

**Curriculum Vitae**  
**Audrey Hokoda, Ph. D.**

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**General Information**

Work Address: San Diego State University  
Child and Family Development Department  
San Diego, CA 92182-4502

E-mail Address: ahokoda@sdsu.edu

**Education**

B.S. - 1982 University of California, Los Angeles  
Major: Psychobiology

M.A. - 1987 University of Illinois, Urbana-Champaign  
Major: Clinical Psychology  
Minor: Developmental/Educational Psychology

Ph.D. - 1994 University of Illinois, Urbana-Champaign  
Title: "Origins of Children's Learned Helpless and Mastery Oriented Achievement Patterns in the Family"

**Professional Activities****Publications (\*student co-authors)**

Ritblatt, S. N. & Hokoda, A. (2022). Understanding trauma and the importance of relationship-based practices to promote resiliency. In S. N. Ritblatt & A. Hokoda (Eds.), *From Trauma to resiliency: Trauma-informed practices for working with children, families, school, and communities (Introduction)*. Routledge Taylor & Francis Group.

Hokoda, A., Rodriguez, M.\*, Ritblatt, S. N., Schiele, S.\*, & Ingraham, C. L. (2022). *Creciendo Juntos* (Growing Together): Building leadership in Latino parents in a trauma-informed elementary school, In S. N. Ritblatt & A. Hokoda (Eds.), *From Trauma to resiliency: Trauma-informed practices for working with children, families, school, and communities*. Routledge Taylor & Francis Group.

Flowers, K. A., Hilt, D. K.\*, & Hokoda, A. (2022). A biological imperative to thrive: Supporting military families with young children, In S. N. Ritblatt & A. Hokoda (Eds.), *From Trauma to resiliency: Trauma-informed practices for working with children, families, school, and communities*. Routledge Taylor & Francis Group.

Ritblatt, S. N. & Hokoda, A. (2022). Refugees' resettlement and traumatic experiences: Utilizing trauma-informed practices with refugee women to address war trauma and enhance resilience, In S. N. Ritblatt & A. Hokoda (Eds.), *From Trauma to resiliency: Trauma-informed practices for working with children, families, school, and communities*. Routledge Taylor & Francis Group.

Ritblatt, S. N., Hokoda, A., Behana, N., Wojtach, B., Walsh, C., & Gonzalez, C. \* (2022). Children experiencing loss and deprivation of parental care, In S. N. Ritblatt & A. Hokoda (Eds.), *From Trauma to resiliency: Trauma-informed practices for working with children, families, school, and communities*. Routledge Taylor & Francis Group.

Pang, V. O., Chang, B. B., Pak, Y. K., Hokoda, A., Rodriguez, N. N., & Kim, E. (2022). Asian American and Pacific Islander children. In G. Noblit, A. Luke, & P. Groves Price (Eds.), *Oxford Research Encyclopedia in Education*. Oxford University Press. <https://doi.org/10.1093/acrefore/9780190264093.013.1782>

