
Samantha Guz, LCSW

(she/her/hers)

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EDUCATION

- Ph.D. **June 2024 (expected), University of Chicago, Chicago, IL**
Crown Family School of Social Work, Policy and Practice
Chair: Matt Epperson PhD
Committee: Eve L. Ewing Ed.D, Rebecca Hinze-Pifer PhD, Jennifer Mosley PhD
- M.S.S.W. **August 2017, The University of Texas at Austin, Austin, TX**
Concentration: Clinical Practice in Social Work
- B.S. **May 2015, Texas A&M University at College Station, College Station, TX**
Major: Psychology and Sociology

RESEARCH INTERESTS

School social work
Street-level education policy and politics
Adolescent mental health & holistic wellbeing
School-prison nexus
Gendered whiteness
Community-engaged mixed methods research
Critical feminist research and practice

RESEARCH EXPERIENCE

- 2019 – present ***Research Associate***
Principal Investigator: Matt Epperson Ph.D.
Crown Family School of Social Work, Policy and Practice, University of Chicago
Smart Decarceration Project
- Collaborated closely with PI to implement a computer adaptive mental health and substance use screening tool in Cook County. Role included project management, grant writing, direct communication with stakeholders in the county probation and health departments, documenting the implementation process, data management, and data analysis of quantitative data.
- 2019 – present ***Research Associate***
Principal Investigator: Matt Epperson Ph.D.

Crown Family School of Social Work, Policy and Practice, University of Chicago
Smart Decarceration Project

Collaborated closely with PI to conduct a process and outcome evaluation of a pre-adjudication fitness diversion program in Cook County. Served as the project manager which included research tasks such as analyzing secondary quantitative data, conducting individual interviews, analyzing qualitative data, and leading article manuscripts. Beyond research, tasks included consulting on the program and sustaining a research-practice collaboration that included county judges, court line staff, and a community-based organization.

2019 – present

Graduate Research Assistant

Principal Investigators: David Johnson Ph.D.
Consortium of School Research, University of Chicago
Exposure to Community Violence

Engaged in a mixed methods project examining how schools support students who have been exposed to trauma. Primarily worked with the qualitative research team to conduct interviews in Chicago Public Schools and engage in qualitative data analysis. Responsible for drafting conference proposals, facilitating community-advisory board meetings, presenting results to district and community stakeholders as well as co-authoring public reports.

2019 – present

Graduate Research Assistant

Principal Investigator: Eve L. Ewing Ed.D
School of Social Service Administration, University of Chicago
Beyond Schools Lab

Collaborated with PI and fellow lab members on several projects including a manuscript focused on barriers to attendance for students enrolled in alternative high schools. Co-authored a public facing brief on Chicago Public Schools data. The brief focused on the importance of open data access in public education as well as the necessity of community-engaged research.

2015 – present

Graduate Research Assistant

Principal Investigator: Cynthia Franklin Ph.D.
Steve Hicks School of Social Work, University of Texas at Austin
School-based Social Work Research Team

Focused on mental health and academic outcomes for unprotected youth in school settings. Engaged in secondary data analysis. Responsible for implementing methodological procedures of systematic literature reviews including conceptual development, coding, and analysis.

2016 – 2017

Graduate Research Assistant

Principal Investigator: Lauren Gulbas Ph.D.
Steve Hicks School of Social Work, University of Texas at Austin
Qualitative Suicidality Research Team

Engaged in an independent study with an interdisciplinary anthropology-social work scholar to learn the fundamentals of qualitative research. Utilized grounded theory to create a codebook for qualitative analysis. Served as primary coder in NVivo. Analyzed a longitudinal qualitative dataset.

2015 – 2016

Graduate Research Assistant

Principal Investigator: Margaret Bassett LPC-S
Steve Hicks School of Social Work, University of Texas at Austin
Institute of Domestic Violence and Sexual Assault

Collected and analyzed survey data regarding direct service providers' perceptions of interpersonal violence. Developed treatment implementation manuals for practitioners based on survey results. Planned an interdisciplinary professional training conference for mental health practitioners and court line staff in Texas

PUBLICATIONS

Academic Peer Reviewed Articles

Guz, S., Kattari, S.K., Hecht, H.K. & Ross, E. (in press). A scoping review of asexuality literature in social science research. *Archives of Sexual Behavior*.

