UNITED METHODIST CHURCH**, Long Beach (1968-69), Counseling provided to church members and to referrals of low income persons in the community.

**CLAREMONT COUNSELING SERVICE** (1966-68), Counseling to (primarily) low income persons in the community. Supervised by psychiatrists and psychologists.

**PATTON STATE (PSYCHIATRIC) HOSPITAL** (1964), Intern during summer full time. Supervised by psychiatrists and United Methodist chaplain (Jess Moore).

### **TEACHING EXPERIENCE**

**COURSES TAUGHT:** Self-Management, Assertion Training, Educational Psychology, Career and Personal Explorations, Behavior Modification in the Classroom, Clinical Psychology, Personality, Social Psychology, Motivation, Statistics, Adjustment, and Introduction to Psychology.

**POPULATIONS:** University, private college, community college, junior high students, high school students, teachers, faculty, professionals.

==> For additional college teaching and course development information, see below under program development.

### **PROGRAM DEVELOPMENT, ADMINISTRATION, AND RESEARCH ACTIVITY**

**COORDINATOR, LIFE SKILLS TRAINING PROGRAM**, University Counseling and Psychological Services  
I have coordinated the following projects:

#### **I. UNIVERSITY COURSES I DEVELOPED, (1974-2004)**

##### **ED PSY 191-391: CAREER AND PERSONAL EXPLORATIONS** (3 units)

**Description:** Course designed to promote higher student retention and success through increasing skills in career planning, self-management, and study skills. Included small structured goal-attainment groups.

**My Role:** Wrote proposals for courses and grant, coordinated project for first 5 years, wrote text book, taught part of the time.

**Outcomes:**

- Course has had large enrollments and numbers of sections from beginning 1974 to current enrollments exceeding 1200 students/year.
- Conducted multi-faceted outcome research study of course effects.
- Follow-up study found attrition rates of students in course over 40% less than matched sample not taking course.
- Received grant for course development and research.
- Monograph published
- Presented workshops and coordinated conference to disseminate results to all California State University campuses (sponsored by Chancellor's Office) in 1975-76. A follow-up study showed that participants were active at developing similar programs on a number of CSU Campuses.

##### **ED PSY 357: SELF-MANAGEMENT**(3 units)

**Description:** This is an upper division course which teaches theory, research, and applied self-management techniques.

**My Role:** Developed course and teach it regularly.

**Outcomes:**

- Course accepted for University general education under category for "self-integration."
- Offered continually since 1980.

##### **ED PSY 390a: SELF-MANAGEMENT TRAINING** (1 unit)

**Description:** One unit applied self-management techniques in goal-setting, time management, decision-making, etc. based upon a theoretical model I developed.

**My Role:** Developed course and text materials and regularly taught it 1975-90.

**Outcomes:**

- Anonymous student ratings consistently over 7.8 on 1-9 scale on "overall usefulness."

**ED PSY 390b: ASSERTION TRAINING (1 unit)**

**Description:** Interpersonal skills training focusing on traditional assertion training techniques with modifications. Didactic plus very structured role-playing and rehearsal.

**My Role:** Developed course, text materials, videotapes, and regularly taught it 1975-90.

**Outcomes:**

- Doctoral research study compared my class to a variety of other assertion training modes and found my class to lead to more change as measured by a variety of standardized assertiveness and self-concept tests.
- Anonymous student ratings consistently above 7.7 on 1-9 rating scale for "overall usefulness."

**II. LIFE SKILLS TRAINING MEDIATED LEARNING MODULES (MLMs) (1976-2004)**

**Description:** Mediated Learning Module (MLM) is the name I use to describe 30 minute to 2 hour audio or videotape structured learning units which follow a teaching/training model based upon contemporary learning and instructional theory. It utilizes methods similar to Becker and Englemann's direct instruction theory and Carkhuff's training model. Each tape includes direct instruction, practice, and generally feedback.

**My Role:** Designed project, recruited thesis students to make tapes and do outcome research on them, made some tapes myself, coordinated distribution of tapes on campus and to other campuses (non-profit).

