

Sireen Bahia Irsheid, PhD, LCSW, MSW

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ACADEMIC APPOINTMENTS

- Sept 2023 **Assistant Professor**
New York University, Silver School of Social Work
- 2022-Present **Postdoctoral Associate Research Scientist for Juvenile Justice, Education, and Mental Health**
New York University, Steinhardt School of Culture, Education, and Human Development

CLINICAL SERVICE

- 2019-Present **Clinician/Mental Health Professional**
Provide clinical therapy to students across New York State and Illinois through TimelyMD platform.

EDUCATION

- Ph.D. **September 2022** **University of Chicago, Chicago, IL**
Crown Family School of Social Work, Policy, and Practice
- Dissertation Chair: Deborah Gorman-Smith, Ph.D.
Committee: Eve Ewing, Ed.D.
 Elaine Allensworth, Ph.D.
 Stephen Raudenbush, Ed.D.
- Dissertation Title: Understanding the Impact of Educational and Non-Educational Structures of Opportunity and Disinvestment on Students Overage for Grade
- M.S.W. **May 2013** **Columbia University, New York, NY**
School of Social Work
Concentration: Advanced Clinical Practice
Specialty: Health, Mental Health, & Disabilities
- B.A. **June 2009**
Summa Cum Laude **DePaul University, Chicago, IL**
Major: Psychology
Concentration: Human Development; Child Development

RESEARCH INTERESTS

Intersection between Structural Violence, Race, Education, and Mental Health
Juvenile Legal System and K-12 Discipline Policy
Structural Trauma and Mental Health
Health Equity and Education Policy
K-12 Education
Race and Racism

PROFESSIONAL LICENSURES/CERTIFICATIONS

2019	Reiki Healing Certification, Level 1, and Level 2
2017	Licensed Clinical Social Worker (LCSW) State of Illinois
2016	Licensed Clinical Social Worker (LCSW) State of New York
2016	Mindfulness Based Stress Reduction (MBSR)
2016	School Social Worker, Provisional Certificate State of New York
2013	Trauma-Focused Cognitive Behavioral Therapy Certification
2012	Cognitive Behavioral Therapy for Psychosis

GRANTS, AWARDS, & FELLOWSHIPS

2018-2022	Fellow , Robert Wood Johnson Foundation (RWJF) Fellowship, Health Policy Research Scholar \$120,000
2019-2022	Grant , Hyman Milgrom Support Organizations (HMSO) Pathways from School to Work, Dissertation Research Grant <i>Understanding the Impact of Educational and Non-Educational Structures of Opportunity and Disinvestment on Students Overage for Grade</i> Principal Investigator: Irsheid, S. \$20,000
2019-2022	Fellow , University of Chicago, Committee on Education Fellow
2021	Award , Robert Wood Johnson Foundation, Biostatistics Consulting Dissertation Award
2020	Grant , Robert Wood Johnson Foundation, Community Change Leadership Grant to Achieve Health Equity \$1,000
2018	Grant , University of Chicago and Office of the Provost, Community Engagement RFP <i>Addressing Youth Violence in Chicago through Photovoice</i> Principle Investigator: Irsheid, S. \$4,500
2018	Fellow , Clinton Global Initiative Fellowship. Funded by the Clinton Foundation <i>Conversations that Heal: Addressing Youth Violence in Chicago</i> Principal Investigator: Irsheid, S.

