

ANDREW MARTINEZ

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EDUCATION

❖ **Odyssey Institute for Advanced and International Studies, Buckeye, AZ**

Aug 2019 — May 2023

High School Diploma

Buckeye

May 2023 | **GPA: 4.0**

Honors: IB Scholar of the Year (Psychology, 2023);

Principal's List (2019–2023)

❖ **Northern Arizona University, Flagstaff, AZ**

Aug 2023 — May 2027

B.S. in Psychological Sciences (anticipated)

Flagstaff

Majoring in Psychological Sciences with a Minor in Social Work and Philosophy

Expected May 2027 | **GPA: 3.96**

Relevant Coursework:

Psychology Courses:

- **PSY 101** – Introduction to Psychology, Fall 2023, A, 3.00 units, Taken
- **PSY 202** – Ed & Career Plan in Psych Sci, Spring 2024, P, 1.00 unit, Taken
- **PSY 215** – Abnormal Psychology, Fall 2024, A, 3.00 units, Taken
- **PSY 230** – Intro Statistics in Psychology, Fall 2024, B, 3.00 units, Taken
- **PSY 240** – Developmental Psychology, Spring 2024, A, 3.00 units, Taken
- **PSY 250** – Social Psychology (Personality and Social Psychology), Fall 2024, A, 3.00 units, Taken
- **PSY 260** – Cognitive Psychology, Spring 2025, A, 3.00 units, Taken
- **PSY 290** – Research Methods in Psychology, Spring 2025, A, 3.00 units, Taken
- **PSY 306** – Interpersonal Process & Psychotherapy, Spring 2026, 3.00 units, In Progress
- **PSY 326** – Group Behavior, Fall 2025, A, 3.00 units, Taken
- **PSY 340** – Child & Adolescent Development, Fall 2025, A, 3.00 units, Taken
- **PSY 353** – Psychology of Decision Making, Spring 2026, 3.00 units, In Progress
- **PSY 460** – Community Psychology, Spring 2026, 3.00 units, In Progress
- **PSY 485** – Undergraduate Research, Spring 2025, P, 3.00 units, Taken
- **PSY 485** – Undergraduate Research, Spring 2026, 3.00 units, In Progress

Related Social Work Courses:

- **SW 220** – People to People, Fall 2024, A, 3.00 units, Taken
- **SW 310** – Human Fundamentals SW Practice, Spring 2025, A, 3.00 units, Taken
- **SW 320W** – Social Policy and Legislation, Fall 2025, A, 3.00 units, Taken
- **SW 321** – Generalist Practice I, Spring 2025, A, 3.00 units, Taken
- **SW 401** – Crisis Intervention Methods, Spring 2026, 3.00 units, In Progress
- **SW 450** – Contemporary Topics in SW (SW and Mental Health Issues), Fall 2025, A, 3.00 units, Taken
- **SW 450** – Contemporary Topics in SW (Child Welfare), Fall 2025, A, 3.00 units, Taken

RESEARCH EXPERIENCE

❖ **Undergraduate Research Assistant — We are Bulletproof: Sense of Belonging and Community in a K-Pop Fandom, Northern Arizona University**

Jan 2025 — May 2025

Department of Psychological Sciences, NAU | Spring 2025

Assisted in qualitative research examining how engagement with the BTS fandom supports emotional regulation, identity formation, and community belonging among young adults.

- Coded and analyzed qualitative interviews exploring how engagement with the BTS fandom supports emotional regulation, identity formation, and community belonging among young adults.
- Developed advanced qualitative research skills through thematic analysis, identifying emotional and behavioral patterns that highlight the psychological importance of connection and identity.
- Collaborated with a research team to synthesize findings, contributing to discussions on the impact of cultural communities on mental health and well-being.
- Strengthened communication and critical thinking skills by interpreting narratives and connecting them to relevant psychological concepts and frameworks.
- Earned a **Pass** in PSY 485

❖ **Undergraduate Research Assistant, School as a Sanctuary Project/ Poster, Northern Arizona University**

Jan 2025 — May 2025

Flagstaff

Department of Psychological Sciences, NAU | Spring 2025

Assisted in qualitative research examining how school environments can foster resilience and shape diverse definitions of success for individuals who have experienced childhood adversity. This project explored how schools often act as sanctuaries for children with ACEs (Adverse Childhood Experiences), offering support systems and opportunities that help them build a foundation for adult well-being and achievement.

