

# JASON STEADMAN, PSY.D., ABPP

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## Education

- Psy.D.*  
August, 2014  
**Baylor University, Waco, TX**  
*Major:* Clinical Psychology  
*Dissertation:* "Fantasy Exposure Life-Narrative Therapy for Anxious children" Chair: Dr. Helen Benedict.
- M.S.C.P.*  
December, 2010  
**Baylor University, Waco, TX**  
*Major:* Clinical Psychology
- B.A.*  
December, 2007  
**University of Evansville, Evansville, IN**  
*Major:* Psychology (Magna Cum Laude)
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## Peer-Reviewed Publications

- Steadman, J. L. (2019). Gaming motivators as a guide to treating problematic gaming behaviors. *Journal of Technology in the Behavioral Sciences*. <https://doi.org/10.1007/s41347-019-00103-z>
- Steadman, J. L., & Feeney, M. E., (2018). Playing with biofeedback: Applying play-based biofeedback training to health psychology. In L. R. Rubin (Ed.), *Handbook of Medical Play Therapy and Child Life: Clinical Interventions for Children and Adolescents* (p. 329-250). Routledge: New York.
- Woods, K., Ramirez, L., Grennan, A. Q., Cammarata, C., Riley, A., Menousek, K., Schellinger, K. & **Steadman, J. L.** (2017). Current practice trends in pediatric integrated primary care: A survey study. *Clinical Practice in Pediatric Psychology, 5(1), 39-49.*
- Woods, K., Ramirez, L., Grennan, A. Q., Cammarata, C., Riley, A., Menousek, K., Schellinger, K. & **Steadman, J. L.** (2017). Spotlight on the Integrated Primary Care Special Interest Group. *Clinical Practice in Pediatric Psychology, 5(1), 36-38.*
- Steadman, J. L. (2017). Evidence-based practice in play-analysis: Interpreting and using the play of anxious children. *British Journal of Play Therapy, 12, 52-75.*
- Steadman, J. L.**, Boska, C., Lee, C. I., Lim, X., & Nichols, N. (2014). Using popular video games in psychotherapy with youth. *Journal of Technology in Human Services, 32(3), 201-219.*
- Limbers, C., **Steadman, J. L.**, Stephen, M., & Bryant, W. (2014). Cognitive functioning, lipids, and insulin regulation in obese youth. *Open Journal of Medical Psychology, 3(1), 42-47.*

## Unpublished manuscripts:

Steadman, J. L. (2012). Fantasy-Exposure Life-Narrative Therapy for anxious children: Treatment manual. Unpublished manuscript.

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## Grant-funded research projects

Steadman, J. L. Innovations in biofeedback gaming and its use in mental health. Supported by ETSU small RDC Grant. \$1365.

Garcia, M., **Steadman, J. L.** Player personality effect on gaming stress response. Supported by ETSU Student-Faculty Collaborative Grant. From ETSU Honors College and ETSU Office of Research & Sponsored Programs. \$1,164.94

Pierce, T., **Steadman, J. L.** Socioeconomic status influences on youth self-identity. Supported by ETSU Summer Research Fellowship. From ETSU Honors College and ETSU Office of Research & Sponsored Programs. \$3000.

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## Professional Presentations

\* indicates a student presenter

Steadman, J. L. (2019, February). *Videogames in healthcare: Problematic gaming behaviors, addiction, and treatment recommendations*. University of Tennessee – Chattanooga College of Medicine Grand Rounds. Chattanooga, TN.

Steadman, J. L. (2017, November). *Evidence-based play analysis in play therapy*. Presentation at Tennessee Psychological Association 2017 Annual Convention, Nashville, TN.

Steadman, J. L. (2017, June). *Playing with biofeedback: How psychologists can use biofeedback and gaming in practice*. Frontier Health Presentation, Johnson City, TN.

Collie, C.\*, Garcia, M. L.\*, and Steadman, J. L. (2017, May). *Popular videogames in mental health: Physiology in context*. Poster presented at 2017 Southeastern Symposium on Mental Health, Greenville, SC.