AFFILIATIONS AND SERVICES

2022-Present	Blueprints of Progressive Change in Juvenile Justice Working Group Co-lead Juvenile Justice Working Group; this is a group of interdisciplinary faculty across NYU including the social work school, psychology/education (Steinhardt), the law school, and the medical school who collaborate across research projects to examine and work towards disrupting school push-out and juvenile legal engagement for young people.
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- 2022-Present **NYC School Suspension Representation Project
Clinical Consultant**
- We provide support to young people and their families who are facing suspension across NYC public schools.
- Provide clinical consulting to law students from NYU Law School and social work students from NYU Silver School of Social Work on how to identify and understand the structural and behavioral health challenges the young person is experiencing who is facing suspension to inform advocacy supports for the students and their families during the suspension hearing.
- 2022-Present **The Klinik Kids Program
Mental Health Lead**
- Provide innovative sports-based mental health training, tools, and support to professional coaches, school staff, and young people across the United States.
- 2020-2021 **Robert Wood Johnson Foundation, Community Change Leadership Network
Consultant and Network Activator**
- Provided consultation and training to Network Leadership to help engage in anti-racism work, education, and dialogue. Created and co-led Racial Equity Committee to facilitate and engage network in anti-racism work.
- 2020-2021 **National Leadership Program Center of the Robert Wood Johnson Foundation
Committee on Policy and Abolition**
- Worked with National Leadership Program Center of the Robert Wood Johnson Foundation to create and co-lead committee on policy and abolition. Organized 3-Day Conference on Policy and Abolition (July 2021; “Transforming Systems: Vision for an Anti-Racist, Non-Carceral Society”) for the RWJF network including Health Policy Research Scholars, which featured abolitionist scholars from multiple academic disciplines, community activists from various sectors that put this work into practice, and a joint discussion between panelists including break out groups with program participants and audience attendees.
- 2018-2020 **Creative School Funds
Grant Reviewer and Site Evaluator**
- Reviewed and evaluated art grant proposals submitted to the Fund by Chicago Public and Charter High Schools. Advised the board on the proposal review process, and the needs of schools and arts partners. Conducted site visits to school partners regarding art programs. Maintained ongoing communication with art liaisons and school principals.
- 2017-2021 **Associate Board Member for Chicago Cities Mentor Project**
- Support and ensure Cities Mentor Project to fulfill its mission:
- A long-term mentoring commitment to underserved youth with academic challenges and coping with severe and chronic stressors that impede learning (e.g., community violence). Undergraduate students are connected with youth, supporting them from the 4th grade all the way through their first year in college. Currently, 60 Chicago Public School students take part in Cities Mentor Project. Attend board and committee meetings and functions. Strategize and ensure adequate resources through means such as fundraising. Actively network with potential sponsors.

PUBLICATIONS (**denotes equal co-authorship)

Ewing, E.L, Khatri, S., **Irsheid, S.B.**, Castleberry, L.Y. (2022) “They don’t have the right to be touching girls”: Understanding middle school students’ consent scripts. *Teachers College Record* (forthcoming).

Irsheid, S.B., Garthe, R., Gorman-Smith, D., Schoeny, M. (2021). The implications of executive functioning on community adversity and violence and mental health outcomes. *Youth & Society*, 1-30. <https://doi.org/10.1177/0044118X211053026>

Romanelli, M., Sheftall, A.H., **Irsheid, S.**, Lindsey, M.A., Grogan, T. M. (2021). Factors associated with distinct patterns of suicidal thoughts, suicide plans, and suicide attempts among US adolescents. *Prevention Science*, 1-12. <https://doi.org/10.1007/s1121-021-01295-8>

Henderson, D., Joseph, J., Martin, P., Mburi, M., Stanley, M., McField, A., **Irsheid, S.**, Lee, A., Corneille, M. (2021). An investigation of coping in response to different race-related stressor experiences in school among racially diverse participants. *American Journal of Orthopsychiatry*, 91, 191-192.

****The Transdisciplinary Resistance Collective for Research and Policy: Irsheid, S.**, Duarte, C., Ivey, A., Neely, A., Poe, J. (2020). Building the Transdisciplinary Resistance Collective for Research and Policy: Implications for dismantling structural racism as a determinant of health inequity. *Ethnicity & Disease*, 30, 381-388.

Henderson, D., **Irsheid, S.**, Lee, A., Corneille, M., Jones, J., McLeod, K. (2020) They try and break us but they can’t”: The cultural ethos youth of color engage and rely on to persevere and navigate racial stressors in the U.S. public education system. *Journal of Adolescent Research*, 1-30.

