

# ANTHONY THOMASON, LPC

Temple, Georgia | University of West Georgia, School of Social Sciences

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## BIOGRAPHY

Anthony Thomason is a psychology instructor, Licensed Professional Counselor, psychoanalyst, and educator whose work spans psychology, psychoanalysis, philosophy, education, and theology. He teaches undergraduate psychology at the University of West Georgia and maintains a private psychotherapy practice through Heart on Fire Psychotherapy, LLC. His academic preparation includes graduate study in psychology, education, cultural curriculum studies, and systematic philosophy, together with doctoral study in Cultural Curriculum Studies.

His scholarly and professional interests center on psychoanalytic theory, philosophical psychology, the history and philosophy of psychology, phenomenology, educational apathy, subjectivity, and philosophical anthropology. Alongside university teaching and clinical practice, he participates in continuing Lacanian psychoanalytic formation, facilitates community theology and philosophy groups in West Georgia, contributes to Catholic public scholarship, and has served in educational and ministry roles across secondary schools, parish settings, and professional organizations.

## ACADEMIC APPOINTMENTS

### University of West Georgia

**Psychology Instructor** | School of Social Sciences | Carrollton, Georgia | July 2026-Present

Teach undergraduate psychology across introductory, clinical, theoretical, and historical-philosophical areas.

Responsibilities include course planning, lecture development, discussion facilitation, assessment, grading, student communication, and integration of psychological theory with historical, philosophical, and applied perspectives.

**Adjunct Professor of Psychology** | School of Social Sciences | Carrollton, Georgia | August 2024-July 2026

Taught undergraduate courses in general psychology, social psychology, personality theory, personal relationships, and psychology of mind/body in face-to-face and online formats, developing course materials and supporting students across varied levels of preparation.

**Graduate Research Assistant** | UWG Online | Carrollton, Georgia | 2012-2014

Supported faculty development for online instruction. Trained and assisted faculty in curriculum and course design, learning management system use, video editing, captioning, accessibility-related practices, and instructional technologies used in online and technology-enhanced teaching.

## **INSTITUTIONAL RECOGNITION**

### **University of West Georgia Psychology Program**

**Charlotte and Karl Bühler Award** | 2025 | American Psychological Association, Division 32 (Society for Humanistic Psychology)

Institutional recognition awarded to the University of West Georgia Psychology Program by APA Division 32, highlighting the program's contribution to humanistic psychology and its distinctive intellectual tradition.

## **HONORS AND AWARDS**

**Most Outstanding Contribution to a Senior Seminar** | University of West Georgia | 2018

Undergraduate academic honor recognizing an especially significant contribution to a senior seminar through scholarship, participation, and engagement with the course's intellectual work.

## **UNDERGRADUATE PUBLICATION**

### **University of West Georgia**

**On Becoming Human: Fairy Tales, Posthumanism, and Individuation in Spielberg's A.I. Artificial Intelligence (2001)**

This essay was selected for publication in a University of West Georgia undergraduate research collection of essays, representing early scholarly writing and participation in undergraduate research and publication activity.

## **EDUCATION**

### **Holy Apostles College and Seminary**

**Master of Arts in Philosophy, Systematic Philosophy - In Progress** | 2026-Present

Graduate study focused on systematic philosophy, with particular engagement in Thomism, philosophical anthropology, phenomenology, personalism, philosophy of religion, and the relationship among philosophy, theology, and psychology.

### **Georgia Southern University**

**Educational Specialist (Ed.S.), Cultural Curriculum Studies**

Advanced graduate study examining curriculum as a cultural, philosophical, and social phenomenon, with attention to questions of subjectivity, education, knowledge, and the lived experience of schooling.

**Educational Specialist (Ed.S.), General Education**

Advanced specialist-level study in education providing broad preparation in educational theory, curriculum, pedagogy, and related foundations of teaching and learning.