Collie, C.\*, & Steadman, J. L. (2017, March). *Videogame preference as predictors of problematic gaming-related behaviors*. Poster presented at Appalachian Student Research Forum, East Tennessee State University, Johnson City, TN.

Moses, O.\*, Steadman, J. L., Cain, J. (2017, March). *Yik Yak: The study of anonymous racism*. Poster presented at Appalachian Student Research Forum, East Tennessee State University, Johnson City, TN. (*First place winner, Group C, Undergraduate Student Posters*)

- Pierce, T. R.\*, Feeney, M. E.\*, & Steadman, J. L. (2017, March). *Does poverty affect self-perception and perceived academic competence in rural Appalachia? Can effortful control act as a protective factor?* Poster presentation for "Posters-at-the-capitol" 2017, Nashville, TN.
- Collie, C.\* & Steadman, J. L. (2016, December). *Five-factor personality traits as predictors of Internet Gaming Disorder*. ETSU Graduate Student Data Blitz, Johnson City, TN.
- Steadman, J. L. (2016, November). *When culture impacts pediatric care: Broad views from patients, providers, and communities*. ETSU Pediatrics, Grand Rounds, Johnson City, TN.
- Garcia, M. L.\* & Steadman, J. L. (2016, October). *Videogames and relaxation: Using arousal and subjective experience to predict therapeutic gaming*. Poster presented at 2016 Southern Conference Undergraduate Research Forum, Spartanburg, SC.
- Moses, O.\*, Steadman, J. L., & Cain, J. (2016, October). *Is anonymous social media full of trolls or treasures: The study of Yik Yak and communication*. Poster presented at 2016 Southern Conference Undergraduate Research Forum, Spartanburg, SC.
- Clingensmith, R. M.\* & Steadman, J. L. (2016, October). *Mother's breastfeeding experiences as a factor of self-identity in youth*. Poster presented at 2016 Undergraduate Social Science Symposium, Murfreesboro, TN.
- Steadman, J. L. (2016, July). *Psychological considerations in Head Start early childhood education*. Training for Telamon corporation, Elizabethton, TN.
- Feeney, M. E. & Steadman, J. L. (2016, April). *An exploratory study of proximal and distal influences on the development of self-identity*. Poster presented at Appalachian Student Research Forum, Johnson City, TN.
- Steadman, J. L. (2016, April). *Clinical psychology, computer science, and videogames: How psychologists can use games in practice*. Presentation at Intermountain Psychological Association meeting, Johnson City, TN.
- Steadman, J. L. (2015, October). *Managing risk and protective factors in childhood anxiety disorders: A developmental model*. Presentation at ETSU Pediatric Psychiatric Collaborative meeting, Johnson City, TN.
- Steadman, J. L., Coe, E., Anders, C (2014). *Fantasy-Exposure Life-Narrative Therapy for anxious children: Applying psychodynamic play therapy and play analysis to evidence based treatment*. Poster presented at National Conference in Clinical Child and Adolescent Psychology, Lawrence, KS.
- Steadman, J. L. (2013, October). *Fantasy-Exposure Life Narrative Therapy for Anxious Children*. Workshop presented at 2013 annual convention of the Connecticut Psychological Association, Hartford, CT.
- Limbers, C.A., Passanante, N., Skipper, S., Young, D., **Steadman, J.**, Emery, K., Stephen, M., & Bryant, W. (2013, April). *The impact of biomarkers on cognitive function in pediatric patients with Type*

1 *Diabetes*. Poster presented at the Society of Pediatric Psychology National Conference, New Orleans, Louisiana.

Steadman, J. L., Limbers, C. C., Stephen, M. (2013, March). *Biological mechanisms associated with cognitive function in childhood obesity*. Paper presented at the Baylor University Enhancing Research through Collaboration Retreat. Waco, Texas.