Franklin, C., **Guz, S.,** & Zhang, A., Kim, J. S., Zheng, H., Hai, A.H., Ju Cho, Y. & Shen, L. (2022). Solution-focused brief therapy for students in schools: A comparative meta-analysis of the English and Chinese literature. *Journal of the Society for Social Work and Research*. 10.1086/712169

Guz, S. (2022). Book review: The feminist and the sex offender: Confronting sexual harm, ending state violence. *Affilia*. 10.1177/08861099221078545

Ewing, E.L., Davis, B., & **Guz, S.** (2021). "I hope I make it": Alternative school students' attendance and the need for an expanded accountability. *Urban Education*.

Guz, S., Kattari, K. S., Atteberry-Ash, B., Klemmer, C., Call, J. & Kattari, L. (2021). Depression and suicide risk at the cross-section of sexual orientation and gender identity for high school youth. *Journal of Adolescent Health, 68*(2), 317-323. 10.1016/j.jadohealth.2020.06.008

Park, S., **Guz, S.,** Zhang, A., Beretvas, N., Franklin, C. & Kim, J.S. (2020). Characteristics of effective school-based, teacher-delivered mental health services for children. *Research on Social Work Practice, 1*(11). 10.1177/1049731519879982

- Atteberry-Ash, B., Speer, R. S., Kattari, K. S., **Guz, S.** & Kattari, L. (2019). School safety experiences of youth adults across sexual orientation and gender identity. *Children and Youth Services Review, 104*. 10.1016/j.chidyouth.2019.104403
- Zhang, A., Borhneimer, L., Weaver, A., Franklin, C., Hai, A. **Guz, S.** & Shen, L. (2019). Cognitive behavioral therapy for primary care depression and anxiety: A secondary meta-analytic review using robust variance estimation in meta-regression. *Journal of Behavioral Medicine, 42*(6) 1117-1141. 10.1007/s10865-019-00046-z
- Gulbas, L. E., **Guz, S.**, Hausmann-Stabile, C., Szlyk, H., & Zayas, L. H. (2019). Trajectories of well-being among Latina adolescents who attempt suicide: a longitudinal qualitative analysis. *Qualitative Health Research, 29*(12), 1766-1780. 10.1177/1049732319837541
- Chen, H., Liu, X., **Guz, S. R.**, Zhang, A., Franklin, C., Zhang, Y & Qu, Y. (2018). The use of solution-focused brief therapy in Chinese schools: A qualitative analysis of practitioner perceptions. *International Journal of School Social Work, 3*(1). 10.4148/2161-4148.1030
- Ninci, J., Rispoli, M., Neely, L. & **Guz, S.** (2018). Transferring picture exchange requests to receptive identification for children with ASD. *Developmental Neurorehabilitation, 23*(3), 178-187. 10.1080/17518423.2018.1437840
- Franklin, C., Kim, J. S., Beretvas, T., Zhang, A., **Guz, S.**, Park, S., Montgomery, K. L. Chung, S. & Maynard, B. (2017). The effectiveness of teachers in the delivery of school mental health services: A meta-analysis. *Clinical Child and Family Psychology Review, 20*(3), 33-350. 10.1007/s10567-017-0235-4
- Williams, M. & **Guz, S.** (2017). Four macro interventions that combat the school-to-prison-pipeline. *Professional Development: The International Journal of Continuing Social Work Education Journal, 2*(1), 38-45. ISSN: 1097-4911

Book Chapters

- Guz, S.** (in press). The response of school social work to racial segregation and desegregation in American public schools In *Social Work, White Supremacy, and Racial Justice*. Oxford University Press.
- Guz, S.** (in press). Locating school social work in the reconstruction period In *Encyclopedia of Social Work*. Oxford University Press.
- Guz, S.** & Irsheid, S. (in press). Expansive ecological model for attendance and engagement interventions. In C. Franklin (Eds.), *School Services Sourcebook* (3rd ed.). Oxford University Press.
- Garthe, R. C. & **Guz, S.** (2019). The development of forgiving in children, adolescents and emerging adults: Applications of forgiveness. In E. L. Worthington & N. Wade (Eds.), *Handbook of forgiveness* (2nd ed.). Routledge.