**Doctoral Study in Cultural Curriculum Studies - ABD** | 2021-2025

Completed approximately 60 graduate credit hours toward the Ed.D. Doctoral study centered on apathy, boredom, indifference, learning, and the relation between educational structures and subjectivity; the course of study concluded ABD and resulted in the two Educational Specialist degrees listed above.

## University of West Georgia

### **Master of Arts in Teaching, Secondary Education** | 2018-2020

Graduate professional preparation in secondary teaching, curriculum, pedagogy, assessment, and instructional practice supporting certification and work in middle- and high-school educational settings.

### **Bachelor of Arts in English Literature** | 2016-2017

Undergraduate study in literature, literary interpretation, critical reading, writing, and the analysis of texts across historical and cultural contexts.

### **Master of Arts in Psychology** | 2012-2014

Graduate training in psychology with substantial clinical and theoretical preparation, including humanistic, psychoanalytic, existential-phenomenological, counseling, and psychotherapy traditions relevant to later professional licensure.

### **Bachelor of Arts in Psychology, Minor in Philosophy** | 2008-2012

Undergraduate study combining psychology with formal philosophical coursework, establishing an interdisciplinary foundation for later work in psychotherapy, philosophical psychology, psychoanalysis, and the history and philosophy of psychology.

## **MANUSCRIPTS IN PREPARATION FOR SUBMISSION**

Thomason, A. *From Transmission to Encounter: Buber, Levinas, and the Limits of Linguistic Communication.*

Develops an encounter model of communication through Buber and Levinas, arguing that interpersonal understanding does not require exhaustive representation of the other and that linguistic remainder can preserve alterity rather than simply mark communicative failure.

Thomason, A. *The Passion for Ignorance: A Psychoanalytic Account of Educational Apathy.*

Interprets educational apathy psychoanalytically, examining how resistance to knowledge may function as an active relation to desire and ignorance rather than merely as a deficit of motivation.

Thomason, A. *Learning Apathy: How Educational Institutions Produce a Relation of Indifference to Knowledge.*

Examines the institutional production of educational apathy and asks how curriculum, assessment, and schooling practices can shape students into instrumental or indifferent relations to knowledge.

Thomason, A. *Knowing Without Reducing: Pedagogical Presence and the Alterity of the Student.*

Develops the idea of pedagogical unknowing: teachers require knowledge of students while also refusing to reduce students to diagnostic, institutional, or educational categories.

Thomason, A. *Shaping Subjectivity: Writing as Inquiry and the Production of the Self.*

Explores writing-as-inquiry as a practice through which subjectivity is not merely expressed but produced, revised, interpreted, and transformed through the act of writing.

Thomason, A. *Authenticity After the Sovereign Self: Voice, Alterity, and Writing-as-Inquiry.*

Reconsiders authentic voice as relational rather than purely interior, arguing that writing emerges through inherited language, influence, alterity, and the writer's responsibility for how those inheritances are transformed.

Thomason, A. *Becoming a Student: Questioning as a Mode of Educational Being*.

Reconceptualizes studenthood as a mode of questioning relation to the world rather than only an institutional status, emphasizing inquiry, encounter, transformation, and renewed knowledge.

Thomason, A. *Principalities and Powers: Catholic Social Teaching and the Structural Reproduction of Educational Inequality*.

Brings Catholic social thought into conversation with structural accounts of educational inequality, examining how institutional patterns can reproduce injustice beyond the intentions of individual actors.

Thomason, A. *Solidarity Without Totalization: Catholic Social Thought and Critical Theories of Educational Power*.

Places Catholic social thought in dialogue with critical theories of power while asking how solidarity can name structural responsibility without reducing persons to social categories or totalizing explanatory schemes.

Thomason, A. *Narcissus Online: Technological Extension, Alienation, and the Mediated Self*.

Examines technological mediation, extension, and alienation in the formation of contemporary subjectivity, focusing on how digital environments reshape self-relation and interpersonal experience.

Thomason, A. *Synthetic Selves: Generative AI, Hyperreality, and the Production of Subjectivity*.