Steadman, J. L. (2012, November). *Using videogames in therapy with children and adolescents*. Two-hour workshop presented at the 2012 annual convention of the Texas Psychological Association, Austin, TX.

Steadman, J. L. (2010, November). *Empirical validation of a new scale of religiosity: The Religious Commitment and Spiritual Universalism Scale*. Paper presented at Baylor University, Waco, Texas.

Steadman, J. L. (2007, April). *Native Language and its Effect on Visual Scanning Direction of Real-Life Objects*. Paper presented at the University of Evansville, Evansville, Indiana.

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## Research Interests:

The current field of clinical psychology is moving in a direction toward increased implementation of evidence-based practice. The vast majority of evidence-based psychotherapies are cognitive behavioral in theory, design, and modality of treatment. However, a significant portion of individuals, including children, may display some resistance to traditional cognitive-behavioral techniques simply due to considerations of tolerability, applicability, and/or palatability of the techniques. Additionally, therapists may resist cognitive-behavioral treatment methods, due, perhaps, to training, orientation, or preference. As a result, a frequent practice with children is to incorporate play into therapy. Currently, however, play therapy has not been well-defined or well-controlled in research studies, and, as a result, a similar level of empirical support has not been established. In addition, relatively little is known about what factors predict efficacy in play-oriented therapy. Therefore, my program of research seeks to:

1. Develop and validate manualized, play-based treatments for children.
  2. Gain a better understanding of how play influences therapy with children.
  3. Identify and standardize which types of play, if any, stimulate therapeutic growth.
  4. Identify ways that play can be used to teach therapeutic skills.
  5. Define and understand what therapist characteristics predict improved client response to psychotherapy.
  6. Define and understand barriers to implementation of evidence-based practice in clinical work.
  7. Use the results from the above-described work to inform clinical practice and improve therapeutic work with children in general.
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## Clinical/Work Experience

- 8/2018-present**      Pediatric Clinical Psychologist (Integrated Primary Care)  
*Chattanooga Pediatrics, Chattanooga, TN*
- 8/2015-8/2018**      Assistant Professor of Psychology  
*East Tennessee State University, Johnson City, TN*  
Annual 2/2 teaching load, with research, and service. Primary undergraduate courses include Abnormal Psychology and Introduction to Personality. Primary graduate course is Assessment II: Child Assessment. I also conducted clinical supervision of Ph.D. clinical students in ETSU's APA-accredited program. In this role, I typically supervised 5-6 students per year in their community placements. I also provided community consultation with local agencies, including Carter County Head Start and Frontier Health, where I conducted regular trainings for staff. For service, my primary university service was as a member of the Educational Affairs Committee, while departmental service was primarily as coordinator of the Psychology Honors-in-Discipline program.
- 5/2017 to 7/2017**      Associate Professor of Medical Education (Temporary)  
*Quillen College of Medicine, East Tennessee State University, Johnson City, TN*  
Involved teaching a course on Lifespan Development to first-year medical students at Quillen College of Medicine.
- 9/2014 to 9/2015**      Post-doctoral Fellow  
*Community Health Center, Inc., New London, CT*  
Community Health Center, Inc. (CHC) is a patient-centered medical home which provides primary care, dentistry, and behavioral health services within a single location of care, primarily to underserved, underinsured, or uninsured populations. As a fellow, my duties included individual, group, and family therapy within three different outpatient clinics, including one school-based health center. There were also opportunities for research through the Weitzman research center. Completed 2000 supervised clinical hours, with ~3-hours-weekly supervision.
- 9/2013 to 9/2014**      Pre-doctoral Internship in Clinical Psychology  
*The Village for Families and Children, Hartford, CT*  
The Village for Families and Children (VFC) is an APA-accredited internship at a social services agency which provides care to children, adolescents, and their families in the Greater Hartford area. As an intern, I performed individual, group, and family therapy using a variety of evidence-based models with a primarily traumatized population. Gained exposure to

following evidenced-based treatment modalities: Trauma-Focused CBT, Child-Parent Psychotherapy, Parent-Management Training, and MATCH. Also conducted a research study investigating agency-wide fidelity in the implementation of TF-CBT. Goals of research were to identify predictors and barriers of faithful adherence to TF-CBT model and implement a plan to promote increased fidelity in TF-CBT across all agency therapists and supervisors. Other duties include psychological testing, collaboration with interdisciplinary teams, consultation, training, and other common roles of a professional psychologist.