**Outcomes:**

- Over 30 MLMs on a variety of topics in self-management, assertion-training, dating skills, parenting, and other interpersonal skills completed.
- Ten experimental studies and 4 non-experimental studies completed on MLM outcomes. All experimental found significant positive results compared to various types of placebo controls. Measures included questionnaire, role-playing, actual interpersonal behaviors, ratings by conversation partners, etc.
- A number of publications and professional presentations resulted.
- Thousands of students have spent time viewing the tapes since their original development in 1976-80. Students may view the tapes in the Learning Assistance Center or Counseling Center independently, as a "prescribed" part of counseling, or in a group, workshop, or class. We are slowly adding new tapes.

**III. LIFE SKILLS TRAINING MINI-WORKSHOPS (1978-2004)**

**Description:** 2-3 hour campus-wide workshops provide intensive training on various life skills topics in the areas of interpersonal skills, self-management skills, and cognitive/learning skills. Special series on Career Decision-Making with workshops weekly. Lead by counselors and other professionals.

**My Role:** Developed the idea and coordinate the workshops and lead many myself.

**Outcomes:**

- Offer about 70-80 workshops/year with 1500-2000 student-training hours most years since 1978.
- Average ratings of 7-8.5 on 1-9 rating scales by students.

**IV. STOP SMOKING RESEARCH PROGRAM (1981-83)**

**Description:** Combination research and treatment program. Did pilot work with Robert Kapche PhD on a self-management behaviors and beliefs questionnaire on possible predictors of smoking behavior and successful long-term quitting behavior. We were most interested in discriminating successful long-term quitters from others who attempted to quit, and relation to my Psychological Systems model. Treatment program based upon Lango's behavioral methods including rapid smoking, group support, covert rehearsal training, cognitive therapy, contracting, and maintenance training.

**My Role:** Developed and coordinated project with Dr. Robert Kapche.

**Outcomes:**

- Research data and papers on outcomes of the questionnaire-related research.
- Established successful treatment program with 50-75% of group members abstinate at 9 month follow-up (depending upon group).
- Unfortunately I terminated the program because of lack of group leaders available to continue the program and other priorities.

**V. LIFE SKILLS QUESTIONNAIRE PROJECT: Assessment, Training, and research (1984-1990)**

**Description:** The Life Skills Questionnaire (LSQ) was developed in 1983-1984 to screen large numbers of students at CSULB on cognitive, self-management, and interpersonal skills and to learn more about the relationships to these types of skills and college and life success criteria in areas such as academic success, career success, personal adjustment and happiness, and interpersonal relations success. In addition printouts were developed which provided specific campus referrals to student services, classes, self-help materials, and student organizations for students scoring low on specific scales. A 2-part workshop was developed for presenting information about life skills, testing students, and going over the results with them.

**My Role:** I developed the LSQ based upon a review of literature about predictors of life success criteria and my own clinical experience and theory. I have coordinated the research and administering of the workshops.

**Outcomes:**

- Over 4,500 students have completed the LSQ and have been through the workshops since 1984.
- Research on an older adult criterion group of over 300 subjects found that over 80% of the expected scale-criterion correlations were significant at the .01 level or greater with only 2 being in the unexpected direction.
- A four-year follow-up study was completed on student success predictors. Results have shown a pattern of relationships between life skills variables and academic success (as measured by student records) similar--but weaker than--the pattern from our earlier concurrent validity studies. Results were published (see Bos, Case. "The Effects of Life Skills on College Success", *Master's Abstracts*, 1989.)

## VI. STEVENS RELATIONSHIP QUESTIONNAIRE (SRQ)

**Description:** A relationship questionnaire was developed including six scales. A number of subjective ratings, behavioral, and questionnaire correlates were examined for about 90 persons in relationships.

**Outcomes:** Correlations were good for all scales, but the Assertive Conflict Resolution Scale and the Intimacy scale both had exceptionally high correlations with the Locke-Wallace Marital Satisfaction questionnaire (over 0.70) and behavioral criteria. Paper presented at WPA.