- Analyzed one-on-one interviews findings with participants from Arizona and South Carolina to examine the role of educational settings in resilience-building for individuals with histories of trauma.
- Identified key themes such as mentorship, emotional support, social connection, and safe environments as protective factors contributing to long-term success.
- Cultivated summarized methodology to interpret how school spaces can redefine “success” beyond economic outcomes, emphasizing stability, belonging, and emotional safety.
- Collaborated with faculty and students to synthesize findings that highlight the psychological impact of supportive school environments on children with ACEs.
- Co-presented results at the 2025 NAU Undergraduate Research Symposium, demonstrating effective communication of psychological research to academic and community audiences.
- Earned a **Pass** in PSY 485

❖ **Undergraduate Research Project, Interventions for Internalizing Behaviors in Adolescent Females with Adverse Childhood Experiences: A Meta-Analysis | Project/ Poster, Northern Arizona University**

Aug 2025 — Dec 2025

Flagstaff

Department of Psychological Sciences, NAU | Spring 2025

Completed a meta-analysis examining the effectiveness of psychosocial interventions for reducing depressive symptoms in adolescent females with Adverse Childhood Experiences. The project involved systematic literature review, data extraction, statistical analysis, and synthesis of findings to evaluate the overall impact of interventions such as trauma-focused cognitive behavioral therapy and mindfulness-based programs.

- Conducted systematic search and applied inclusion/exclusion criteria to narrow 30 studies to 5 eligible articles.
- Extracted data on intervention outcomes, study design, and participant demographics.
- Calculated overall effect size using Excel: Cohen's $d = -0.69$, 95% confidence interval $[-1.14, -0.24]$, indicating a moderate, statistically significant reduction in depressive symptoms.
- Evaluated heterogeneity using Excel: $Q = 36.82$, $I^2 = 89.14\%$, highlighting variability across studies and differences in intervention formats.
- Synthesized findings to assess intervention efficacy and discuss methodological limitations and directions for future trauma-informed research.
- Prepared and co-developed research presentation for upcoming undergraduate research symposium.

PRESENTATIONS

❖ **NAU Undergraduate Research Symposium — School as a Sanctuary Project/Poster, High Country Conference Center, Peaks Ballroom**

Apr 2025

Co-presented the research poster ***“School is a Sanctuary: An Exploration of the Educational Setting as a Contributing Factor to Adult Success for Those Who Experienced Childhood Trauma.”*** This project examined how school environments foster resilience and shape diverse definitions of success for individuals who experienced Adverse Childhood Experiences (ACEs).

The presentation highlighted how schools often function as sanctuaries, providing mentorship, emotional support, social connection, and safe spaces that can redefine success beyond economic outcomes centered on stability, belonging, and personal growth. Communicated findings to faculty, students, and community members, demonstrating strong research translation, public speaking, and interpersonal skills in an academic setting.

❖ **NAU Undergraduate Research Symposium — Interventions for Internalizing Behaviors in Adolescent Females with Adverse Childhood Experiences: A Meta-Analysis | Project/Poster, High Country Conference Center, Peaks Ballroom (upcoming)**

Apr 2026

Northern Arizona University

Co-presented the research project ***“Interventions for Internalizing Behaviors in Adolescent Females with Adverse Childhood Experiences: A Meta-Analysis.”*** This project analyzed the effectiveness of psychosocial interventions for reducing depressive symptoms in adolescent females who have experienced ACEs. The study synthesized data across eligible studies, identifying a moderate and statistically significant decrease in depression following intervention and noting substantial variability across findings.

The presentation outlines how different therapeutic approaches, such as trauma-focused cognitive behavioral therapy and mindfulness-based programs, contribute to reductions in internalizing behaviors and discusses implications for developing targeted, trauma-informed interventions for this population.