- Ritblatt, S. N., Hokoda, A., & Black, F. V. (in press). Building relationships with families of young children utilizing trauma-informed approaches. In the National Association for Family, School, and Community Engagement (NAFSCE) Family School Community Partnerships Series - *Reflect, Connect, Collaborate, Lead: Promising Practices for Partnering with Families*. Information Age Publishing.
- Ritblatt, S. N., Hokoda, A., & Van Liew, C. (2017). Investing in the early childhood mental health workforce development: Enhancing professionals' competencies to support emotion and behavior regulation in young children. *Brain Science, 7*(9), 1-19.
- Hammett, J. F.\*, Ulloa, E. C., Castañeda, D. M., & Hokoda, A. (2017). Intimate partner violence victimization and romantic relationship distress among White and Mexican newlyweds. *Violence and Victims, 32*, 326-341.
- Ingraham, C. L., Hokoda, A., Moehlenbruck, D.\*, Karafin, M.\*, Manzo, C.\*, & Ramirez, D.\* (2016). Consultation and collaboration to develop and implement restorative practices in a culturally and linguistically diverse elementary school. *Journal of Educational & Psychological Consultations, 26*(4), 354-384.
- East, P. L., & Hokoda, A. (2015). Risk and protective factors for sexual and dating violence victimization: A longitudinal, prospective study of Latino and African American adolescents. *Journal of Youth and Adolescence, 44*, 1288-1300.
- Ulloa, E. C., Hammett, J.\*, Guzman, M.\*, & Hokoda, A. (2015). Psychological growth in relation to intimate partner violence: A review. *Aggression and Violent Behavior, 25*, 88-94.
- Ulloa, E. C., Martinez-Arango, N.\*, & Hokoda, A. (2014). Attachment anxiety, depressive symptoms, and adolescent dating violence perpetration: A longitudinal mediation analysis. *Journal of Aggression, Maltreatment & Trauma, 23*(6), 652-669.
- Ulloa, E. C., Kissee, J.\*, Castaneda, D., & Hokoda, A. (2013). A Global Examination of Teen Relationship Violence. In F.L. Denmark & J. Sigal (Eds.), *Violence Against Women Across the Lifespan: An International Perspective*. New York: Praeger Publishers.
- Ritblatt, S. N., Garrity, S., Longstreth, S., Hokoda, A., & Potter, N. (2013). Early care and education matters: A conceptual model for early childhood teacher preparation integrating the key constructs of knowledge, reflection, and practice. *Journal of Early Childhood Teacher Education, 34*(1), 46-62.
- Ritblatt, S., Longstreth, S., Hokoda, A., Cannon, B.\*, & Weston, J.\* (2013). Can music enhance school readiness socio-emotional skills? *Journal of Research in Childhood Education, 27*, 257-266.
- Espinoza, G.\*, Hokoda, A., Ulloa, E. C., Ulibarri, M. D., & Castañeda, D. (2012). Gender differences in the relations among patriarchal beliefs, parenting, and teen relationship violence in Mexican adolescents. *Journal of Aggression, Maltreatment & Trauma, 21*(7), 721-738.
- Antônio, T.\*, Koller, S. H., & Hokoda, A. (2012). Peer influences on the dating aggression process among Brazilian street youth: A brief report. *Journal of Interpersonal Violence, 27*(8), 1579-1592.
- Hokoda, A., Del Campo, M.\*, & Ulloa, E. C. (2012). Age and gender differences in teen relationship violence. *Journal of Aggression, Maltreatment & Trauma, 21*(3), 351-364.
- Ulloa, E., Watts, V.\*, Ulibarri, M., Castañeda, D., & Hokoda, A. (2011). Intimate partner violence during adolescence. In P. K. Lundberg-Love, K. L. Nadal, M. A. Paludi (Eds.), *Women and mental disorders (Vols 1-4)* (pp. 135-161). Santa Barbara, CA US: Praeger/ABC-CLIO.
- Watts, V.B.\*, \*Wynes, D.D.\*, DelCampo, M.A.\*, Kissee, J.L.\*, Ulloa, E.C., & Hokoda, A. (2011). The effect of harmful family dynamics on continuous dating violence: A meditational model. *The General Psychologist, 46* (2), 14.