Taylor, J.J., Grant, K. E., Zulauf, C.A., Fowler, P.J., Meyerson, D.A., & **Irsheid, S.** (2018). Exposure to community violence and trajectory of internalizing and externalizing symptoms in a sample of low-income urban youth. *Journal of Clinical Child & Adolescent Psychology*, 00, 1-15.

Lu, W., Lindsey, M.A., **Irsheid, S.** & Nebbitt, V. (2017). Psychometric properties of the CES-D among Black adolescents in public housing. *Journal of the Society for Social Work and Research*, 8, 1-26.

INVITED PUBLICATIONS

Irsheid, S.B., Keeney Parks, S., Lindsey, M.A. (2023, forthcoming). Shifting responsibility: Addressing the impact of structural violence on mental health for historically marginalized Black and Brown young people. *Academic Pediatrics Racism Supplement*.

BOOK CHAPTER

Guz, S. & **Irsheid, S.B.** (2023). Expansive ecological model for attendance and engagement interventions. In C. Franklin (Eds.), *School Services Sourcebook* (3rd ed.). Oxford University Press.

PUBLICATIONS IN PREPARATION

Irsheid, S.B., Reed, T., Lindsey, M.A., Romanelli, M. *A Systematic Review: Trauma measures and assessments among young people of color exposed to systemic violence.*

Irsheid, S.B., Allensworth, E., Ewing, E., Gorman-Smith, D. *A multilevel analysis on neighborhood structural factors on the odds of being overage for grade.*

Irsheid, S.B., Ewing, E., Allensworth, E., Gorman-Smith, D. *A multilevel analysis: The impact of school discipline and school poverty on the odds of being overage for grade.*

Irsheid, S.B., Ewing, E., Allensworth, E. *How important is racial equity climate for high school graduation among overage students?*

Irsheid, S.B., Garthe, R.C., Malcome, M., Patel, S., Cosey-Gay, F. *Healthy teachers and healthy classrooms: An examination of teacher's mental health and emotions on the classroom environment.*

INVITED TALKS AND PANELS

Irsheid, S. (2022, November). *“What does it really mean to engage in anti-oppressive research, teaching, and practice?”* Panel: ‘Anti-Oppressive Research in Social Work.’ University of Chicago Crown Doctoral Theory Workshop.

Irsheid, S. (2021, February). *“How schools and school social workers can best support students facing mental health challenges: a structural trauma and anti-oppressive lens.”* Virtual Training Social Emotional Learning Session: ‘Trauma, Mental Health, and Schools in the ERA of COVID.’ Thrive Chicago

Irsheid, S. (2021, January). *Virtual Suspensions: School Discipline in the Era of COVID.* Virtual Training/Presentation, Robert Wood Johnson Foundation (RWJF): Community Change Leadership Network.

Irsheid, S. (2020, October). *“Even our Conditioning has been Conditioned’: Why we keep Creating Band-Aid Solutions for Structural Problems.”* Virtual Symposia: ‘Advancing Socially Just Services for Children, Youth, and Families.’ University of Chicago Crown Family School of Social Work, Policy, and Practice, Doctoral Centennial Symposium: Social Work for Social Justice: Creating Responsive and Inclusive Institutions, Policies, and Practices.

PEER REVIEWED CONFERENCE PRESENTATIONS

Irsheid, S., May, N., Berezin, M. (2023, June). *Reimagining Support for Young People: Cross-System Staff Perspectives on Disrupting System Failures within the School-Prison Nexus,* Thematic Panel; Toward Transformative Justice: Humanizing, Understanding, and Engaging the Juvenile Legal Workforce, Oral Presentation, 2023 SCRA Biennial Conference on Community Research and Action, Atlanta, GA.

Francis, K., Mann, I., Rose, R., Nalani, A., **Irsheid, S.** (2023, June). *Bringing Humanity Back to Research: Promoting Structural Competency in (Fractured) Researcher-Community Relations,* Thematic Panel, Oral Presentation, 2023 SCRA Biennial Conference on Community Research and Action, Atlanta, GA.