## VII. FACULTY INTERPERSONAL SKILLS TRAINING (1986-1989)

### Trained engineering faculty for increased assistance to minority engineering students

**Description:** Grant program designed to train faculty within School of Engineering to increase their interpersonal skills and understanding of minority engineering student concerns and problems. Coordinated with ongoing successful Minority Engineering Program which has had a high success rate for graduating participating minority students.

**My Role:** Co-coordinator with Dr. Robert Cash first year, coordinator and trainer second year--using Carkhuff-Cash HRD model.

**Outcomes:**

- High evaluations from participating faculty.
- Renewed grant funding by Chancellor's office beyond original end date.

## VIII. ANDY--CARES: COMPUTERIZED ADVISING AND REFERRAL EXPERT SYSTEM (1987-1992)

**Description:** Developed an "expert-system" computer system based upon "if-then" rules for academic advising. Inputs include student record information on grades, aptitude scores, transcripts, and student responses to questions related to degree and general educational requirements met, work load, study skills, self-management skills, motivation, career direction, and interests. The print-out to the student and advisor included a complete degree audit, some recommended courses and other degree-requirements to be met, recommended actions for improving study-habits, time-management, social support, and other critical academic survival tips, and referrals to campus services for specific help (eg. Learning Assistance, Counseling, Career Planning). These questions and referrals were based partly upon previous research on the Life Skills Questionnaire. Each printout included reasons why each course or referral was being made. The student then reviewed the recommendations with a live advisor who was freed of the routine work and could focus upon issues more specific to that individual student. The project included a special focus on students who were "at risk" academically--such as students on probation and underrepresented ethnic groups.

**My Role:** I developed my knowledge of artificial intelligence and programming, designed and coordinated the project, and wrote the common lisp-based, expert system computer program which featured a number of artificial intelligence advances. I coordinated the project in cooperation with the Academic Advising Center Director, the Assistant Vice President of Academic Affairs, and the Vice President of Student Services.

**Outcomes:**

- Received four grants ranging from \$5,500 to over \$10,000.
- Completed development of the computer program which had a number of features including: a parser with an ability to translate simple english-like degree requirement statements into "meaningful" computer language so that degree requirements could be easily understood and processed. It was able to process degree requirements for over 100 majors for 1987-1992. It was also able to evaluate community college transcripts from over 40 community colleges for credit toward CSULB graduation requirements. After a larger number of years and a great deal more cost, the multi-million dollar IBM OASIS system apparently still cannot do degree audits as efficiently as ANDY.
- Program tested in Academic Advising Center, School of Engineering, and School of Business. Computer program worked as expected and student feedback was very positive.
- Publications and research knowledge based upon data collected and follow-up studies were completed. Project was ended due to change in leadership in academic affairs and budget crisis which ended special funding. Also, the IBM OASIS "On Course" system was beginning to look as if it could take over some of the same graduation auditing

functions (though it never has been able to do all ANDY can do).

**IX. WEBMASTER, COUNSELING AND PSYCHOLOGICAL SERVICES.** I developed and maintain both the CAPS web site [www.csulb.edu/~caps](http://www.csulb.edu/~caps). 1998-2001.

**X. SELF-HELP WEB SITE OF MY PUBLICATIONS:** <http://www.csulb.edu/~tstevens>. First started in Spring, 1998. . During the first summer, I added a full text copy of my book, *You Can Choose To Be Happy* plus many earlier self-help materials. The book is in divided by chapters and sections.

**Outcomes:**

- From Spring 2000 to Spring 2003 it received more than 39,000 visits.
- Since, it has averaged more than 10,000 visits per month.
- I receive many emails with comments that have been almost entirely positive.

**XI. SHAQ QUESTIONNAIRE AND SELF-HELP EXPERT SYSTEM WEBSITE: Go to:**

<http://www.csulb.edu/~tstevens/success>.