Franklin, C., Bolton, K. & **Guz, S.** (2019). Solution-focused brief family

therapy. In B. Fiese (Ed.), *APA handbook of contemporary family psychology*. American Psychological Association.

Franklin, C., Hopson, L. & **Guz, S.** (2018). Involuntary clients in public schools: Solution-focused brief therapy interventions. In R. Rooney & R. Mirick (Eds), *Strategies for work with involuntary clients* (2nd ed.). Columbia University Press.

Franklin, C. & **Guz, S.** (2017). Tier 1 approach: Schools adopting SFBT model. In J.S. Kim, M.S. Kelly and C. Franklin (Eds.), *Solution-focused brief therapy in schools: A 360-degree view of research and practice principles* (2nd ed.). Oxford University Press.

Book

Franklin, C., Streeter, C, Linda, W & **Guz, S.** (2018). *School Focused Brief Therapy in Alternative Schools*. Abingdon: UK, Routledge.

Publications for Practitioner Audiences

Guz, S. (2021). The stories we tell ourselves: An introduction to the series. *School Social Work Network*. Retrieved at: <https://schoolsocialwork.net/the-stories-we-tell-ourselves-an-introduction-to-the-series/>

Guz, S. (2021). The stories we tell ourselves part 1: School social work and casework. *School Social Work Network*. Retrieved at: <https://schoolsocialwork.net/the-stories-we-tell-ourselves-part-1-school-social-work-and-casework/>

Guz, S. (2021). The stories we tell ourselves part 2: School social work, immigration, and citizenship. *School Social Work Network*. Retrieved at: <https://schoolsocialwork.net/the-stories-we-tell-ourselves-part-2-school-social-work-immigration-and-citizenship/>

Guz, S. (2021). The stories we tell ourselves part 3: School social work and school segregation. *School Social Work Network*. Retrieved at: <https://schoolsocialwork.net/the-stories-we-tell-ourselves-part-3-school-social-work-and-school-segregation/>

Guz, S. (2021). The stories we tell ourselves part 4: School social work and White womanhood. *School Social Work Network*. Retrieved at: <https://schoolsocialwork.net/the-stories-we-tell-ourselves-part-4-school-social-work-and-white-womanhood/>

Popular Press

Washington, D.M., Suslovic, B. & **Guz, S.** (2021). Op-Ed: U of C Doesn't Need More Policing to Reduce Crime. *Southside Weekly*. Retrieved at: <https://southsideweekly.com/op-ed-u-of-c-doesnt-need-more-policing-to-reduce-crime/>

Guz, S. and Washington, D.M. Sr. (2021). Criminalizing childhood: A proposal could institute fines and mandatory counseling for families. *Southside Weekly*. Retrieved at: <https://southsideweekly.com/criminalizing-childhood/>

PUBLICATIONS IN PREPARATION

Epperson, M., Sarantakos, S. & **Guz, S.** (in preparation). Logic models as a tool in community engaged research.

Guz, S. & Ding, X. (in preparation). A comprehensive scoping review of the public alternative high school literature.

Guz, S. & Suslovic, B. (in preparation). “She must be experimental, resourceful, and have sympathetic understanding”: Theorizing toxic white womanhood as a persona and performance in social work.

Guz, S., Orta, D., Johnson, D. & Liu, V. (in preparation). “We Need Protocols”: Gendered whiteness, Racialized Emotions, and Racial Justice Activism in a Public High School.

GRANTS & FELLOWSHIPS

2021-2022	Center for the Study of Race, Politics, and Culture Research Stipend \$2500
2020-2021	Center for Health Administration Studies Doctoral Research Stipend \$3000
2020-2021	University of Chicago Mansueto Institute Urban Doctoral Fellow \$1000
2020	University of Chicago Graduate Council Advanced Travel Fund \$600
2017	Lawrence Hall Clinical Intern Fellowship \$1500
2016	Texas Hillel Student Opportunity Fund \$150
2016	CapCityKids Scholar \$1500

PEER REVIEWED CONFERENCE PRESENTATIONS

Paper Presentations

April 2022 **Guz, S.,** Johnson, D., Orta, D. & Berryman, K. *Racial Capitalism and Student Organizing in Schools: School Climate and Student Well-Being as Political Territories*. Paper presented remotely at American Educational Research Association Annual Meeting.