Investigates generative artificial intelligence, hyperreality, and the production of synthetic forms of self-presentation, authorship, identity, and mediated subjectivity.

Thomason, A. *"There Was No Turning Back": An Interpretative Phenomenological Study of Religious Conversion and Worldview Transformation*.

Uses interpretative phenomenological analysis to examine religious conversion as a lived transformation of worldview, identity, meaning, and the interpretation of one's past and future.

Thomason, A. *Technologically Mediated: Exploring the Interplay Between Technology and Society*.

Examines technological mediation as a force shaping subjectivity, social relationships, power, and the construction of lived reality, with attention to how evolving media blur boundaries between self and other, human and machine, and reality and simulation.

Thomason, A. *Sula and Hester: Camel, Lion and Child: A Nietzschean Analysis*.

Uses Nietzsche's three metamorphoses of the spirit - camel, lion, and child - as a theoretical lens for comparing Sula in Toni Morrison's *Sula* and Hester Prynne in Nathaniel Hawthorne's *The Scarlet Letter*, emphasizing their resistance to binary and absolutist categories of good and evil.

Thomason, A. *Ears to Hear: The Limitations of Language And Bridging Veterans' Experiences to Civilians*.

Investigates the limits of language in communicating the lived experience of war and examines journalism, literature, and attentive listening as possible means of bridging the experiential distance between veterans and civilians.

Thomason, A. *Constructed Identities: Passing and its Consequences in Iola Leroy and The Autobiography of an Ex-Colored Man*.

Examines racial passing, double consciousness, liminality, and socially constructed identity through Frances E. W. Harper's *Iola Leroy* and James Weldon Johnson's *The Autobiography of an Ex-Colored Man*, with particular attention to the personal and communal consequences of passing.

Thomason, A. *On Becoming Human: Fairy Tales, Posthumanism, and Individuation in Spielberg's A.I. Artificial Intelligence (2001)*.

Analyzes Spielberg's *A.I. Artificial Intelligence* through the Pinocchio archetype, posthumanism, intersubjectivity, and individuation, asking how relational experience, desire, and narrative complicate biological-essentialist accounts of what it means to become human.

Thomason, A. *Can the Black Student Speak?: Navigating Black Identity Formation and Belonging in American Schools*.

Examines Black student identity formation, belonging, voice, and power in American schools through the docuseries *America to Me* and critical social theory, exploring how educational spaces can either reproduce marginalization or support psychosocial belonging and flourishing.

## CONFERENCE PRESENTATIONS

**Thomason, A. (2022, June 8). Principalities and education: A Catholic response to inequalities in education.** | Curriculum Studies Summer Collaborative | Georgia Southern University

Paper presented as part of the panel *Power and Schooling (Part One)*. The presentation examined educational inequality through Catholic social teaching and contributed to an ongoing scholarly trajectory later developed in related manuscript work.

## RESEARCH INTERVIEWS AND SCHOLARLY CONTRIBUTIONS

**Undergraduate Research Interview - Psychoanalytic Perspectives on the U.S. Loneliness Epidemic | Spring 2026**

Interviewed as a subject-matter contributor for an undergraduate research project examining the contemporary loneliness epidemic in the United States, offering a psychoanalytic perspective on loneliness, social disconnection, relational life, desire, and the psychological dimensions of isolation.

**Theological Research Interview - Thomistic Conceptualization of Sin**

Interviewed as a theological subject-matter contributor, providing a Thomistic conceptualization of sin and explaining its relationship to moral action, human freedom, and the good.

## COURSES TAUGHT

### University of West Georgia

#### **PSYC 1030 - Personal Relationships** | Spring 2026

Undergraduate examination of interpersonal relationships, relational dynamics, communication, attachment, intimacy, and psychological processes shaping close relationships.

#### **PSYC 1101 - Introduction to General Psychology** | Spring 2025, Fall 2025, Spring 2026, Fall 2026

Foundational survey of psychology introducing students to major theories, methods, historical developments, biological and cognitive processes, development, social behavior, personality, psychopathology, and applied psychological topics.