- East, P. L., Chien, N. C., Adams, J. A., Hokoda, A., & Maier, A. (2010). Links between sisters' sexual and dating victimization: The roles of neighborhood crime and parental controls. *Journal of Family Psychology, 24*(6), 698-708.
- Ulloa, E. C., Castaneda, D., & Hokoda, A. (2010). Teen Relationship Violence. In M. Paludi & F.L. Denmark (Eds.), *Victims of Sexual Assault and Abuse: Resources and Responses for Individuals and Families: Vol. 1. Incidence and Psychological Dimensions*. New York: Praeger Publishers.
- Clarey, A.\*, Hokoda, A., & Ulloa, E.C. (2010). Anger Control and Justification of Violence as a Mediator in the Relationship between Witnessing Interparental Violence and Perpetration of Dating Violence in Mexican Adolescents. *Journal of Family Violence, 25*, 619-625.
- Filson, J.\*, Ulloa, E. C., Runfola, C.\*, & Hokoda, A. (2010). Does Powerlessness Explain the Relationship Between Intimate Partner Violence and Depression? *Journal of Interpersonal Violence, 25*(3), 400-415.
- Ulloa, E. C., Baerresen, K.\*, & Hokoda, A. (2009). Fear as a mediator for the relationship between childhood sexual abuse and relationship violence. *Journal of Aggression Maltreatment and Trauma, 18*, 872-885.
- Antônio, T.\*, & Hokoda, A. (2009). Gender variations in dating violence and positive conflict resolution among Mexican adolescents. *Violence and Victims, 24*(4), 533-545.
- Han, Y. M., Hokoda, A. H., & Song, H. \* (2009). Educational beliefs of Korean- and European-American mothers of preschool age children. *Korea Journal of Child Care and Education, 57*, 271-288.
- Yabko, B. A.\*, Hokoda, A., & Ulloa, E. C. (2008). Depression as a mediator between family factors and peer bullying victimization in Latino adolescents. *Violence and Victims, 23*, 727-742.
- Hokoda, A., Galván, D.\*, Malcarne, V. L., Castañeda, D. M., & Ulloa, E. C. (2007). An exploratory study examining teen dating violence, acculturation and acculturative stress in Mexican-American adolescents. *Journal of Aggression, Maltreatment & Trauma, 14*(3), 33-49.
- Goldberg Edelson, M., Hokoda, A., & Ramos-Lira, L. (2007). Differences in effects of domestic violence between Latina and non-Latina women. *Journal of Family Violence, 1*, 1 – 10.
- Hokoda, A., Lu, H. H. A.\*, & Angeles, M.\* (2006). School bullying in Taiwanese adolescents. *Journal of Emotional Abuse, 6*(4), 69-90.
- Hokoda, A., Ramos-Lira, L., Celaya, P.\*, Vilhauer, K.\*, Angeles, M.\*, Ruiz, S., Malcarne, V. L., & Mora, M. D. (2006). Reliability of translated measures assessing dating violence among Mexican adolescents. *Violence and Victims, 21*(1), 117-127.
- Paciorek, L.\*, Hokoda, A., & Herbst, M. (2003). A Peer Education Intervention Addressing Teen Dating Violence: The Perspectives of the Adolescent Peer Educators. *Family Violence and Sexual Assault Bulletin, 19*, 11-19.
- Hokoda, A., & Fincham, F. D. (1995). Origins of children's helpless and mastery achievement patterns in the family. *Journal of Educational Psychology, 87*, 375-385.
- Fincham, F. D., Hokoda, A. J., & Sanders, R. Jr. (1989). Learned helplessness, test anxiety, and academic achievement: A longitudinal analysis. *Child Development, 60*, 138-145.
- Hokoda, A. J., Fincham, F. D., & Diener, C. I. (1989). The effects of social comparison information on learned helpless and mastery oriented children in achievement settings. *European Journal of Social Psychology, 19*, 527-542.
- Fincham, F. D., Diener, C. I., & Hokoda, A. J. (1987). Attribution style: Implications for childhood depression and causal schemata. *British Journal of Social Psychology, 26*, 1-7.
- Fincham, F. D., & Hokoda, A. J. (1987). Social learned helplessness and sociometric status. *European Journal of Social Psychology, 17*, 95-111.

**Works in Progress**

Pang, V. O., Hokoda, A., & Pak, Y. K. (in progress). How to select children's books that include Asian American and Pacific Islanders (AAPIs) and that promote awareness and critical thinking about diversity, inclusion and social justice.

Pang, V. O., Pak, Y. K., & Hokoda, A. (in progress). Social justice, inclusion, and diversity in Asian American and Pacific Islanders (AAPI) literature for high school.

**Grants**

California Endowment Building Healthy Communities Initiative                      Hokoda (PI)                      2020 - 2021

The Creciendo Juntos (Growing Together) Parent Leadership program, initiated as part of the Trauma-Informed Community Schools (TICS) project, supported parent engagement in their children's education during the pandemic.

Health Federation of Philadelphia                      Hokoda (Evaluation Consultant)                      2015 - 2017

The Mobilizing Action for Resilient Communities (MARC) is a national effort to support community projects that seek to address Adverse Childhood Experiences (ACEs) through policy and system change. Supporting the San Diego – Trauma Informed Guide Team, goals include enhancing cross-sector collaborative efforts aimed at promoting resilience and preventing ACEs in San Diego.

