

# Jasmine Pickens

## Qualifications Summary

- Green Belt Certified in Project Management
- Proven track record of leadership with demonstrated success in implementing performance improvement plans.
- Experience navigating Joint Commission Surveys
- Accomplished Adjunct Graduate Instructor
- Proficient in program development and adept at driving systemic change.
- Over 8 years of hands-on experience serving diverse populations including the unhoused, severe substance use cases, and those with chronic mental illness.
- Deep understanding of diagnostic and treatment methodologies for mental disorders
- Versatility in working with diverse age groups from children to the elderly.
- Proficiency in individual, relational, and group therapy modalities
- In-depth knowledge of current intake and treatment protocols for clients with co-occurring disorders
- Familiarity with Sacramento County's comprehensive network of community resources

## Education

### Alliant University

Sacramento, CA

- Doctor of Psychology (PsyD) in Marriage and Family Therapy- April 2024
  - Dissertation: The Lived Experience of Fatherhood for Black Former Athletes: A Phenomenological Study.
  - Advisor: Gita Seshadri.

### Harding University

Searcy, AR

- Master of Science in Marriage and Family Therapy/Mental Health Counseling – August 2014
- Bachelor of Arts in Political Science- May 2012

## Professional Experience

### Sierra Vista Hospital

Sacramento, CA

### Director of Clinical Services

April 2022-Present

- Oversee and direct clinical operations in a psychiatric hospital.
- Implement strategic initiatives to enhance patient care and staff efficiency.
- Ensure appropriate psychosocial treatment programs are provided to meet patient needs and regulatory standards.

- Serve as an on-site field instructor for doctoral interns.
- Manage monthly audits to improve hospital efficiency and staff performance.

**Manager of Social Services**

**June 2019-April 2022**

- Managed daily clinical operations for the social services department.
- Handled personnel issues for over 40 staff members.
- Developed monthly schedules for social services and chemical dependency departments.
- Provided leadership and support to staff, fostering a positive work environment.

**Inpatient Clinician**

**Aug. 2016-June 2019**

- Assessed patient needs and developed treatment plans with a multidisciplinary team.
- Used hospital criteria for continued evaluation for hospitalization and discharge planning.
- Integrated assessment information with attending physicians' treatment plans.
- Facilitated discharge processes, conducted risk assessments, and arranged follow-up care.
- Led cognitive-based therapy groups and facilitated certification hearings for involuntary patients.

**Alliant International University**

**Sacramento, CA**

**Adjunct Graduate Instructor  
(Couples and Family Therapy)**

**June 2022-Present**

- Teach courses in Group Therapy, Chemical Dependency and the Family, and Personality and Affect.

**Seattle University**

**Seattle, WA**

**Adjunct Graduate Instructor  
(Therapy Department- Graduate Program)**

**January 2020-Present (Couples and Family)**

- Teaches systemic treatment of addiction in a hybrid format.

**California Institute of Integral Studies**

**San Francisco, CA**

**Adjunct Instructor**

**August 2024-Present**

- Teaches online course in creating community and coalition for master's program in Transformative Leadership.

**Mid-South Health Systems**

**Brinkley, AR  
Feb. 2015- July 2016**

*REFERENCES AVAILABLE UPON REQUEST*

- Conducted weekly individual, family, and group therapy sessions with clients of all ages.
- Maintained a caseload of 50-60 clients and authored treatment plans and progress notes.
- Served as a member of the Crisis Intervention Services team.

### **Presentations, Publications, and Proceedings**

- Pickens J. (2019) Beavin, Janet. In: Lebow J., Chambers A., Breunlin D. (eds) Encyclopedia of Couple and Family Therapy. Springer, Cham
- Pickens, J. and Seshadri, G. (2019, June). Parental Expectations of Black sons in regards to sports involvement and their view of success. Collected works presented at the annual meeting of the American Family Therapy Academy, Oakland, CA.
- Pickens, J. and Seshadri, G. (2019, June). How can we support our Black mothers who have experienced incest abuse? Literature review presentation at the annual meeting of the American Family Therapy Academy, Oakland, CA.

### **Leadership**

- **Demonstrated Leadership Excellence**
  - Consistently recognized for leading multidisciplinary teams in a psychiatric facility to foster a culture of collaboration and continuous improvement.
  - Reduced staff turn over by fostering a collaborative and humanistic leadership approach, creating an environment that encouraged work-life balance and supported employee well-being.
- **Strategic Visionary**
  - Developed and implemented long-term strategies that enhanced clinical operations such as:
    - Introduced Reiki and yoga sessions into hospital programming, enhancing holistic development for patients in acute psychiatric care.
    - Implemented evening group programming to reduce idle time and patient aggression, leading to improved care flow and a more therapeutic environment.
- **Mentorship and Development**
  - Mentored and guided emerging leaders, including social services managers, supervisors, and doctoral interns through hand-on training and support, promoting professional growth and development.

*REFERENCES AVAILABLE UPON REQUEST*

## Teaching Experience

- **Innovative Asynchronous Learning**
  - Designed and implemented asynchronous learning online modules, providing flexibility and accessibility for students while maintaining high standards of engagement and learning outcomes.
- **Curriculum Design**
  - Created syllabi and course curriculums that challenged students to think critically and creatively, encouraging them to explore systemic treatment approaches from diverse perspectives.
- **Incorporating Lived Experiences**
  - Integrated lived experiences and personal development into teaching to enhance students' understanding of theoretical concepts through practical, real-world applications.
- **Conversational Learning Approach**
  - Fostered a conversational learning environment rather than relying solely on lectures, promoting student engagement and critical thinking through interactive discussion and active participation.

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