#### **PSYC 3150 - Abnormal Psychology** | Fall 2026 - two sections

Upper-level study of psychological disorders, diagnostic frameworks, etiological theories, assessment, treatment approaches, and critical questions surrounding psychopathology and mental health.

#### **PSYC 3730 - Social Psychology** | Fall 2024

Study of the psychological processes through which individuals think about, influence, and relate to others, including attitudes, conformity, group processes, social cognition, attraction, prejudice, and interpersonal behavior.

#### **PSYC 3800 - Psychology of Mind/Body** | Fall 2024

Interdisciplinary examination of mind-body relations and the psychological, philosophical, and experiential questions surrounding embodiment, consciousness, health, and human experience.

#### **PSYC 3900 - Personality Theories** | Spring 2025, Fall 2025

Comparative study of major theories of personality, including psychoanalytic, psychodynamic, humanistic, trait, cognitive, behavioral, and related approaches to understanding personality and individual difference.

#### **PSYC 4030 - History and Philosophy of Psychology** | Fall 2026

Advanced study of psychology's historical development and philosophical foundations, including debates about mind, science, subjectivity, method, consciousness, and the changing conceptualization of the human person.

#### **Teaching Record** | 12 undergraduate sections across 7 distinct psychology courses

Teaching experience spans introductory and upper-division psychology and includes repeated responsibility for core courses as well as specialized work in abnormal psychology, personality, social psychology, mind/body psychology, relationships, and the history and philosophy of psychology.

## PSYCHOANALYTIC EDUCATION AND FORMATION

#### **LOCUS - Lacanian Orientation Center of the United States** | Lacanian Compass | Fall 2026

Currently enrolled in Freud's Papers on Technique and the Ethics of Psychoanalysis, a structured course engaging Freud's technical writings together with Lacanian questions of analytic practice, technique, and ethics.

#### **Lacanian Compass Reading Seminar** | Participant | 2026

Participant in the 2026 reading seminar devoted to Jacques Lacan's "Kant with Sade," with close reading and discussion of the text within a Lacanian orientation.

**Lacanian Compass Cartel | Cartel Participant**

Participate in ongoing cartel study of The Seminar of Jacques Lacan, Book XI: The Four Fundamental Concepts of Psychoanalysis, with sustained reading, discussion, and individual work around Lacanian concepts.

**Lacan School of Psychoanalysis | Participant | 2026-2027**

Participant in Introduction to Lacan: Basic Concepts, a seminar introducing and consolidating foundational Lacanian concepts and their significance for psychoanalytic theory and practice.

**Lacanian Compass | Participant**

Participates in Lacanian Compass through structured study, seminars, reading groups, LOCUS coursework, and cartel work as part of ongoing formation in Lacanian psychoanalysis.

**CLINICAL EXPERIENCE****Heart on Fire Psychotherapy, LLC - Psychotherapist / Psychoanalyst / Owner | Georgia | January 2023-Present**

Provide individual psychotherapy and psychoanalytic treatment through private practice. Clinical work integrates psychoanalytic, psychodynamic, existential, phenomenological, humanistic, and depth-oriented approaches, with attention to anxiety, depression, grief and loss, trauma, addiction and substance-use concerns, relationships, identity, existential and spiritual concerns, personality dynamics, and obsessive-compulsive concerns.

**Willowbrooke at Tanner - Outpatient Children's Group Therapist | Carrollton, Georgia | 2023-2024**

Facilitated outpatient therapeutic groups for children in a behavioral-health setting, supporting treatment goals through structured group interventions, developmentally appropriate coping strategies, interpersonal work, and coordination within an outpatient clinical program.

**Phoenix Resource Center - Psychotherapist | Carrollton, Georgia | June 2016-December 2022**

Provided individual psychotherapy, maintained clinical documentation and treatment records, conducted family counseling and assessment, and collaborated with clients and families regarding treatment needs across a multi-year community clinical role.

