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School of Education
Shanghai Jiao Tong University
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ACADEMIC POSITIONS

2021-present Deputy Director (12/2021-present), Center for School Mental Health Research, School of Education, Shanghai Jiao Tong University, Shanghai, China

2021-present Assistant Professor (06/2021-present), School of Education
Shanghai Jiao Tong University, Shanghai, China

2019-2021 Postdoctoral Fellow, Department of Health Disparities Research
The University of Texas MD Anderson Cancer Center, Houston, TX, USA

EDUCATION

2013-2019 Ph.D. in Interdisciplinary Studies in Human Development
Graduate School of Education, Univ. of Pennsylvania, Philadelphia, PA, USA
Dissertation: *Aggressive peer groups, autonomy, and adjustment in Chinese adolescents*. Graduation date: May 20th, 2019

2009-2010 M.Ed. in Human Development and Psychology
Graduate School of Education, Harvard University, Cambridge, MA, USA

2005-2009 B.S. in Psychology; B.Phil. in Philosophy
Peking University, Beijing, China

RESEARCH INTERESTS

adolescent social development; expressive writing; mental health promotion; cultural psychology

GRANTS & RESEARCH SUPPORT

2022 Shanghai Jiao Tong University School of Education Development Funds for Key Research Programs (RMB ¥30,000; 2022-2025); Role: principal investigator

2021 Pujiang Talent Grant (RMB ¥150,000; 2021-2024); Role: principal investigator, Shanghai Human Resources and Social Security Bureau

2021 Startup fund at Shanghai Jiao Tong University (RMB ¥200,000; 2021-2024); Role: principal investigator

2016-2017 Research Grant: Center for the Study of Contemporary China, University of Pennsylvania (\$2,000)

PUBLICATIONS (*Corresponding Author)

Chen, L.*, Wang, C., Smith, G. L., Dawkins-Moultin, L., Shin, L.J., Lu, Q.* (2024). Job loss and well-being among Chinese American breast cancer survivors: The mediating role of income and perceived stress. *International Journal of Behavioral Medicine*. Advance online publication. <https://doi.org/10.1007/s12529-023-10245-3>

Shi, L.†, **Chen, L.*†**, & Gong, R. (2023). Civic-moral education research in China (1992-2022): A scoping review. *Behavioral Sciences*, 13(10), 819. <https://doi.org/10.3390/bs13100819> [† Co-first Author]

Chen, L., Liu, H., Shi, L., & Gong, R. (2023). Global comparison of student mental health in China. In N. C. Liu, Z. L. Feng, & Q. Wang (Eds.) *Education in China and the world* (pp. 343-387). Shanghai: Shanghai Jiao Tong University Press.

Li, M., Jin, G., Ren, T., Haidabieke, A., **Chen, L.***, & Ding, X.* (2023). Relations between prosociality and psychological maladjustment in Chinese elementary and secondary school students: mediating roles of peer preference and self-perceived social competence. *Behavioral Sciences*, 13(7), 547. <https://doi.org/10.3390/bs13070547>

Choi, E.*, Shin, L.J., **Chen, L.**, & Lu, Q.* (2023). Lived experiences of young adult Chinese American breast cancer survivors: A qualitative analysis of their strengths and challenges using expressive writing. *European Journal of Oncology Nursing*, 62, 102253. <https://doi.org/10.1016/j.ejon.2022.102253>

Chu, Q.*, Tang, M., **Chen, L.**, Young, L., Loh, A., Wang, C., & Lu., Q.* (2022). Evaluating a pilot culturally sensitive psychosocial intervention on posttraumatic growth for Chinese American breast cancer survivors. *Behavioral Medicine*, 48(4), 251-260. <https://doi.org/10.1080/08964289.2020.1845600>

Lu, Q.*, **Chen, L.**, Shin, L.J., Wang, C., Dawkins-Moultin, L., Chu, Q., Loh, A. & Young, L., & Wang, C. (2021). Improvement in quality of life and psychological well-being associated with a culturally based psychosocial intervention for Chinese American breast cancer. *Supportive Care in Cancer*, 29(8), 4565-4573. <https://doi.org/10.1007/s00520-020-05942-8>

Lu, Q.*, Warmoth, K., **Chen, L.**, Wu, C., Chu, Q., Li, Y., Gallagher, M., Stanton, A., Kagawa-Singer, M., Young, L., & Loh, A. (2021). A culturally sensitive social support intervention (Joy Luck Academy) for Chinese American breast cancer survivors: Protocol for a

randomized controlled trial. *JMIR Research Protocols*, *10*(9), e30950p.1-p.8.
<https://doi.org/10.2196/30950>

Ju, S., Chen, X.*, **Chen, L.**, Zhao, S., & Fegley, S. (2021). Relations of maternal power assertion and autonomy support with children's adjustment in Korea. *Journal of Family Psychology*, *35*(3), 335-344. <https://doi.org/10.1037/fam0000720>

Chu, Q.*, Wong, C.C.Y., **Chen, L.**, Shin, L.J., Chen, L., & Lu, Q.* (2021). Self-stigma and quality of life among Chinese American breast cancer survivors: A serial mediation model. *Psycho-Oncology*, *30*(3), 392-399. <https://doi.org/10.1002/pon.5590>

Nguyen, A.*, McDaniel, H. L., Summer, B., **Chen, L.**, & Bradshaw, C. P.* (2021). Contextualizing the association between school climate and student well-being: The moderating role of rurality. *Journal of School Health*, *91*(6), 463-472.
<https://doi.org/10.1111/josh.13026>