I wrote the **Success and Happiness Attributes Questionnaire (SHAQ)** in the JAVA 2 programming language (as a 600KB applet) and developed the accompanying "/success" web site that has many individual self-help advice and Internet referral pages. SHAQ has 81 scales and subscales of factors that are theoretically linked closely to the ideas in my book, *You Can Choose To Be Happy* and other interpersonal and learning publications on my tstevens web site. SHAQ was also designed to have many questions and scales related to student academic success. Many of the scales of the earlier Life Skills Questionnaire (LSQ) and Stevens Relationship Questionnaire (SRQ) were also integrated into SHAQ.

SHAQ automatically varies the scales given to the user as a result of user input and gives compete results to the user and a list of self-help pages on the "/success" web site for self-help information and referrals. The Internet referrals are closely linked to specific information on the "/tstevens" web site that can help them develop personal beliefs, skills, etc. that they score low in on particular SHAQ scales or items. In addition, the data is being collected for analysis and testing of the hypotheses in my book and other self-help manuals. Users may also explore the self-help pages without completing SHAQ. SHAQ was originally published in Spring, 2001.

**Outcomes:**

- More than 3400 completed SHAQ before August, 2008.
- Users Rating for interest taking SHAQ and overall usefulness, mean = 6.08 out of 7.00 possible for first 3247 user ratings.
- Almost all scales and subscales with more than 5 items had Cronbach alpha reliabilities greater than .80.
- Scale structure supported by factor analytic studies.
- Almost all results were strongly supportive of ideas in book. Examples: The SHAQ scales had moderate to high positive correlations with almost all outcome measures. SHAQ's subscales had surprisingly high multiple correlations with the emotional outcomes; with Overall Happiness,  $R = .87$ ,  $EffectSize = .75$ ; with Low Depression  $R = .73$ ,  $EffectSize = .53$ ; with Low Anxiety  $R = .68$ ,  $EffectSize = .43$ ; with Low Anger-Aggression  $R = .70$ ,  $EffectSize = .49$  ( $N = 1123$  for those analyses—users taking all main scales). For the 224 subjects who also completed all 70 subscales—including the academic scales,  $R = .90$ ,  $EffectSize = .81$  for Overall Happiness. Other results were also impressive. SHAQ's scales also had moderately high correlations with each other. Factor analyses demonstrated the scales' and subscale's basic factorial integrity.
- Monograph of results (Stevens, 2009) on references below, also appear on website.
- Results integrated into revised edition of my book, *You Can Choose To Be Happy*, publication date to be 2010.

## GRANTS RECEIVED

**California State Universities, Chancellor's Innovative Projects Grant.** For development of Career and Personal Explorations course, related outcome research, and dissemination to other CSU campuses, \$14,000, 1974-95. Outcomes: see section on EdP 191.

**California State University Chancellor's Office Innovative Projects Grant.** For interpersonal skill training of faculty advisors of minority engineering students. (I did not receive this grant, only coordinated the training program and taught interpersonal skills sessions), 1986-89.

**Lottery Funds Innovative Projects Grant,** Development of Artificial Intelligence, Computerized Academic Advising System, for computer equipment and software, \$7,000, 1987.

**Special Project Grant, Office of Provost, CSULB.** Continued Development of Artificial Intelligence, Computerized Academic Advising System, \$5,500, 1988; renewed additional \$6,000, 1989.

**Underrepresented Minority Students Special Projects Grant, CSU Chancellor's Office.** ANDY CARES project: Assessment, Advising, and Referral of Underrepresented Minority Students at CSULB, \$10,000, 1990.

**Faculty Development Center Teaching Projects Program Grant, CSULB.** Received grant to develop three-session series, "Teaching Students How To Better Comprehend and Enjoy Your Classes," Spring, 1999.

### SPECIAL RECOGNITION

Following is a partial listing, listed in many other specific Who's Who type publications, but have not kept an accurate record. Listed in multiple years in each of the following. First listings in early 1970's, frequent listings through current years.