**Proactive Management Consulting and Counseling - Psychotherapist | 2013-2016**

Provided psychotherapy and counseling services as part of a professional counseling practice during the early years of post-graduate clinical work and progression toward independent professional licensure.

**Willowbrooke at Tanner - Clinical Intern | Villa Rica, Georgia | 2012-2013**

Completed supervised clinical internship experience in a behavioral-health setting, gaining direct exposure to clinical assessment, counseling, treatment environments, and multidisciplinary mental-health care.

**HIV Counseling and Assistance Nonprofit Clinic - Clinical Intern | Carrollton, Georgia | 2011-2012**

Completed internship experience in a nonprofit clinic serving people affected by HIV, with exposure to counseling, client assistance, community-based support, and the psychosocial dimensions of chronic illness and stigma.

## SECONDARY EDUCATION EXPERIENCE

### **Paulding County School District - Literature Teacher** | August 2022-October 2023

Taught ninth-grade English Language Arts to advanced and gifted students, designing instruction in literature, writing, analysis, and academic discussion while supporting students with high-level secondary literacy expectations.

### **Douglas County High School - Literature Teacher** | Douglasville, Georgia | October 2020-July 2022

Taught Ninth Grade Literature, World Literature, American Literature, and Honors British Literature. Responsibilities included curriculum planning, direct instruction, assessment, writing development, literary analysis, and classroom management across multiple grade levels and course types.

### **Student Teaching Internships** | 2019-2020

#### **Temple High School - Student Teaching Intern** | Temple, Georgia | 2019-2020

Completed supervised student-teaching experience in a high-school setting, developing and delivering lessons, working with classroom routines and assessment, and applying graduate preparation in secondary pedagogy under the guidance of cooperating educators.

#### **Temple Middle School - Student Teaching Intern** | Temple, Georgia | 2019-2020

Completed supervised middle-school teaching experience with direct exposure to adolescent learning, lesson preparation, classroom instruction, assessment, and the adaptation of secondary teaching practices to a middle-grades environment.

#### **Bremen High School - Student Teaching Intern** | Bremen, Georgia | 2019-2020

Completed supervised high-school teaching experience emphasizing lesson planning, instructional delivery, assessment, classroom management, and reflective development as part of graduate teacher preparation.

## RELIGIOUS AND COMMUNITY EDUCATION

### **Our Lady of Perpetual Help - OCIA Presenter and Group Facilitator** | Carrollton, Georgia | 2024-Present

Facilitate ongoing adult faith formation for the Order of Christian Initiation of Adults (OCIA), leading group discussion and presenting structured sessions in Scripture, doctrine, moral theology, sacramental life, and Catholic social thought for adults preparing for full communion with the Catholic Church.

### **Biblical Typology and the Mass: An OCIA Lecture on Sacred Scripture and Catholic Worship**

Presentation on biblical typology as a Catholic method of interpreting Scripture, tracing the unity of salvation history and the fulfillment of Old Testament persons, events, and institutions in Christ, the sacraments, and the liturgical life of the Church.

### **The Holy Trinity: Mystery, Doctrine, and Life**

Presentation on the Trinity as the central mystery of Christian faith, addressing one divine essence in three Persons, the biblical and creedal development of Trinitarian doctrine, and the implications of Trinitarian communion for Christian life.

**Suffering in the Catholic Vision: From "Why?" to Love**

Presentation on the Catholic understanding of suffering, including physical and moral suffering, the biblical problem of innocent suffering, the Book of Job, participation in Christ's Cross, and the transformation of suffering through meaning, love, and hope.

**Catholic Social Teaching: Living the Gospel in Society**

Presentation introducing the moral and theological foundations of Catholic Social Teaching, including human dignity, the common good, solidarity, subsidiarity, concern for the vulnerable, and the application of Christian discipleship to social and communal life.