- April 2022 Hinze-Pifer, R., Orta, D., Johnson, D., Blanchard, A., **Guz, S.**, Berryman, K. *Schools as Protective Factors: Understanding the Buffering Effects of Schools on Exposure to Community Violence*. Paper presented remotely at American Educational Research Association Annual Meeting.
- March 2022 Nado, M. & **Guz, S.** *Housing Service Characteristics and Experiences of Homelessness and Incarceration for Youth Aging out of Foster Care*. Paper presented at Association for Public Policy Analysis and Management in Austin, Texas.
- January 2022 Nado, M. & **Guz, S.** *Housing Service Characteristics and Experiences of Homelessness and Incarceration for Youth Aging out of Foster Care*. Paper presented remotely at Society for Social Work and Research Annual Conference.
- April 2021 Hinze-Pifer, R. & **Guz, S.** *"Resilience Through Relationships": Exposure to Community Violence and Healing in Schools During COVID-19 and E-Learning*. Paper presented remotely at American Educational Research Association Annual Meeting.
- January 2021 Zhang, A., Franklin, C., **Guz, S.** & Kim, J. *Solution-focused brief therapy for students in schools: A comparative meta-analysis of the English and Chinese literature*. Paper presented remotely at Society for Social Work and Research Annual Conference.
- November 2020 **Guz, S.** *The response of school social work to racial segregation and desegregation in American public schools*. Paper presented remotely at Social Work, White Supremacy and Racial Justice.
- November 2020 Williams, M., Jenkins-Williams, M. & **Guz, S.** *The strengthening power of mentorship*. Paper presented remotely at Continuing Social Work Education Conference.
- January 2020 **Guz, S.**, Kattari, K. S., Atteberry-Ash, B., Klemmer, C., Call, J. & Kattari, L. *Depression and suicide risk at the cross-section of sexual orientation and gender identity for high school youth*. Paper presented at Society for Social Work and Research Annual Conference in Washington D.C.
- October 2019 **Guz, S.** & Williams, M. *School-based social work: A longitudinal analysis of punitive discipline and school safety*. Paper presented at Council on Continuing Social Work Education Conference in Denver, Colorado.
- January 2019 Garthe, R., Fedock, G., **Guz, S.**, Golder, S., Logan, TK., & Higgins, G. *Intimate partner violence victimization among women on probation and/or parole: An examination of attitudes and utilization of domestic violence services*. Paper presented at Society for Social Work and Research Annual Conference in San Francisco, CA.

- November 2018 **Guz, S.** *Suicidality in Latina adolescents: Interprofessional collaboration & points of intervention.* Paper presented at Society for Social Work and Research Annual Conference in Orland, FL.
- October 2017 **Guz, S.** & Williams, M. *Analyzing racial, economic and behavioral health barriers for incarcerated women of color.* Paper presented at Council on Continuing Social Work Education Conference in Dallas, Texas.
- October 2017 Zhang, A., **Guz, S.** & Franklin, C. *Evidence-based collaboration with teachers: Systematic-review and meta-Analysis of teacher-delivered-school-based mental health interventions.* Paper presented at Council on Continuing Social Work Education Conference in Dallas, Texas.
- July 2014 Peterson, R., Grenwelge, J., Green, R., Hodge R. & **Guz, S.** *Children's mental health-rural positive behavior support project.* Paper presented at National