**Who's Who in America**

**Who's Who in the West**

**Who's Who in California**

**Who's Who in Medicine and Healthcare**

### UNIVERSITY AND DEPARTMENT COMMITTEES SINCE 1992

**University Planning and Educational Policy (PEP) Council renamed Educational Policies Committee in Fall, 2001;** 1992-2004. This is the primarily faculty committee that has primary responsibility for overseeing all academic programs and policies at CSULB. It also oversees several subcommittees that report to it. I have served as vice-chair and was on the Executive Steering Committee (1996-2004).

**AAS Committee.** This is an ongoing subcommittee of the PEP council to examine academic policy issues. I have served three terms on this committee as a member and terms as committee Chair from 2000 through 2003. We have written and/or reviewed many university policy documents on grading policies, admissions policies, writing competence policies, withdrawal policies, honors policies, academic appeals policies, and many others.

**Internal program review committees:** (To review the academic quality of CSULB academic departments and their programs. The Internal Review Reports are given to the Provost after approval by the PEP Council ). I have been chair of the Mathematics, Business Information Systems department, Sociology, Criminal Justice, Biological Sciences, Interdisciplinary Studies, Religious Studies, and English review committees. I have also served as a member on the Political Science and University Library, Communicative Disorders, and Philosophy committees. The newer EP Council no longer did Internal program reviews.

**Chair, University Curriculum Program Review Committee.** This committee reviews all new degree programs and changes for the university. It is a subcommittee of PEP. I have served on the committee for five year-long terms. I have served as Chair for two terms, 1996-97 and 1998-99.

**New and Revised Programs.** This is another ongoing PEP subcommittee that examines academic department proposals for new degree programs and for changes to existing programs.

**Retention, Tenure, Promotion (RTP) Committee** for UCC. Have served many years. Have been chair 1990-1995. Served as a member since 1997 and was chair for 1998-99. Chaired a special RTP committee in 2002.

**OTHERS:** I have served on a variety of other task forces and committees over the years--too numerous to list and have not kept track of them all. Previously CAPS webmaster from 1998-2001.

### MEDIA AND SPEECHES PRESENTATIONS TO COMMUNITY (Since 1997)

**Beach View with Dr. Robert Maxson,** invited exclusive guest to speak about emotional control and happiness during 30-minute cable television show with CSULB president, Spring 1997.

**American Cancer Society,** "Overcoming negative emotions due to serious illness or other traumatic events." Spring, 1997.

**In Touch With Student Services Invited Article,** based upon my book, *You Can Choose To Be Happy*. Spring/Summer Edition, 1999.

**Syndicated Radio Interview by Dr. Len Olinger** (1-hour), based upon my book, *You Can Choose To Be Happy*. Spring, 2001.

### PROFESSIONAL ASSOCIATIONS

#### Current Membership

American Psychological Association

#### Previous Pre-Retirement Memberships

Western Psychological Association

American Counseling Association

Association for Advancement of Behavior Therapy--Chair of Life Skills Training Technology for 5 years.

American Psychological Society

American Association for Artificial Intelligence  
Cognitive Science Association  
California Faculty Association

#### PROFESSIONAL CONTINUING EDUCATION COURSES (1995--2004)

Time-Managed Group Psychotherapy, K. Roy MacKenzie MD, (12 MCEP units), Pasadena, December 8-9, 1995.  
Memory, Stuart Zola-Morgan PhD, (6 MCEP units), Pasadena, January 25, 1996.  
Rapid, Cost-Effective Treatment for Anxiety Disorders, (5.5 MCEP units), Norwalk, April 17, 1997.  
The Immune System, (6 MCEP units), Pasadena, September 16, 1997.  
Listening to the Body, John Madden PhD, (6 MCEP units), Newport Beach, October 29, 1997.  
Emotions, Richard Haier PhD, (6 MCEP units), Carlsbad, November 6, 1997.  
Substance Abuse Training, Calif School of Professional Psychology, (7 MCEP units), December 13, 1997.  
Pathways to Healing, Ernest Rossi PhD, (6 MCEP units), Irvine, February 17, 1998.  
Better, Deeper, and More Enduring Brief Therapy, Albert Ellis PhD, (5 MCEP units), February 27, 1998.  
Counseling Skills for Beneficial Change, Six sessions attended, (18 MCEP units), Las Vegas, October 8-10, 1998.  
[Additionally I have completed about 80 MCEP credits from 1998-2003]