Irsheid, S., Reed, T.A., Romanelli, M., Lindsey, M.A. (2022, November). *Rethinking trauma and community violence among Black and Brown young people using a structural and anti-oppressive lens,* Thematic panel, oral presentation, 2022 American Society of Criminology (ASC), Atlanta, GA.

Irsheid, S. (2020) *The Hate They Give: An Examination of Legacies of Colonialism and Structural Racism in High Schools, Community Colleges and 4 Year “Elite” Institutions.* Roundtable Presentation, 2020 Annual Conference, Critical Race Studies in Education Association (CRSEA).

Irsheid, S. (2020, January). *Social Work and Health Equity: A Critical Framework for Building a Culture of Health.* Roundtable presentation, 24th Annual Conference of the Society for Social Work and Research - Reducing Racial and Economic Inequality, Washington, D.C.

Romanelli, M., Sheftall, A.H., **Irsheid, S.**, Xiao, Y., & Lindsey, M.A. (2020, January). *Examining factors associated with escalatory suicide risk among US adolescents*. Oral Presentation, 24th Annual Conference of the Society for Social Work and Research, Washington, D.C.

Irsheid, S. (2019, October) *Collaborating Across Traditional Disciplinary Silos to Address Racial Inequities in Mental Health Outcomes: Towards a Transdisciplinary Model for Research and Action*. Oral Presentation, Interdisciplinary Association for Public Health Science, Seattle, Washington.

Irsheid, S., Garthe, R., Gorman-Smith, D., Schoeny, M. (2019, March) *Community violence and executive functioning: Implications for mental health and school-related outcomes*. Presented at the Society for Research in Child Development Conferences, Baltimore, MD.

Garthe, R.C., Patel, S., **Irsheid, S.**, Malcome, M., Cosey-Gay, F. (2018, March). *Healthy teachers and healthy classrooms: An examination of teacher's mental health and emotions on the classroom environment*. Presented at the Society of Prevention Research Data Analysis Competition at the Annual Meeting of the Society for Prevention Research, Washington, D.C.

Irsheid, S., Taylor, J.J., Grant, K.E. (2010, June). *Examining the moderating effects of a two-parent household and ethnicity on the link between coping and depression in low-income urban youth*. Poster presented at the 18th Annual Meeting of the Society for Prevention Research, Denver, CO.

Grant, K.E., Tolan, P., DuBois, D., Gaylord-Harden, N., **Irsheid, S.** (2010, June) *Integration of Research and Community Stake-Holder Input in the Development of a Preventive Intervention*. Poster presented at Solution-Focused Brief Treatment Strategies, San Diego CA.

Taylor, J. J., Meyerson, D. A., Grant, K.E., Tailor, M. A., **Irsheid, S.**, Sorrentino, S. (2010, June) *Protective factor clusters affecting low-income urban youth exposed to stress*. Poster presented at the 18th Annual Meeting of the Society for Prevention Research, Denver, CO.

Thompson, S., **Irsheid, S.**, Grant, K. (2009, November) *Coping styles of African American youth living in poverty: Understanding the role of coping in resiliency*. Poster presented at the Association for Behavioral and Cognitive Therapies, New York, NY.

Taylor, J. J., Grant, K., **Irsheid, S.**, Meyerson, D.A. (2009, November) *Peer and family support as moderators of a model of stress and symptoms in low-income urban youth*. Symposium on Testing the Universality of Risk Factors for Psychopathology in Highly Stressed Youth presented at the Association for Behavioral and Cognitive Therapies, New York, NY.

Grant, K.E., Tolan, P., DuBois, D., Gaylord-Harden, N., **Irsheid, S.** (2009, June) *Development of an intervention for low-income urban students attending failing schools*. Poster presented at the Institution of Education Sciences (IES) Conference, Washington, D.C.