**Theology of the Body: Understanding the Church's Teaching on the Human Person, Love, Marriage, and Sexuality**

Presentation on St. John Paul II's Theology of the Body, emphasizing the unity of body and soul, human dignity, sexual difference, self-gift, marriage as covenant and sacrament, and the relationship between Christian sexual ethics and human flourishing.

**Transformative Religious Experiences | 2024**

Community theological presentation examining transformative religious experiences, including conversion, changes in worldview and identity, the interpretation of religious experience, and the ways encounters with the sacred can reshape meaning, belief, and lived commitment.

**Building Shared Religious Community | 2024**

Community theological presentation on the formation of shared religious community, emphasizing belonging, participation, common practices, mutual responsibility, dialogue, and the cultivation of a durable communal life rooted in shared faith.

**St. Theresa Catholic Church & Our Lady of Perpetual Help - Catechist, Young Adult Formation |**

Douglasville and Carrollton, Georgia | 2018-2025

Served as a catechist for young adults across both parishes, providing formation in Catholic theology, philosophy, Scripture, apologetics, moral reasoning, and the intellectual tradition of the Church.

**St. Theresa Catholic Church - Director of Youth Ministry | Douglasville, Georgia | July 2018-January 2020**

Coordinated spiritual, educational, social, and service programming for middle- and high-school students. Recruited, trained, led, encouraged, and supported volunteers involved in youth ministry and parish programming.

**UNIVERSITY SERVICE****Committee Member, 60th Anniversary Committee - Psychology Department | University of West Georgia | 2026**

Serve on the committee planning and supporting the University of West Georgia Psychology Department's 60th anniversary celebration, contributing to departmental commemoration, event coordination, and engagement with the program's history and community.

## PROFESSIONAL SERVICE

### **American Academy of Psychotherapists - Fall Convention Volunteer** | 2013

Provided volunteer support for the organization's fall professional convention, contributing to conference operations and participating in a professional psychotherapy community during graduate clinical training.

### **University of West Georgia - Jim Klee Forum Volunteer** | Fall 2009

Contributed volunteer support to the Jim Klee Forum at the University of West Georgia, participating in an early university-based intellectual and community event during undergraduate study.

## COMMUNITY AND PUBLIC SCHOLARSHIP

### **Unapologetically Catholic - Contributor**

Contribute to a public-facing Catholic project oriented toward discussion, education, apologetics, and engagement with Catholic intellectual and cultural questions.

### **Symposia Christi - Facilitator** | Theology group | West Georgia

Facilitate ongoing group discussion and study in theology, helping organize sustained conversation around Christian theological ideas, texts, and questions in a community setting.

### **Plato's Tincture - Facilitator** | Philosophy group | West Georgia

Facilitate an ongoing philosophy group in West Georgia devoted to sustained reading, discussion, and exploration of philosophical texts, arguments, and traditions.

## LICENSURE AND CREDENTIALS

### **Licensed Professional Counselor (LPC)** | State of Georgia | 2019-Present | License No. LPC010963

Independent professional counseling license maintained in Georgia since 2019, supporting ongoing psychotherapy practice and professional clinical work.

### **Licensed Associate Professional Counselor (LAPC)** | State of Georgia | 2014-2019

Associate-level counselor license held during the supervised post-graduate period preceding full LPC licensure.

### **Licensure Maintenance / Continuing Education** | 2014-Present

Maintained Georgia counselor licensure through completion of 35 continuing-education credits every two years across LAPC and LPC renewal cycles, reflecting sustained professional development in clinical practice and ethics.

### **Georgia Professional Educator Certification - English Language Arts** | Grades 6-12

State educator credential authorizing secondary instruction in English Language Arts and supporting formal preparation in literature, writing, curriculum, assessment, and secondary pedagogy.

### **Georgia Professional Educator Certification - Psychology / Behavioral Sciences** | Grades 6-12

State educator credential authorizing secondary instruction in psychology and behavioral sciences and complementing later undergraduate psychology teaching experience.