Poster Sessions

- January 2021 Zhang, A., **Guz, S.**, Franklin, C. & Kim, J. *Characteristics of effective school-based, teacher-delivered mental health services for children using meta-regression.* Poster presented remotely at Society for Social Work and Research Annual Conference.
- January 2019 **Guz, S.**, Zhang, A. & Franklin, C. *Intervention characteristics in relation to school-based mental health service outcomes: A secondary meta-analysis.* Poster presented at Society for Social Work and Research Annual Conference in San Francisco, CA.
- January 2018 Williams, M. & **Guz, S.** *Understanding racial, economic and behavioral health barriers for incarcerated women of color.* Poster presented at Society for Social Work and Research Annual Conference in Washington D.C.
- November 2016 **Guz S.**, Williams, M. & Berson, L. *The school-to-prison-pipeline: Teaching updated intervention tools.* Poster presented at Council on Continuing Social Work Education Conference in Atlanta, Georgia.
- October 2016 Williams, M & **Guz S.** *Interventions for school social workers to combat the school-to-prison-pipeline.* Poster presented at NASW TX Conference in Arlington, Texas.

Panels

- February 2022 Hill, A., Guz, S., Washington, D. & Suslovic, B. *Abolitionist social work.* Remote panel presentation at DePaul Graduate Philosophy Conference Perspectives On Surveillance, Policing, Carcerality and Abolition.
- October 2017 LaBrenz, C., Kim, K., Szlyk, H., Olcon, K., **Guz, S.**, Benden, A. & Pulliam, R. *Breaking the silence: The unacknowledged role of whiteness in social work.*

Panel presentation at Council on Continuing Social Work Education Conference in Dallas, Texas.

INVITED PRESENTATIONS FOR PRACTITIONER AUDIENCES

- June 2021 **Guz, S.** *Trauma-informed & structurally-informed practice*. Invited lecturer at the Chicago Center for Youth Violence Prevention at the University of Chicago.
- June 2021 **Guz, S.** *Citizenship and school social work during the progressive era*. Invited lecturer in a supplementary video within the *School Services Sourcebook* (3rd ed.).

INVITED ACADEMIC PRESENTATIONS

- June 2021 **Guz, S.,** Ybarra, M., Fields, L.S. & Fedock, G. *Recovering histories: Racialized gender and the professionalization of social work*. Invited moderator at the Crown Family School of Social Work, Practice and Policy at the University of Chicago.
- April 2021 **Guz, S.** & Miller, RJ. *A Book Conversation about Halfway Home: Race, Punishment, and the Afterlife of Mass Incarceration*. Invited moderator at the Race Workshop at the University of Chicago.
- February 2021 **Guz, S** & Franklin, C. *School social work history: Immigration and school-based practice during the progressive era*. Invited lecturer at the PhD Colloquium at the University of Texas at Austin Steve Hicks School of Social Work.
- November 2020 **Guz, S** & Ding, X. *Alternative high school literature review: Methodological and theoretical overview*. Invited lecturer at the Beyond Schools Lab at the University of Chicago.
- September 2020 Ding, Xiao & **Guz, S.** *Systematic literature reviews: How to manage your data*. Invited lecturer at the PhD Colloquium at the University of Texas at Austin Steve Hicks School of Social Work.

TEACHING EXPERIENCE

- Spring 2022 **Instructor**
Crown School of Social Work, Policy and Practice, University of Chicago

Instructor: Samantha Guz, MSSW LCSW

Course: *Race, Racism and Resistance in Public School Policy and Practice (SSAD49650)*

This course explored the ways racism has and continues to shape public education in the United States. We engaged historical perspectives, contemporary policy debates, critical theory, empirical research, as well as reflections from school practitioners and activists to understand the

mechanisms that reproduce racial inequality in public education. In addition to examining the mechanisms of racial inequality, this course examined the impact of collective action, policy interventions, and anti-racist direct practice in making public schools settings of racial justice.

Designed and solo taught a new course to fill gap in the Masters curriculum.

Winter 2022

Graduate Teaching Assistant and Lecturer

Crown School of Social Work, Policy and Practice, University of Chicago

Instructor: Gina Fedock Ph.D.

Course: *Direct Practice in the Era of Mass Incarceration (SSAD68100)*

This course explored historical, current, and emerging clinical practices with populations involved with and directly impacted by the criminal legal system. This course incorporated and examined the following components to understand these clinical practices: (1) discourses and theories embedded within and shaping clinical practices, such as discourses of rehabilitation and criminological theories; (2) both prevention and intervention focused practices; (3) individual, family, and group programs and treatment modalities; (4) the impact of criminal justice policies and correctional environments and dynamics; and (5) the roles of race, gender, gender identity, and other social identities and their corresponding systems of power.