#### PROFESSIONAL CONTRIBUTIONS AND PUBLICATIONS

- Stevens, T. G. (1967). A model of personality integration, *Soundings*, Claremont School of Theology: Claremont, CA.
- Stevens, T. G. (1968). Teilhard de Chardin's the phenomenon of man: A summary. *Soundings*, Claremont School of Theology: Claremont, CA.
- Stevens, T. G. (1968).. *The congruence between dimensions of personality theories and personality tests*. Master's Thesis.
- Stevens, T. G. (1972). *Positive behavior change--from theory to intervention*. (300 pages). Monograph: University of Hawaii.
- Stevens, T. G. (1973). *The effects of covert rehearsal and reinforcement on friendly assertive behavior*. Doctoral Dissertation, University of Hawaii Psychology Department; Honolulu, HI.
- Stevens, T. G. (1976, 1977, 1978, 1979). *Displays of life skills training and career and personal exploration projects*. California State University Annual Teaching-Learning Fair.
- Stevens, T. G. (1977). *Life skills training courses and training*. Organization of Counseling Center Directors in Higher Education Annual Conference: Santa Barbara, CA. \*\*
- Stevens, T. G. Chair, Becker, W. C. (1977). *Teaching the disadvantaged--the direct instruction model shows it can be done*. Southern California Behavior Modification Annual Conference.
- Stevens, T. G. (1977). *Better time management for increased personal effectiveness*. California School Personnel Annual Convention, Anaheim, CA.
- Stevens, T. G. (1977). *Career and personal explorations--an effective individualized life planning course for college students*. Office of the Chancellor, The California State University and Colleges, Monograph.
- Stevens, T. G. (1977). *Developing and implementing mediated learning modules for university counseling centers*. American Psychological Association Annual Convention, San Francisco. \*\*
- Stevens, T. G. and Gerlach, M. E. (1978). *A guide to better self-management and career planning*. CSULB Bookstore: Long Beach (textbook for EdP 191-391).
- Stevens, T. G. and Cash, R. W. (1978). *Developing and implementing mediated learning modules in university counseling centers*. International Congress of Applied Psychology, XIX, Munich. \*\*
- Stevens, T. G. (1978). Mediated interpersonal and self-management training. *Assert*, 18, 4.
- Stevens, T. G. (1978). *How to motivate yourself and change your behavior*. CSULB Bookstore.