TEACHING INTERESTS

Social Meaning of Race
Radical Therapeutic Practice
Anti-Racist Social Work Practice
School Social Work
Race and American Public Schools
Human Behavior in the Social Environment
Direct Social Work Practice
Structural Trauma
Urban Education Policy and Reform
Social Inequality and Policy

TEACHING EXPERIENCE

Fall 2020 ***Adjunct Instructor***
University of Chicago; Crown Family School of Social Work, Policy, and Practice
Course: *Social Meaning of Race*

This course is intended to help students develop the tools to think critically about issues of racism and anti-Blackness, analyze the historical relation between the emergence of ideas about race and racial boundaries and how we see and understand the modern world, examine various forms of resistance, and examine the response and practice of social work, given the profession's ethics and values, while imagining new ways of engaging in community work and transformative justice.

Winter 2020 ***Invited Guest Lecturer***
University of Chicago; Crown Family School of Social Work, Policy, and Practice
Course: *Race and American Public Schools*
Instructor: Eve Ewing, Ed.D.

Covered undergraduate class for Dr. Eve Ewing. Designed lesson plan, lectured, and facilitated class discussions on schooling, stratification, and social inequality

Fall 2019 ***Graduate Teaching Assistant/Co-Instructor***
University of Chicago; Crown Family School of Social Work, Policy, and Practice
Course: *Social Meaning of Race*
Instructor: Eve Ewing, Ed.D.

Fall 2019 ***Graduate Teaching Assistant***
University of Chicago; Crown Family School of Social Work, Policy, and Practice
Course: *Family Systems Approaches to Practice*
Instructor: Gina Samuels Ph.D.

Fall 2019 ***Graduate Teaching Assistant***
University of Chicago; Crown Family School of Social Work, Policy, and Practice
Course: *Data for Policy Analysis and Management*
Instructor: Sadiq Patel, Ph.D.

RESEARCH EXPERIENCE

- 2022-Present **Postdoctoral Associate Research Scientist for Juvenile Justice, Education, and Mental Health**
Co-Principal Investigators: Shabnam Javdani, Ph.D & Erin Godfrey, Ph.D
New York University, Steinhardt School of Culture, Education, and Human Development,
The Institute of Human Development and Social Change
- Collaborate across school push-out research projects and teams, and provide clinical supervision and consultation on the RISE research and RCT intervention team, Systems Aligning for Equity Spaces, and Blueprints for Progressive Change in Juvenile Justice. Provide consultation to law students working on the NYU Law School's Suspension Representation Project. Lead interdisciplinary school-pushout initiative at NYU; Conduct interviews and focus groups among system-impacted youth, their families, and stakeholders. Provide workshops, mental health support, and consultation to juvenile legal and child welfare sites across NYC.
- 2017-2022 **Graduate Research Assistant**
Principal Investigator: Deborah Gorman-Smith, Ph.D.
University of Chicago
Crown Family School of Social Work, Policy, and Practice
Chicago Center for Youth Violence Prevention (CCYVP)
Funded by: Centers for Disease Control and Prevention (CDC)
- Collaborated with CCYVP research faculty, staff, and community partners to implement a community-wide violence prevention intervention utilizing the Communities that Care (CTC) evidence-based model. Participated in Chicago Bronzeville community meetings and engage in discussions with community stakeholders (i.e., principals, pastors, parents, community board members) around existing challenges within communities and schools. Worked directly with research faculty, staff and Bronzeville's community stakeholders to strategically plan, implement and facilitate evidenced-based interventions and trauma informed programs focused on community engagement, violence prevention, mental awareness and education.
- 2017- 2022 **Graduate Research Assistant**
Principal Investigator: Eve Ewing, Ed.D.
University of Chicago
Crown Family School of Social Work, Policy, and Practice
Beyond Schools Lab
- Collaborated with Dr. Eve Ewing on a qualitative research project aimed to understand consent among middle school students. Primary responsibilities included: administered pre and post consent surveys to middle school students, conducted qualitative semi-structured interviews to students and conduct classroom observations while teachers implement consent curriculum, and conducted data coding and analyses using NVIVO software.
- 2016-2019 **Associate Research Scientist**
Principal Investigator: Michael Lindsey, Ph.D.
New York University
McSilver Institute for Poverty Policy and Research