Warmoth, K., Wong, C.C.Y., **Chen, L.**, Ivy, S., & Lu, Q.* (2020). The role of acculturation in the relationship between self-stigma and psychological distress among Chinese American breast cancer survivors. *Psychology, Health, & Medicine*, *25*(10), 1278-1292.
<https://doi.org/10.1080/13548506.2020.1734638>

Chen, L., & Chen, X.* (2020). Affiliation with depressive peer groups and social and school adjustment in Chinese adolescents. *Development and Psychopathology*, *32*(3), 1087-1095.
<https://doi.org/10.1017/S0954579419001184>

Chen, L., Chen, X.*, Zhao, S., Jin, S., Li, L., & French, D. (2019). Predicting substance use and deviant behavior from prosociality and sociability in adolescents. *Journal of Youth and Adolescence*, *48*(4), 744-752. <https://doi.org/10.1007/s10964-018-0940-4>

Chen, X., Lee, J., & **Chen, L.** (2018). Culture and peer relationships. In W. M. Bukowski, B. Laursen & K. H. Rubin (Eds.) *Handbook of peer interactions, relationships, and groups* (2nd ed.) (pp. 552-570). New York: The Guilford Press.

Lu, Y., DiPierro, M., **Chen, L.**, Chin, R., Fava, M., & Yeung, A.* (2014). The evaluation of a culturally appropriate, community-based lifestyle intervention program for elderly Chinese immigrants with chronic diseases: a pilot study. *Journal of Public Health*, *36*(1), 149-155.
<https://doi.org/10.1093/pubmed/fdt037>

Yi, C.*, **Chen, L.**, Wei, Y., & Zhou, T. (2009). Investigation about the relationship between family environment and depression and implications for future psychological intervention. *Chinese Journal of Drug Dependence*, *18*(5), 378-382. [in Chinese]

Yi, C.*, Zhou, T., **Chen, L.**, & Cui, C. (2008). Comparison of family environment, shame, self-esteem, social desirability, and depression between drug abusers in a therapeutic community and control group. *Chinese Journal of Drug Dependence*, 17(5), 362-366. [in Chinese]

SELECTED CONFERENCE PRESENTATIONS

Chen, L., Gong, R. Shi, L. (2023). An overview of current research on school mental health in China. Presented at the 25th National Academic Conference of Psychology, Chengdu, Sichuan, China.

Chen, L., Tan, N., Shin, L.J., & Lu, Q. (2021). Work and financial challenges faced by Chinese American breast cancer survivors. Presented at the 42nd Annual Meeting & Scientific Sessions of the Society of Behavioral Medicine, Virtual Conference.

Chen, L., & Chen, X. (2019). Affiliating with academic peer groups, openness to experience, and social and psychological adjustment in adolescents. Presented at the Biennial Conference of the Society for Research in Child Development, Baltimore, MD, USA.

Chen, L., & Chen, X. (2018). The role of friendship quantity in Chinese adolescents' social and school adjustment. Presented at the Biennial Meeting of the International Society for the Study of Behavioral Development, Gold Coast, Australia.

PROFESSIONAL & TEACHING EXPERIENCE

2024 Independent Instructor, course name: *Student Mental Health and Growth*, School of Education, Shanghai Jiao Tong University, Shanghai, China

2022-2024 Independent Instructor, course name: *School Mental Health and Counseling*, School of Education, Shanghai Jiao Tong University, Shanghai, China

2017-2018 Independent Instructor, course name: *Family Dynamics and Human Development*, University of Pennsylvania Graduate School of Education, Philadelphia, PA, USA

2013 Teacher, course name: *English Literature and Composition*, Landwave Education, Shanghai, China

2012 Curriculum R&D Specialist, Dipont Education, Shanghai, China

2011-2012 College Admissions Consultant, CACS-Dipont Education, Shanghai, China

SELECTED SERVICE & LEADERSHIP EXPERIENCE

2022-present Advising council member, Mental Health Education & Counseling Center of

KoGuan School of Law, Shanghai Jiao Tong University, Shanghai, China

- 2020-2021 Committee member, International Relations Committee of Society for Health Psychology, USA

- 2017 Co-organizer, 2017 SRCD Biennial Meeting, Chinese students and scholars workshop, Austin, TX, USA

- 2016-2018 Founder & President, Mentor & Mentee at Penn, a student organization that supports students of University of Pennsylvania with mentorship from alumni, Philadelphia, PA, USA

- 2013 Member, GSE Student Advisory Council, University of Pennsylvania, Philadelphia, PA, USA

HONORS & AWARDS

- 2023 WCU 2023 Teaching Award: Shanghai Jiao Tong University School of Education

- 2021 Shanghai High-level Introduced Oversea Talent Award

- 2021 Second Prize at SOE Youth Teacher Teaching Competition: Shanghai Jiao Tong University School of Education

- 2020 Outstanding Research Trainee Award Nomination: The University of Texas MD Anderson Cancer Center

- 2018 Travel Grant: Graduate and Professional Student Assembly, University of Pennsylvania (\$1,000)

- 2013-2017 Dean's Fellowship: Graduate School of Education, University of Pennsylvania (\$107,560 plus tuition)

- 2016 ISSBD Travel Grant: International Society for the Study of Behavioral Development Early Career Scholar Grant (value equal to \$2,000)

- 2015 SRCD Student Travel Award: Society for Research in Child Development (\$300)

- 2008 National Scholarship awarded by Peking University (RMB ¥8,000)