California Endowment Building Healthy Communities Initiative                      Hokoda (PI)                      2016 - 2019

The Creciendo Juntos (Growing Together) Parent Leadership program, initiated as part of the Trauma-Informed Community Schools (TICS) project, continued with parents leading workshops and advocating for their children's education and well-being.

California Endowment Building Healthy Communities Initiative                      Hokoda & Zirkle (Co-PIs)                      2014-2015

The Trauma-Informed Community Schools (TICS) (previously named the Wellness and Restorative Practice Partnership: WRPP) focuses on decreasing youth violence, improving school climate, and increasing community safety and access to health care in the Cherokee Point neighborhood of City Heights.

California Endowment Building Healthy Communities Initiative                      Hokoda & Ingraham (Co-PIs)                      2011-2013

The goal of this project is to develop a resident-driven and resident-accountable program, with engaged residents shaping and advising practices and policies involved in promoting peace and wellness in City Heights. At the heart of the Wellness and Restorative Practice Partnership is the mobilization of a Resident Advisory Alliance that will drive a four-pronged multi-systemic initiative that addresses Youth Leadership, School Climate Change, School and In-Home Health Access, and Restorative Practice. A highlight of the Partnership is that it builds a network of expertise and resources across educational, resident, and community groups within the high need neighborhood of Cherokee Point that has been underserved and under-resourced.

U.S. Department of Justice, Office on Violence Against Women                      Hokoda (PI)                      2010-2013

The goal is to provide cross-system coordinated prevention and intervention services to victims of teen relationship violence, primarily Asian/Pacific Islander, African American and Latino teens. The program utilizes empirically-supported curriculum for training youth mentors, who help screen and make referrals to counseling services that follows the evidenced-based Trauma Recovery and Empowerment Model (TREM) model. My role is to help consult on the coordination, planning and implementation of education, outreach and treatment activities, supervise student interns leading education workshops, inform curriculum development with research and best practices, and help Dr. Emilio Ulloa evaluate the program.

Sweetwater Union High School District  
Title: The Peer Abuse Prevention Program

Hokoda (PI)

2002-2010

The goal was to implement and evaluate a peer abuse (bullying) prevention program in 8 middle schools in the Sweetwater Union High School District in San Diego County. Modeled after Dan Olweus Bullying Prevention Program, the program includes school policy changes, teacher and parent trainings, and classroom sessions. Dozens of SDSU undergraduate and graduate students helped develop, implement and evaluate the program.

County of San Diego, Health and Human Services Agency (HHSA)  
Title: Office of Violence Prevention (OVP) Programs

Hokoda (PI)

2002-2007

The goal was to link the community activities of San Diego County, HHSA, Office of Violence Prevention to academic research. OVP helps coordinate and administer several nationally known best-practice models addressing family violence that have included, the County of San Diego Domestic Violence Fatality Review Team and the County of San Diego Domestic Violence Response Teams. I helped supervise OVP staff who coordinated the San Diego Domestic Violence Council and the County Critical Hours and Juvenile Diversion youth programs, as well as work with youth program specialists in developing and evaluating programs addressing teen dating violence and peer abuse.

County of San Diego, Health and Human Services Agency  
Title: Office of Violence Prevention (OVP) Programs

Hokoda &amp; Lindsay (Co-PIs)

2007-2010

The major goals of this program are: to coordinate and administer best-practice models addressing family violence (e.g., County of San Diego Domestic Violence Fatality Review Team), to provide trainings to schools, social service providers, community groups, and other professionals working in the field of relationship violence, and to assist providers in strengthening programs by promoting the implementation of evidence-based practices throughout San Diego County. Each year, OVP staff review and make recommendations to the County of San Diego HHSA's Legislative Office on over 50 proposed family violence-related California State Senate and Assembly bills. Central to the scope of work for the past 2 years are efforts to develop comprehensive trainings and protocols for professionals (e.g., healthcare, law enforcement, child welfare) addressing the needs of children exposed to domestic violence, and developing a coordinated, comprehensive County response. Another main objective has been to develop an evidence-based school-based prevention program for teen relationship violence; currently the 8-week program is being piloted in high schools in two San Diego County school districts.