Collaborated with Dr. Michael Lindsey in evaluating and creating assessment measurements of trauma exposure and symptoms for Black and Brown young men impacted by the criminal legal system. Facilitated focus groups with these young men to explore key constructs related to assessment of trauma among clients at Common Justice, which will help aid in the development of the new trauma measurement. Collaborated with D.C. Department of Education to evaluate the D.C. Restorative Practice Project in 20 of D.C. public schools. Evaluated and analyzed behavior, socioemotional, and academic data. Edited and revised R01 grants.

2018-2019

Assistant Research Scientist

Principal Investigator: Emma Adam, Ph.D.
Northwestern University
Biology, Identity and Opportunity (BIO) Study

Collaborated with Dr. Emma Adam in a research project aimed to understand how racial and ethnic stressors affect the stress hormone cortisol, sleep quality, cognition, grades, and high school graduation rates of racially and ethnically diverse adolescents. Co-facilitated both the racial/ethnic identity intervention and the academic intervention. Collected the measurement of stress-sensitive hormone cortisol, measurement of sleep hours and quality, and administer computer assisted neuroscience tasks.

2018-2019

Associate Research Scientist

Principal Investigator: Kristen Jacobsen, Ph.D.
University of Chicago
Clinical Neuroscience and Psychopharmacology Research Unit

Collaborated with Dr. Kristen Jacobsen in a research project aimed to understand the impact of community violence on neurological development and mental health outcomes among youth, ages 9-11. Primary responsibilities included, examining potential factors that protect urban adolescents from negative developmental outcomes associated with trauma. Conducted parent and child clinical interviews, administered parent and child questionnaires (i.e., CBCL, WASI, etc.), and administered computer assisted neuroscience tasks. Assisted in the functional magnetic imaging (fMRI) scanning of youth during performance of tasks.

2007-2011

Lab Manager/Associate Research Scientist

Principal Investigator: Kathryn Grant, Ph.D.
DePaul University
Stress and Urban Youth Project

Collaborated with PI on a 5-year longitudinal study that measured stress and psychopathology among low-income, urban youth. Primary responsibilities included examining potential factors that protect urban adolescents from negative outcomes associated with stress utilizing multiple regression, structural equation modeling (AMOS), cluster analysis, Hierarchical Linear Modeling analyses, and qualitative coding. Conducted systematic review and meta-analysis on social-emotional, behavioral, and academic interventions implemented among low-income urban youth.

2009-2010

Focus Group Facilitator

DePaul University

Chicago's Southwest Englewood Community

Collaborated with Chicago's Southwest Englewood community and engaged in conversations with community members about existing challenges within the community and schools. Co-facilitated focus groups with parents, teachers, and students in Englewood assessing culturally and contextually relevant coping strategies for low income, urban African American adolescents. Coded qualitative data and conducted data analysis utilizing NVivo software. Disseminated findings to the community and partook in an ongoing collaborative process with community members to ensure an effective development of a coping intervention.

2009-2010

Assistant Research Scientist

University of Illinois at Chicago

Institute for Juvenile Research (IJR)

Disruptive Behavior Clinic

Served as a research assistant in the Institute for Juvenile Research's Disruptive Behavior Disorders Clinic, which provides evidence-based outpatient treatments to school-age youth who struggle with disruptive behaviors. Participated in weekly multidisciplinary team meetings with psychology interns, externs, clinical psychologist, and psychiatrist, led training for new research assistants, and engaged parents and youth in activities during a program entitled, *Parents and Children Changing Together*, and provided them with tools to improve communication, behavior management, and school issues.