- Stevens, T. G. and Cash, R. W. (1979). The effectiveness of mediated learning modules for delivering low-cost skills training. Association for Advancement of Behavior Therapy National Convention. \*\*
- Cash, R. W. and Stevens, T. G. (1979). *Developing criterion-referenced instruction in counselor education programs*. American Personnel and Guidance Association National Convention. \*\*
- Stevens, T. G. and Gerlach, M. (1979). Teaching career and personal life planning and self-management skills to college students--a five year review. OCCDHE Education Annual Conference. \*\*
- Stevens, T. G. and Cash, R. W. (1979). *The effectiveness of self-instructional videotapes for low-cost behavioral skills training*. Annual Southern California Conference on Behavior Modification. \*\*
- Stevens, T. G. (1980). *A manual for a self-managed assertion training program*. CSULB Bookstore: Long Beach, CA.
- Stevens, T. G. (1981). *The effects of self-instructional mediated learning modules on interpersonal and self-management skills: evaluating an alternative method for delivering psychological services*. Resources in Education. \*\*
- Stevens, T. G. (1981). *Stress management manual--how to reduce stress and its effects on your feelings, your health, and your life*. CSULB University Bookstore; Long Beach, CA.
- Stevens, T. G. (1984). *Recent developments in life skills training technology*. Association for the Advancement of Behavior Therapy. \*\*
- Stevens, T. G. and Kapche, R. W. (1984). *The relationship between self-management variables and smoking behavior*. Association for Advancement of Behavior Therapy Annual Convention. \*\*
- Stevens, T. G. (1985). *How do i decide what career or major i want?--a step-by-step guide*. CSULB University Bookstore: Long Beach, CA.
- Stevens, T. G. (1986). *Developing a life skills assessment and referral system to screen large numbers of university students*. OCCDHE Annual Conference. \*\*
- Stevens, T. G. (1986). *The heart of managing your time and yourself*. CSULB University Bookstore: Long Beach, CA.
- Stevens, T. G. (1986). Life skills for life success. In, *The university in your future*. CSULB Bookstore: Long Beach, CA.
- Stevens, T. G. (1987). "Large-Scale Life Skills Assessment and Referral of University Students." Western Psychological Association Annual Conference. \*\*
- Stevens, T. G. (1987). *How to make a career decision*. videotape.
- Stevens, T. G. (1988). *An introduction to assertion training--videotape and workbook*.
- Stevens, T.G. (1989). *Relationships between life skills and college and life success--the life skills training program and research*. National Freshman Year Experience Conference.\*\*
- Stevens, T.G. (1991). *Use of ANDY CARES--computer advising and referral expert system--with high risk and underrepresented college students*. Freshman Year Experience Conference.\*\*
- Stevens, T. G. (1991). Use of artificial intelligence techniques in ANDY CARES--A computer advising and referral expert system." *Second Annual Artificial Intelligence Symposium for the California State University System*, California State University Publications.\*\*
- Stevens, T. G. (1992). *Developing your inner power: improving self-esteem and assertiveness*. (120 pages). CSULB University Bookstore: Long Beach.
- Stevens, T. G. (1993). *The Harmonious Functioning Model: strategies for rising above anxiety, anger, and depression*. Organization of Counseling Center Directors in Higher Education Annual Conference.\*\*



- Stevens, T. G. (1994). *Changing 'Higher Self' Beliefs: A humanistic/cognitive approach to psychotherapy*. Organization of Counseling Center Directors in Higher Education Annual Conference. \*\*
- Stevens, T. G. and Stevens, S. B. (1995). *Taking care of self (versus obligation)--a basis for relationship happiness*. Western Psychological Association Annual Conference. \*\*
- Stevens, T. G. (1995). *Beyond fears of rejection and loneliness to self-confidence*. CSULB University Bookstore: Long Beach, CA.
- Stevens, T. G. (1995). *How to decide on a career or major: a step-by-step guide*. CSULB University Bookstore: Long Beach; complete revision.
- Stevens, T. G. (1993; revised 1994, 1995). *Our Journey to self-actualization: routes to harmony and happiness* (368 pages). CSULB University Bookstore: Long Beach, CA.
- Stevens, T. G. (1995) "Changing 'Higher Self' Beliefs: A Humanistic/Cognitive Approach to Psychotherapy" Organization of Counseling Center Directors in Higher Education Annual Conference. \*\*
- Stevens, T. G. (1996). *The Heart of Managing Your Time and Yourself: The O-PATSM System*. Long Beach,
- Stevens, T. G.(1996) "Effects Of World View On Psychological Processes And Problems: Issues For Cognitive Therapy And Personal Growth." Organization of Counseling Center Directors in Higher Education Annual Conference.\*\*
- Stevens, Tom G. and Stevens, Sherry B (1997). *You Can Choose To Be Happy In Relationships*. 25<sup>th</sup> Annual Conference on Sexuality (held at CSU, Bakersfield) *Invited Address*.
- Stevens, T. G. (1997). *"Rise Above" Anxiety, Anger, and Depression*. (Videotape)
- Stevens, T. G. (1997). *How to Decide on A Career or Major: A Step-By-Step Guide*. Long Beach, revised.
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\*\* Denotes juried presentation or publication.