Supported class discussion and lectured on course content. Specifically lectured and facilitated class discussion on policy and practice related to the juvenile legal system. Held office hours and one-on-one meetings with students to provide guidance on conceptual and practical questions related to the course projects. Received mentorship on how to conceptualize and structure a Masters-level practice course. Collaborated with instructor to select readings, create assignments, and grade final projects.

Spring 2020

Guest Lecturer

Social Work, Augsburg University

Instructor: Erin Sugrue, Ph.D.

Course: *School Social Work Practice*

This Master's course built foundational policy knowledge and practice skills for emerging school social workers.

Designed a lecture that would critically examine the history of the visiting teachers movement, professionalization in school social work, and White womanhood.

Spring 2020

Graduate Teaching Assistant and Lecturer

Crown School of Social Work, Policy and Practice, University of Chicago

Instructor: Matt Epperson, Ph.D.

Course: *Smart Decarceration : A Grand Challenge for Social Work (SSA47452)*
This Masters course pushed social work students to move away from incarceration-based thinking and toward productive practice and policy innovations. The course was connected to social work's grand challenge initiative of smart decarceration and was a policy course within the Transforming Justice Policies and Polices program of study.

Supported class discussion and lectured on course content. Specifically lectured and facilitated class discussion on social work history, policy, and practice related to smart decarceration. Held office hours and one-on-one meetings with students to provide guidance on conceptual and practical questions related to the course projects. Received mentorship on how to conceptualize and structure a Masters-level policy course. Collaborated with instructor to select readings, create assignments, and grade final projects.

Spring 2020

Graduate Teaching Assistant and Lecturer

Crown School of Social Work, Policy and Practice, University of Chicago
Instructor: Eve L. Ewing, Ed.D

Course: *Race and American Schools (SSA21000)*

This undergraduate course explored the fundamental role that race and racism have played in the structure, governance, policy, and social functioning of American public schools.

Lectured weekly on course content and facilitated class discussion related to course readings. Specifically lectured and facilitated class discussion on education policy, politics, and governance. Held office hours and one-on-one meetings with students to provide guidance on conceptual and practical questions related to the course projects. Graded all course assignments for a cohort of students within the class including reading responses and course projects. Received mentorship on how to conceptualize and structure a course focused on race and racism in public education.

Spring 2020

Graduate Teaching Assistant and Lecturer

Department of History, University of Chicago
Instructor: Nick Kryczka, Ph.D.

Course: *Schools and Space (HIST27307)*

This undergraduate course introduced students to major issues in educational history and urban history by way of a case study of Chicagoland. The case study of Chicago provided an entry point to a historical overview of public education policy, structure and governance.

Lectured weekly on course content and facilitated class discussion of primary sources and secondary literature to explore how the development of metropolitan space, urban labor markets, and civic as well as communal anxieties of migration gave form and function to educational policy. Held office hours address conceptual and practical questions related to the class, paper topics, writing skills, and historical methods. Graded all course

assignments for a cohort of students within the class including reading responses, quizzes, papers and a written exam.

Spring 2016

Guest Lecturer

Steve Hicks School of Social Work, University of Texas at Austin

Instructor: Lauren Gulbas, Ph.D.

Course: *Foundations of Social Justice (SW544)*

This Master's course explored social work's professional commitment to social justice.

Designed a lecture to explore the school-prison nexus conceptually as well as identify practice interventions for emerging social workers.

Spring 2016

Guest Lecturer

Steve Hicks School of Social Work, University of Texas at Austin

Instructor: Michael Lauderdale, Ph.D.

Course: *Working with Youth Gangs (SWF939U)*

This undergraduate course explored the role of youth serving organizations in urban areas

Designed a lecture to detail how the collapse of the auto-mobile industry in Detroit, MI affected the city's public school system.

Spring 2016

Teaching Assistant

Sociology Department, Texas A&M University

Instructor: Stjepan Meštrović Ph.D.

Course: *Introduction to Sociology (SOC12015)*

This undergraduate course provides an introduction to sociology.