2003-2004

Researcher/ Community Outreach Assistant

Logan Square Neighborhood Association in Chicago, IL

Conducted intensive research searches on information about gentrification and affordable housing. Created and disseminated flyers while engaging neighbors of the Logan Square area who are affected by the gentrification process. Facilitated neighborhood meetings and discussed possible solutions and interventions. Constructed a diversity float and participated in the affordable housing march in downtown Chicago around the Daley Center to speak with Chicago's Mayor Daley regarding policy solutions.

CLINICAL PRACTICE EXPERIENCE

2013-2016

School Social Worker

Harlem Children's Zone

Promise Academy High School, New York, NY

Provide IEP, at-risk, and voluntary one-on-one and group counseling to high school students. Created goals and implemented strategies for students' Individual Education Plan (IEP). Assessed and responded to high-risk situations and made immediate recommendations and referrals in efforts to ensure student safety, during day and after school program. Designed curriculum and facilitated topic specific groups, workshops and drop-in discussion groups to address social-emotional and/or behavioral issues, race and racism, self-empowerment, police brutality, domestic violence. Participated in at-risk case conferences with administration, students and their families to develop strategies for the safety, emotional and basic needs of the students and their families. Supported teachers, administration, and school staff by conducting psycho-educations on behavioral, mental, and emotional challenges and helpful ways to implement effective strategies in the classroom. Wrote and created proposal to implement trauma-informed care curriculum within the Promise Academy Schools at HCZ.

2012-2013

Social Work Practicum

New York Presbyterian Hospital Weill Cornell

Adolescent Partial Day Hospitalization Program

Provided intensive clinical treatment for adolescents, ages 13 through 20, and their families. Worked closely with the interdisciplinary team, including Psychiatrists, Nurses, and Clinical Social Workers. Conducted initial assessments, biopsychosocial, and comprehensive evaluations according to the DSM-IV TR. Created comprehensive individualized treatment plans according to evidence-based practice. Facilitated therapeutic groups: CBT, coping skills, problem solving techniques, mindfulness, interpersonal & life skills. Conducted family therapy sessions and individual therapy sessions. Gained experience through rotating practice in the Psychiatric Emergency Department and Adult Inpatient Unit. Maintained ongoing communication for the most effective discharge planning, focused on continuing treatment needs and community support for patients and families.

2012-2013

Youth Counselor/Education Specialist/Prevention Case Worker

Forestdale Inc., New York, NY

Provided individual counseling and supportive services to underserved and underrepresented teens, ages 13-21, in foster care. Worked with birth parents, foster parents, and school counselors to advocate for children's social-emotional needs. Mentored and assisted teens in application process for college as well as financial aid applications. Developed curriculum/facilitated workshops that addressed transition to college, career choices, and social-emotional well-being. Conducted home visits to assist families with chronic psychosocial challenges. Accompanied clients to crucial legal and medical appointments and assisted them in applying to benefits.

2011-2012

Case Planner, Social Work Practicum

Forestdale Inc., New York, NY

Engaged and provided services to children, biological and foster families and other extended family to determine safety, health literacy and social/educational achievement. Provided counseling to families around barriers to reunification with children. Conducted bi-monthly home visits to foster home and birth parents' home. Represented the agency at court hearings related to child and family well-being. Maintained and managed all paperwork requirements as they relate to specific children and families and via the New York State electronic recording systems known as CONNECTIONS.

2009-2011

Rape Crisis Counselor

Rape Victim Advocates (RVA), Chicago, IL

Completed 68-hour training in crisis intervention, medical advocacy, and legal advocacy, and sexual assault education. Provided nonjudgmental emotional support to victims of sexual violence in 12 Chicago area emergency rooms. Helped survivors request order of protection on the perpetrator, educated them on Rape Trauma Syndrome (RTS), provided information on medication, educated survivors and hospital staff about The Sexual Assault Survivors Emergency Treatment Act (SASETA), and supported immigrant survivors through both the medical and legal processes. Assisted nurse and survivor in the rape evidence collection kit as well as advocate for the survivor during police interview.