**12/2011 to 3/2015**     Fantasy-Exposure Life-Narrative Therapy (FELT) pilot trials

*Baylor University, Waco, TX*

Developed treatment manual for a new, skills-based play treatment targeting anxiety in children ages 4 to 12. Research split into two separate pilot trials, for which I was principle investigator in both. Phase I of treatment development research included recruiting and screening participants and engaging in psychotherapy to test applicability, tolerability, palatability, and promise of efficacy. Phase II includes testing promise of efficacy when treatment is implemented by clinicians other than myself. Duties in Phase II include overseeing research and training and supervising therapists in the faithful administration of the manualized psychotherapy. Research supported by a Reynolds research grant, granted by Baylor University.

Hours face-to-face with clients: 150

Supervision: 15 hours

Supervision and training of others: ~100 hours

**06/2012 to 12/2012**     Clinical research assistant, pediatric endocrinology

*Scott & White pediatric clinic, Temple, TX*

Served as a lead research assistant for a study investigating cognition, emotions, and sleep in children with obesity or type I diabetes. Major duties involved the administration of a standard battery of tests to children as needed and working collaboratively with physicians, nurses, psychologists and other professionals to identify the needs of children served by the clinic. Duties also included assisting with manuscript preparation and presenting findings at professional conferences.

**07/2008 to 06/2012**     Graduate practicum training

*Various locations, Central TX*

At Baylor, I completed 3178 clinical hours (not including clinical hours associated with research assistantship and FELT trials listed above) across four different settings. I completed 1000 hours each at Mexia State Supported Living Center (a specialty center for persons diagnosed with

intellectual disability and also accused of committing a crime), Scott & White Department of Neurology (where I completed inpatient and outpatient neuropsychological evaluations for a variety of presenting issues), and Baylor Psychology Clinic (our university training clinic serving a community, outpatient population). I also completed additional clinical hours as a therapist at the Talitha Koum Institute (a local therapeutic daycare for children ages 0-4 years who lived in extreme urban poverty). All sites were supervised by a licensed clinical psychologist, and included at least 2 hours of face-to-face supervision per week.

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## **Specialized Experience and Training in Evidence-Based Psychotherapies**

*Trauma-focused CBT.* Cohen, J., Mannarino, A., & Deblinger, E.

*Coping Cat.* Kendall, P.

*Child-Parent Psychotherapy.* Lieberman, A. & Van Horn, P.

*Parent Management Training.* Kazdin, A.

*Interpersonal Therapy for Depressed Adolescents.* Mufson, L., Dorta, K., Moreau, D., & Weissman, M.

*Treating Adolescent Depression Study (TADS) CBT.* Curry, J. and TADS team.

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## **Professional Affiliations**

Reviewer, *Evidence based practice in child and adolescent mental health*

Ad-hoc reviewer, *Journal of child and family studies*

American Psychological Association

Division 53 of APA, Society of Clinical Child and Adolescent Psychology

Division 54 of APA, Society of Pediatric Psychology

Tennessee Psychological Association

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## **Licensure/Certification**

TN Health Service Psychologist, License #3348

Board-Certified in Clinical Child and Adolescent Psychology, American Board of Professional Psychology (ABPP)

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## **Language**

Spanish – Conversational fluency. Professional fluency is limited.

I have administered the following assessments in Spanish: ADOS-2, EIWA-III (Spanish WAIS), NeSBHIS (Neuropsychological Screening Battery for Hispanics), TOMM