**Trauma-Focused Cognitive Behavioral Therapy (TF-CBT) - Initial Certification**

Initial certification in Trauma-Focused Cognitive Behavioral Therapy, supporting structured trauma-focused clinical work with children, adolescents, and families.

**Certified Professional Counselor Supervisor (CPCS) Certification Training | In Progress**

Currently completing training requirements toward Certified Professional Counselor Supervisor (CPCS) certification in Georgia.

**Safety Crisis Management**

Professional training in crisis prevention, safety procedures, de-escalation, and structured responses to behavioral or clinical situations involving elevated risk.

**DUI Risk Reduction Instructor**

Instructor credential and training related to DUI risk-reduction education, structured psychoeducation, and behavior-change programming.

**TACT2 Certified**

Professional crisis and behavioral-management training supporting safe, structured responses to challenging or escalating interpersonal situations.

**TECHNICAL AND INSTRUCTIONAL SKILLS****Learning Management Systems and Online Course Design**

Experience developing, organizing, and supporting online and technology-enhanced courses through learning management systems, including course-shell organization, module structure, content delivery, discussions, assessments, gradebook use, and faculty support. Experience includes UWG CourseDen / D2L-Brightspace environments.

**Video Editing, Captioning, and Multimedia Production**

Experience editing instructional video, preparing and synchronizing captions, producing multimedia course materials, and supporting faculty in the creation of accessible digital content for online instruction.

**Photo and Image Editing**

Experience preparing, editing, and adapting digital images for instructional materials, presentations, online content, and other educational or professional uses.

**Microsoft 365 / Microsoft Office**

Proficient with Word, PowerPoint, Excel, Outlook, Teams, and related Microsoft productivity tools for document preparation, presentations, data organization, communication, course administration, and collaborative work.

**Google Workspace**

Proficient with Google Docs, Sheets, Slides, Drive, Forms, Meet, and related Google productivity tools for collaborative writing, file management, instructional materials, surveys, presentations, and communication.

### **Digital Accessibility and Instructional Technology**

Experience with captioning, accessible instructional media, digital course-content preparation, faculty technology support, and the practical integration of educational technologies into online and face-to-face teaching.

### **Course and Curriculum Development**

Experience designing syllabi, learning modules, lectures, discussion activities, quizzes, examinations, writing assignments, grading structures, and other instructional materials across university and secondary education settings.

## **PROFESSIONAL AND SCHOLARLY ASSOCIATIONS AND INVOLVEMENT**

### **Lacanian Compass**

Professional and scholarly involvement through LOCUS coursework, reading seminars, and cartel participation in Lacanian psychoanalytic study.

### **Lacan School of Psychoanalysis**

Professional and scholarly association with the Lacan School of Psychoanalysis and its psychoanalytic educational community.

### **Licensed Professional Counselors Association of Georgia (LPCA)**

Professional association connected to counseling practice, licensure, professional development, and the broader community of licensed counselors in Georgia.

### **American Psychological Association (APA) - Divisions 24, 32, and 39**

Association with APA Division 24 (Society for Theoretical and Philosophical Psychology), Division 32 (Society for Humanistic Psychology), and Division 39 (Society for Psychoanalysis and Psychoanalytic Psychology).

### **American Counseling Association (ACA)**

Professional association with the national counseling field and its clinical, ethical, educational, and professional-development resources.

### **University of West Georgia Philosophical Society | Former member**

Participated in philosophical discussion and intellectual community at the University of West Georgia during undergraduate study.

### **University of West Georgia Psychology Community | Member**

Participates in the University of West Georgia psychology community, maintaining connection with faculty, students, and the program's broader intellectual and professional life.

## **LANGUAGE PROFICIENCIES**

### **English | Native proficiency**

Primary language of university teaching, scholarly writing, clinical practice, public speaking, and professional communication.

**French** | Limited working proficiency

Able to engage with French at a limited working level, including basic reading, conversation, and practical communication.

**Spanish** | Elementary proficiency

Elementary ability in Spanish supporting basic comprehension and simple communication.