

YUE (CLARA) JIA

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ACADEMIC APPOINTMENTS AND EDUCATION

Stanford University PhD Candidate, Developmental and Psychological Sciences, Graduate School of Education Minor: Quantitative Behavioral Science Expected May 2027 Advisor: Geoffrey L. Cohen; Committee: William Damon and James J. Gross	2021– present
Beijing Normal University Master of Applied Psychology	2015–2017
Beijing Normal University Bachelor of Science in Psychology	2009–2013

RESEARCH PAPERS

Manuscripts Under Review

Brief Values Affirmation Supports Workplace Performance Under Burnout-Related Strain. Two randomized longitudinal field experiments with gig-truck drivers and food-delivery employees examine whether and when a brief values-affirmation intervention supports company-recorded performance and employee morale under occupational strain. The studies identify baseline burnout as an important boundary condition for intervention effectiveness. *Under review at Journal of Business and Psychology.*

Synergizing Psychological Interventions and Management Practices to Reduce Medical Errors. A 2×2 factorial cluster-randomized trial involving 519 clinical teams across five hospitals tests values affirmation, multidisciplinary rounds, and their combination. The study examines diagnostic errors, burnout, and sustained organizational outcomes. *Under external peer review at Proceedings of the National Academy of Sciences.*

Manuscripts in Preparation and Working Papers

Emotion Regulation Interventions at Scale in Organizational Settings. A large-scale field experiment involving several thousand employees, supplemented by experience-sampling data, examines how learning and applying emotion-regulation strategies shape intervention effectiveness in daily work. *Manuscript in preparation.*

What Does Belonging Mean at Work? Organizational Meaning Systems and the Design of Belonging Interventions. Cross-cultural studies use employee-generated narratives and large-language-model-assisted coding to examine heterogeneity in workplace belonging and its relationships with burnout, job satisfaction, and employment preferences. *Manuscript in preparation.*

Ongoing Research Projects

Psychological Interventions to Enhance Volunteer Tutor Engagement. A field project conducted with a tutoring organization tests scalable psychological interventions designed to support motivation, purpose, organizational connection, and sustained volunteer participation. *Ongoing project.*

Psychological and Objective-Feedback Interventions for Stroke Rehabilitation. An interdisciplinary project integrating wise psychological interventions with sensor-based gait assessment and patient-facing progress feedback to strengthen rehabilitation engagement and recovery. *Ongoing project.*

GRANTS FELLOWSHIPS AND AWARDS

Grant Support

Small Propel Grant, Office of the Vice Provost and Dean of Research, Stanford University Co-Principal Investigator Stroke rehabilitation intervention and external proposal development \$5,000	2026
Stanford Graduate Student Travel Grant	2025
SCANCOR Grant, Scandinavian Consortium for Organizational Research, Stanford University \$2,000	2023–2024
Stanford Graduate Student Travel Grant	2023

Awards and Honors

Prototyping Award, Stanford Learning Design Challenge, Stanford Accelerator for Learning \$1,500	2025–2026
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Psychological Science and Entrepreneurship Poster Award, Association for Psychological Science (APS) San Francisco, California \$2,000	2024
Best Paper Award, Chinese Positive Psychology Conference	2023
Setsuko Oka Fellowship Fund, Stanford Graduate School of Education Approx. \$14,000	2021–2022

PROFESSIONAL AFFILIATIONS

Student Member, Mind, Brain, Computation and Technology Student Membership Program Center for Mind, Brain, Computation and Technology, Wu Tsai Neurosciences Institute, Stanford University Membership award: \$1,500	2026– present
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TEACHING EXPERIENCE

Teaching Assistant, Designing Learning and Making Environments Stanford University Co-designed and facilitated hands-on learning activities focused on learning-environment design; supported virtual-reality learning modules and instructional materials.	
Teaching Assistant, Social Psychology and Social Change Stanford University Facilitated discussions on identity, motivation, and behavioral change; provided written feedback and mentored students in applying social-psychological theory to real-world problems.	2025–2026
Teaching Assistant, Statistical Analysis in Education Stanford University Led problem-solving sessions, supported quantitative assignments, and helped students interpret empirical results.	
Teaching Assistant and Guest Instructor, Technology for Learners Stanford University Taught sessions on educational technologies and guided applied projects in technology-supported learning design.	2026

CONFERENCE PRESENTATIONS

Talks

Belonging: The Science of Creating Connection and Bridging Divides CIRCLE Night, Stanford University	2026
What Does It Mean to Belong at Work? Cultural and Psychological Pathways in the U.S. and China Symposium Co-Chair Association for Psychological Science (APS) Annual Convention, Barcelona, Spain	2026
Interprofessional Teamwork Reduces Medical Errors and Burnout: A Multicenter Randomized Controlled Trial Academy of Management Annual Meeting, Copenhagen, Denmark	2025
Boosting Workplace Performance: The Role of Self-Affirmation Interventions Among Blue-Collar Workers Chinese Positive Psychology Conference, Beijing, China	2023

Posters

Boosting Workplace Performance: The Role of Self-Affirmation Interventions Among Blue-Collar Workers Association for Psychological Science Annual Convention, San Francisco, California	2024
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PUBLICATIONS

- Bi, W., Jia, Y., & Han, Y. (2012). The influence of familiarity on the perceptual interference effect of music. *The Science Education Article Collects*, 11, 136–137.
- Bi, W., & Jia, Y. (2012). The influence of regularity of targets on prospective memory. *Education Circle*, 11(5).