❖ **CAL-in-Action 2025 — College of Arts and Letters, Ashurst Auditorium**

Mar 2025

Northern Arizona University

Selected to present original literary commentary on Sherwin Bitsui’s ***“Dissolve”*** as part of an interdisciplinary showcase highlighting innovative academic work. Engaged with faculty, students, and community members, demonstrating strong public speaking and presentation skills. Articulated close reading and thematic analysis of selected lines from the poem, explaining cultural and psychological dimensions of identity and displacement.

PROFESSIONAL MEMBERSHIPS

❖ Fall 2025 - Present — **Psi Chi, The International Honors Society in Psychology**

❖ Fall 2025 - Present — **APA, Undergraduate Student Affiliate**

PUBLICATIONS

❖ **Martinez, Andrew. “Commentary on Lines [348-375].” In *Teeth in Our Lungs: A Commentary on Sherwin Bitsui’s Dissolve*, edited by George Rudebusch and Kipp Cornwall, 18–28. Independent, 2025.**

2025

This published commentary provides a close reading and thematic analysis of Sherwin Bitsui’s *“Dissolve,”* exploring cultural identity, psychological displacement, and environmental imagery through an interdisciplinary lens.

EMPLOYMENT HISTORY

❖ **HR Backgrounds & Front Desk Student Employee, Northern Arizona University Human Resources**

Mar 2023 — Present

Flagstaff

Assisted faculty, staff, students, retirees, and new hires across all age groups with complex administrative and onboarding processes. Regularly supported individuals experiencing job-related stress, demonstrating emotional intelligence, empathy, and effective communication. This role deepened my understanding of how occupational stress impacts mental and emotional well-being.

- Guided employees and students through I-9 verifications, background checks, payroll issues, and benefit enrollment, ensuring accuracy and clarity throughout the process.
- Provided empathetic support to individuals experiencing stress, including retirees worried about benefit changes, new hires navigating onboarding, and parents or faculty concerned about delayed payroll.
- De-escalated high-stress interactions by recognizing emotional distress not as personal conflict but as a response to challenging situations, responding with calmness and professionalism.

- Communicated effectively with diverse populations—including professors, graduate assistants, retirees, and parents—by listening, validating concerns, and delivering clear solutions.
- Strengthened interpersonal and emotional regulation skills while ensuring essential university operations ran smoothly.

LEADERSHIP & CAMPUS INVOLVEMENT

❖ **Merchandise Leader Officer, NAU Skate Club**

Aug 2024 — May 2025

Flagstaff

Co-led initiatives centered on inclusivity, mental health, and community connection through skateboarding culture. Designed and executed events that integrated advocacy, creativity, and psychological outreach to foster belonging, resilience, and empowerment among diverse student groups.

- Designed and coordinated merchandise and promotional materials supporting club initiatives and campus engagement.
- Organized inclusive, community-focused events integrating skating, art, and mental wellness:
 - “**Sensitivity to Sound Fest**” (April 2025): Directed a festival combining music, skateboarding, and mental health advocacy, ensuring accessibility for neurodiverse students and fostering community belonging.
 - “**Off the Rez**” Skate Competition (Nov 2024): Collaborated with Indigenous skaters and student organizations to promote inclusion, cultural respect, and recognition of Flagstaff’s Native land.
 - “**Skate Like a Girl**” (March 2025): Donated skate supplies and created workshops empowering girls to participate in a male-dominated sport, promoting confidence and resilience in youth.
 - “**Hope Cottage Outreach**” (2025): Organized donation drives and care package deliveries to a women’s shelter, providing essentials and emotional support to residents.
- Strengthened leadership, empathy, and event management skills while using community engagement as a platform for psychological empowerment and inclusion.

❖ **Social Media Manager, Northern Arizona Merchandising Association (NAMA)**

Aug 2024 — May 2025

Managed digital outreach and creative communication for advocacy-based events that blended fashion, art, and social awareness. Applied psychological principles of belonging, identity, and empowerment to promote inclusive representation and mental health awareness through community engagement.