National Institutes of Health (NIH), Minority Health and Health  
Disparities International Research Training (MHIRT)-Fogarty Program  
Title: Examining Individual, Family and Peer Correlates of Dating Violence in Mexican Adolescents

Pozos (PI)

2007

The goal of this project was to provide international research experiences to ethnic minority students that prepare them for careers in biomedical research. Four SDSU students were supervised conducting research studies on dating violence in Mexico, in collaboration with the Psychology Department at the Universidad Autónoma de Nuevo León (UANL) in Monterrey, Mexico.

Role: Faculty Mentor

California Endowment Local Opportunities Program  
Title: Assessment of Teen Relationship Violence in San Diego County

Herbst (PI)

2003-2005

The goal was to assess teen dating violence in adolescents (aged 11 – 18 years) recruited from schools, after-school programs, and community agencies serving at-risk populations (e.g., probation, foster care). The results were disseminated to participating organizations to aid practitioners at the agencies in developing standards and protocols for identifying and intervening in incidents of teen relationship violence.

Role: Evaluation Consultant

California Endowment Local Opportunities Program  
Title: The Peer Abuse Prevention Program

Hokoda (PI)

2002-2004

The goals of this program were to develop, implement and evaluate a pilot prevention program addressing peer abuse (bullying) in 4 middle schools in the Sweetwater Union School District.

Role: Project Director

NIH, Minority Health and Health Disparities International  
 Research Training (MIRT)-Fogarty Program  
 Title: Peer Abuse and Dating Violence in Mexican Adolescents

Pozos (PI) 2003

The goal of this project was to provide international research experiences that prepare ethnic minority students for careers in biomedical research. Five SDSU students were supervised conducting research studies examining peer abuse and dating violence in Mexico, in collaboration with the Psychology Department at the Universidad Autónoma de Nuevo León (UANL) in Monterrey, Mexico.

Role: Faculty Mentor

NIH, Minority Health and Health Disparities International  
 Research Training (MIRT)-Fogarty Program  
 Title: Development of a Trauma-Based Parenting Program  
 Addressing the Needs of Children Exposed to Domestic Violence

Pozos (PI) 2002

The goal of this project was to provide international research experiences that prepare ethnic minority students for careers in biomedical research. Four SDSU students resided in Mexico for up to 3 months, implementing and evaluating a parenting program for children exposed to domestic violence. The intervention and evaluation was completed in collaboration with the Instituto Nacional de Psiquiatría in Mexico City.

Role: Faculty Mentor

Alliance Healthcare Foundation  
 Title: Moms Helping Kids: A Parenting Program for  
 Children Exposed to Domestic Violence

Hokoda (PI) 1998 - 2001

The goal of this project was to evaluate the implementation of a cognitive-behavioral intervention that teaches battered women ways to address their children's post-traumatic stress, aggressive and depressive symptoms. The 12-week program was offered at 8 agencies in San Diego County (e.g., YWCA in San Diego, Scripps Otay Family Health Center in Chula Vista, St. Matthews Episcopal Church in National City, ParentCare Family Recovery Center in La Mesa, and at Sanctuary and El Nido, 2-year transitional housing programs for women and children exposed to domestic violence). The program was evaluated in 3 assessment sessions (before the 12-week intervention, at the end of the 12-week intervention, 12 weeks following the end of the program). The study included a wait-list support group as a control group, mother and child self-report measures, as well as videotaped observations of mother-child interactions.

National Institute of Mental Health B/START Program  
 Title: Moms Helping Kids Domestic Violence Program

Goldberg-Edelson (PI) 1995-1996

The goal of this project was to develop a 12-week intervention that teaches battered women techniques to help their children. Specifically, curriculum was developed that taught the women the physiological effects of trauma and coping strategies (e.g., relaxation and breathing techniques, cognitive restructuring) which can reduce arousal and depressive symptoms. The curriculum included alternative techniques to physical punishment, techniques which address depressed mood, self-control skills for managing anger and aggression, and prosocial, assertive skills for resolving conflicts.

Role: Co-Investigator

### **Other Support and Awards**

Senate Excellence in Teaching Award, 2019.

SDSU's Service Learning and Community Engagement Program, 2010-2011.

Outstanding Teaching Award, Child and Family Development Department, 2009.

College of Education Dean's Excellence Faculty Award: Excellence in Collaboration, 2008.