2008-2011

Crises Focused Counselor

National Runaway Switchboard, Chicago, IL

Provided non-directive crisis intervention to at-risk youth (ages 12-21) and their families. Counseled youth with crises such as physical, sexual, and emotional abuse, suicidal thoughts and running away. Facilitated family reunification through the Home Free youth transportation program.

2008-2009

Mental Health Practicum

DePaul Family and Community Health Services, Chicago, IL

Provided support to nine to thirteen-year-olds exhibiting trauma symptoms through joint play, role-playing, effective listening. Co-facilitated weekly social skills group for underserved kindergarten students. Participated in weekly multidisciplinary trainings with psychologists, therapists, and case workers. Attended weekly psychological testing and assessment team meetings and discussed graduate students' testing write-ups.

ETHNOGRAPHIC RESEARCH AND CLINICAL EXPERIENCE

December 2008 **Argentina, Chile, Uruguay; “Coping and Resilience”**

Participated in abroad program designed to gain insight into the people, culture, and political transitions of Argentina and Chile. Interviewed survivors from the military dictatorship in Chile and Argentina and gained insight on their ways of coping, resilience, and their understanding on the conditions that can create the context for people to inflict harm/kill others. Interviewed, observed, and marched with the Mothers of Plaza de Mayo. For over three decades, the Mothers have fought for the right to re-unite with their abducted children. Interviewed citizens of Argentina and Chile and gained their insight on the military dictatorship and the transition of their country today.

December 2007 **Japan; “Coping and Resilience of the Atomic Bomb”**

Participated in a well-rounded study abroad program designed to examine the psychology behind the atomic bomb; the conditions that create the context for war, behaviors that inflict harm on others especially ones they do not know, and what influences their decisions. Interviewed, observed, and gained insight on survivors’ individual ways of coping as well as last surviving doctor and family members. Interviewed an American prisoner of war that was taken to Japan in WWII, an American survivor of WWII that worked on the atomic bomb himself with Albert Einstein, and President Truman’s grandson on his thoughts of his grandfather’s decision to drop the atomic bomb.

PEDAGOGICAL TRAINING FOR TEACHING

Winter 2019 **Developing Inclusive Pedagogy in Diverse College Classrooms** University of Chicago

Four-part series on developing diverse and inclusive classrooms. Sessions explored developing inclusive and critical pedagogy through learning activities, curricula, and assessments designed to engage students in a meaningful and accessible way. Critical pedagogy is designed to co-create knowledge, center diverse student experiences, and challenge oppressive structures in the classroom setting. Training curriculum focused from the book, *Race and Higher Education: Rethinking Pedagogy in Diverse College Classrooms*, edited by Annie Howell and Frank Tuitt.

SPECIALIZED METHODS AND DATA ANALYSIS TRAINING

Quantitative

Spring 2021	Data Visualization in R – Robert Wood Johnson Foundation
Spring 2020	Introduction to GIS and Spatial Analysis – University of Chicago
Spring 2020	Applied Longitudinal Data Analysis (STATA, R) – University of Chicago
Winter 2019	Introduction to Causal Inference (R) – University of Chicago
Summer 2018	Summer Training Workshop: Hierarchical Linear Modeling, Dr. Steven Raudenbush
Spring 2018	Multilevel Modeling (STATA, R) – University of Chicago
Winter 2018	Applied Regression Analysis – University of Chicago

Qualitative

2019-2021 Applied Qualitative Research Seminar – University of Chicago
Software: NVivo

2019-2021 Doctoral Student Qualitative Workshop – University of Chicago
Winter 2019 Coding and Analyzing Qualitative Data – University of Chicago
Software: MAXQDA

Winter 2018 Involved Interviewing – University of Chicago

OTHER SERVICE

Ad Hoc Manuscript Reviewer

Children and Youth Services Review

Ad Hoc Conference Abstract Reviewer

Society for Prevention Research Conference