- Directed promotional campaigns integrating advocacy, self-expression, and inclusivity, emphasizing the connection between creativity and psychological well-being.
- “**Viva La Revolution**” Political Fashion Show (May 2025): Led the planning, marketing, and execution of a fashion event highlighting diversity, student activism, and social justice.
- Designed pamphlets featuring mental health and crisis resources, promoted banned book awareness, and ensured visibility for LGBTQ+ and marginalized student voices.
- Coordinated event logistics including vendor management, set design, and backstage organization, demonstrating strong leadership and organizational skills.
- Promoted sustainable fashion practices and inclusive participation, fostering empowerment and identity expression aligned with psychological principles.

❖ **Social Media Content Team, Department of Psychological Sciences (ongoing)**

Managed digital outreach and creative communication for advocacy-based events that blended fashion, art, and social awareness. Applied psychological principles of belonging, identity, and empowerment to promote inclusive representation and mental health awareness through community engagement.

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- “**Viva La Revolution**” Political Fashion Show (May 2025): Led the planning, marketing, and execution of a fashion event highlighting diversity, student activism, and social justice.
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- Promoted sustainable fashion practices and inclusive participation, fostering empowerment and identity expression aligned with psychological principles.

❖ **Vice President, Psychology Club (ongoing)**

Jan 2026 — May 2026

Responsibilities include:

- Promotes and manages Psi Chi membership

- Oversees meetings in the event that the President is unable to attend
- Coordinates 1 professional development event per semester
- Works with Philanthropy for volunteer opportunities
- Write bi-weekly newsletter to send out to members

COMMUNITY & VOLUNTEER EXPERIENCE

❖ **Scholastic Book Fair Volunteer, Imagine Schools**

2015 — 2019

Avondale, AZ

Supported literacy engagement for children across grade levels, fostering curiosity, reading motivation, and mentorship in early educational settings.

- Guided children in book selection, encouraging exploration and literacy development.
- Cultivated patience, communication, and teaching skills applicable to developmental and educational psychology.
- Contributed to a positive learning environment supporting early cognitive growth.

❖ **Phoenix Fashion Week Volunteer, Ticket Usher, Chateau Luxe**

Oct 2023

Scottsdale, AZ

Assisted with guest services and event coordination at a large-scale community event, emphasizing communication, organization, and interpersonal skills transferable to psychology and research contexts.

- Greeted and directed attendees, ensuring a welcoming and inclusive event environment.
- Practiced emotional intelligence and adaptability in fast-paced, high-stress settings.
- Strengthened communication and teamwork skills relevant to applied psychology.

❖ **Stressbusters Volunteer, Health Promotion Office, Northern Arizona University**

Sep 2024 — Nov 2024

Flagstaff, AZ

26 volunteer hours Facilitated stress-relief interventions and mindfulness activities for students during high-stress academic periods, applying psychological principles to enhance well-being and peer connection.

- Provided guided relaxation techniques and peer-based support to students managing academic, political, and personal stress.
- Fostered emotional regulation and resilience through accessible stress-relief strategies.
- Strengthened skills in active listening, empathy, and stress psychology

❖ **Brookdale Senior Living Volunteer, Brookdale Senior Living**

Jan 2025 — Feb 2025

Flagstaff, AZ

10 volunteer hours Supported cognitive and emotional engagement for older adults experiencing memory loss and social isolation through compassionate interaction and structured activities.

- Facilitated conversations and recreational activities designed to stimulate memory and connection.
- Enhanced emotional well-being for residents by offering consistent social interaction and companionship.
- Applied psychological concepts related to aging, cognitive engagement, and interpersonal support.

AWARDS & HONORS

❖ **IB Scholar of the Year (Psychology), Odyssey Institute**

2023

Awarded in recognition of exemplary academic achievement and outstanding commitment to the field of psychology.

❖ **Lumberjack Scholarship Recipient, Northern Arizona University**

Aug 2023 — May 2027

Awarded for students with an unweighted core high school GPA of 3.75-4.0

❖ **Dean's List, Northern Arizona University**

2023 — Present

All Semesters 2023–Present

SKILLS

Qualitative Coding	Excel
Communication	Time Management
Critical Thinking	Teamwork
Active Listening	Leadership

LANGUAGES

Spanish (Intermediate)	English (Fluent)
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REFERENCES

❖ Available upon request