## **Sample Presentations**

- Hokoda, A. (Jan, 2023). University of San Diego, School of Leadership and Education Sciences: Utilizing Trauma Informed Principles and Strategies Working with Diverse Families with Young Children.
- Hokoda, A., Ritblatt, S. N., Bhagwan, M., Markworth, A., Walsh, C. R., & Bernstein, M. (Oct, 2022). San Diego Trauma-Informed Guide Team Learning Exchange: Trauma-Informed Practices for Working with Children, Families, Schools & Communities.
- Ritblatt, S. N., & Hokoda, A. (Nov, 2022). Community and Family Engagement Friday Café: From Trauma to Resiliency, A San Diego County Story.
- Hokoda, A., Brown, D., & Barile-Simon, A. (June 5, 2018). San Diego Trauma-Informed Guide Team: History of our Journey. Central/North Central County Collaborative.
- Ritblatt, N. S., Hokoda, A. & Al-sennawi, D.\* (Nov, 2018). Lessons Learned: Parenting & support groups with refugee mothers of young children using trauma- informed practices. National Council on Family Relations Annual Conference, San Diego.
- Brown, D., Hokoda, A., & Estrada, J. (Nov 17, 2017). Collective Impact Collaboration: Community Partners, Lifting Up Youth and Families, Trauma-Informed, Resilience Building Systems. 37ECB Momentum Learning Team.
- Hokoda, A. & Ritblatt, S. N., (July 12, 2017). Working with young children and families using trauma-informed practices at Family Health Centers of San Diego. Training presentation of the San Diego Trauma-informed Guide Team to Family Health Centers of San Diego Healthy Developmental Services.
- Hokoda, A., Rodriguez, M., et al. (Feb. 2017). Cherokee Point Elementary Trauma Informed Community School: Empowering Parent Leaders. Hoover Cluster Meeting, San Diego.
- Ritblatt, S. N., Al-sennawi, D.\*, & Hokoda, A. (2017, Dec). Lessons learned: Support group for Middle-Eastern refugee mothers of young children using trauma informed practices. Zero to Three Annual Conference, San Diego.
- Monjaras, L. Y.\*, Siliezar, J.\*, Hokoda, A., & Ulloa, E. (2016, May). Sexual violence on campus: What predictors play a role in readiness to help among college students? Poster presented at the 28th Association for Psychological Science (APS) Annual Convention, Chicago, IL.
- Gonzalez, A. R.\*, Guzman, M.\*, Olmedo, M.\*, Siliezar, J.\*, Ulloa, E. C., & Hokoda, A. (2016). Examining acceptance of violence beliefs, and family and peer factors in relation to teen relationship violence Poster presented at the 28th Association for Psychological Science (APS) Annual Convention, Chicago, IL.
- Meda, N.\*, Ulloa, E. C., & Hokoda, A. (2016). Campus sexual assault: Rape myth acceptance and reporting among victims. Presented at the Western Psychological Association Convention, Long Beach, CA.
- Higa, G., Gonzalez, M., Echeverria-Granados, A., Rodriguez, M., Hokoda, A., & Brown, D. (February, 2016). Trauma-Informed Community Schools. San Diego Restorative Justice and Restorative Practices Summit.
- Higa, G., Brown, D., & Hokoda, A. (February, 2016). Trauma-Informed Community Schools. Changing Minds and Creating Trauma-Informed Communities convening, hosted by Futures Without Violence, Los Angeles.
- Meda, N.\*, Olmedo, M.\*, Hokoda, A., & Brown, D. (2015). Trauma-informed community schools: Youth leadership. Poster presented at the Western Psychological Association Convention, Las Vegas, NV.
- Higa, G., Brown, D., & Hokoda, A. (December, 2015). Trauma-Informed Community Schools. California Policy Convening on Childhood Adversity, Center for Youth Wellness, San Diego.
- Olmedo, M.\*, Grindrod, D. M.\*, Monjaras, L. Y.\*, Alba, L. A.\*, Gonzalez, A. R.\*, Cala, C. M.\*, O'Neal, D. N.\*, Hokoda, A., & Ulloa, E. C. (2014, April). Helping to empower authentic relationships for teens: Violence intervention education. Poster presented at the Western Psychological Association Convention. Portland, OR.

Ritblatt, S. N., & Hokoda, A. (2014, April). Trauma-Informed Care with Low-income Families Using Music-based intervention. The Partnership Conference, San Diego.

Higa, G., & Hokoda, A. (November, 2014). Trauma-Informed Community Schools. Presentation at Children Can Thrive, Center for Youth Wellness convening in San Francisco.

Cherokee Point Parent and Youth Leaders (2013 – 2017): Includes presentations at Commission on Gang Prevention and Intervention Summit, Live Well San Diego, National Conflict Resolution Center, Commission on Human Relations, Trauma-Informed Guide Team Lunch-and-Learn, North County School Administrators meeting,

Youth Violence (Teen Relationship Violence) Lab (2002 – 2018): Includes presentations at Man-Up, Youth Voice, Star-Pals, Southbay Community Services, Mesa College, Health Sciences High and Middle College, Patrick Henry, Hoover, Eastlake, Crawford, Montgomery High Schools, Children's Initiative.

Hokoda, A., (September, 2008). Child Abuse Prevention Training for After-School Providers, KPBS workshop for County 6-to-6 Programs.

Hokoda, A. (2008) Peer Abuse Prevention Trainings for Systems of Support Administrators, Sweetwater Union High School District.

Hokoda, A., Ulloa, E. C., & Mora, M. D. (2008). Violencia en el Noviazgo: La Teoria Social y Ecológica, Consorcio de Universidades Mexicanas: Una Alianza de Calidad por la Educación Superior.

Hokoda, A., & Windrem, A. (May, 2005). Peer Abuse and Teen Dating Violence Prevention in School-Based Programs. Systems of Support, Sweetwater Union High School District.

Hokoda, A., & Windrem, A. (November, 2004). Bullying Prevention Ideas for Middle School Youth. Systems of Support, Sweetwater Union High School District.

Wong Kerberg, L. & Hokoda, A. (2003, September). Children Exposed to Domestic Violence. County of San Diego, Health and Human Services Agency (HHS) Training and Development Program.

Wong Kerberg, L., Herbst, M., & Hokoda, A. (2003, March). Children and Adolescents and Domestic Violence. County of San Diego, Health and Human Services Agency (HHS) Training and Development Program.

Hokoda, A. & Herbst, M. (2003, January). Peer Abuse Prevention: Creating Partnerships Between Children, Families, Schools and Communities. County of San Diego Commission on Children, Youth and Families, Family Safety and Well-Being Committee.

Hokoda, A. (2002). Domestic violence and children. Relationship Violence Training Institute. San Diego.

### **Community/University Service**

San Diego Domestic Violence Council, Teen Dating Violence Committee, 2004 - present.

San Diego Trauma Informed Guide Team, member of training committee, 2016 – present.

Hosted Project FORECAST, SAMHSA-funded Early Workforce Development in Trauma-Informed Practices, 2019-2020.

College of Education Personnel Committee, 2017 – 2020.

College of Education Honors and Awards Committee, 2017 – 2018.

College of Education Policy Council, 2010 –2015.

Child and Family Development Peer Review Committee, 2009 – 2015.

Child and Family Development Department Chair, 2014 - 2015.

College of Education Ad-hoc Committee on the Redesign of the SDSU-Clairemont Ph.D. Program, 2013.



College of Education Ad-hoc Restructuring Committee, 2011-2012.

College of Education Honors and Awards Committee, 2010.

Faculty Search committee (2002-2003, 2007-8, 2010-2011, 2012-2013, 2014-2015)

College of Education Awards and Honors committee, 2007- 2008.

College of Education Research Committee, 2007 – 2008.

College of Education Diversity Committee, 2007 – 2008.

Child and Family Development Department RTP Committee, 2007 – 2008.

Consultant for This Body is Mine Child Abuse Training Project, KPBS, 2007 – 2008.

Evaluation Consultant, San Diego Domestic Violence Council, Teen Relationship Violence Sub-Committee, 2004 - 2005.

Raising the Bar Prevention Sub-Committee, 2005 - 2006.

Source Selection Committee (SSC) member for Health and Human Services (HHSA) RFP #263 (40135) Domestic Violence Services, 2004.

Faculty participant in Western Association for Schools and Colleges (WASC) Capacity and Preparatory Review site visit, 2004.