Responsible for holding office hours. Provided one-on-one assistance to students on course concepts and readings. Graded course tests.

CLINICAL AND PRACTICE EXPERIENCE

September 2019 –

Mentor

September 2020

Lawrence Hall, Chicago, IL

Provided trauma-informed mentorship to youth involved in the criminal legal system. Meet with youth weekly in person and remotely. Mentorship focused on rapport building, identity formation, and holistic wellbeing.

March 2018 –

Community-based Therapist

September 2019

Lawrence Hall, Chicago, IL

Engaged in the clinical process of intake, assessment, diagnosis, treatment and follow-up. Utilized individual, group and family treatment modalities to provide trauma-based clinical services. Served a caseload of 20-24 young people between the ages of 14-26 who were involved in the criminal legal

system in community-based and school-based settings. Responsible for program development, data management, and grant reporting. Deepened skills in trauma-focused cognitive behavioral therapy (TF-CBT), Dialectical Behavioral Therapy (DBT), Acceptance and Commitment Therapy (ACT), and art-based therapeutic activities. Received three hours of weekly clinical supervision including individual LCSW supervision, individual PsyD supervision and PsyD facilitated group supervision.

November 2017 –
March 2018 ***School-based Case Manager***
Bright Star Community Outreach, Chicago, IL

Provided trauma-informed case management and therapeutic services to youth in Chicago Public Schools. Received formal training in Check & Connect case management program implementation and fidelity. Engaged in consultation with teachers and school administrators regarding mental health services. Received weekly individual LCSW supervision

January 2017 –
August 2017 ***Community-based Clinical Social Work Intern***
LifeWorks, Austin, TX

Engaged in the clinical process of intake, assessment, treatment and follow-up. Implemented brief and ongoing clinical services in community settings for adolescents with a history of trauma. Utilized a variety of modalities including individual counseling, family counseling, and group therapy. Further developed skills in trauma-focused cognitive behavioral therapy (TF-CBT), grief and loss counseling, and art-based therapeutic activities. Received weekly LCSW supervision.

August 2015 –
May 2016 ***School Social Work Intern***
McBee Elementary School, Austin, Texas

Engaged in the clinical process of intake, assessment, treatment, and follow up. Utilized a variety of modalities including individual, family, and group therapy. Developed skills in play therapy, trauma-focused cognitive behavioral therapy (TF-CBT), grief and loss therapy, and art-based therapeutic activities. Brokered services for families as well as established connections between the school and community providers. Received weekly LCSW supervision.

August 2013 –
August 2015 ***Strengthening Families Interventionist***
Texas AgriLife Extension Service, College Station, Texas

Engaged in the clinical process of intake, assessment, and treatment. Implemented the Strengthening Families Program (SFP) for youth in rural Central Texas. Facilitated SFP youth groups in community and social service settings. Adapted program materials for youth living in homeless shelters and in rural areas more broadly. Partnered with rural community agencies to broker services for families

August 2013 –
May 2015

Family Therapist

Bravos Valley Rehabilitation Center, Bryan, Texas

Served individuals aged 4-21 through individual therapy and family therapy sessions. Oriented individual therapy around clients' motivation and desire for self-determination. Family therapy focused on psychoeducation and skill building for caregivers and siblings. Participated in ongoing data collection and evaluation of treatment fidelity to ensure best care for clients. Led psychoeducation groups for caregivers and siblings of children with autism. Role included being an advocate for clients in medical and education settings.

JOURNAL REVIEWER

2022

Social Service Review
Reviewer

2021

Criminal Justice and Behavior
Student Reviewer

2019-2021

International Journal of School Social Work
Reviewer

2020

Perspectives on Social Work
Reviewer

ACADEMIC SERVICE

2021-2023

Student Representative on Doctoral Committee

Crown Family School of Social Work, Policy, and Practice, University of Chicago

SERVICE TO COMMUNITY

March 2021 –
June 2021

Interviewer for Market Box Story Telling Project

Market Box, Chicago, Illinois

Engaged in outreach, scheduling, and conducting interviews for the Market Box storytelling project in partnership with the Chicago History Museum. The Market Box storytelling project is part of a larger mutual aid network providing resources and community to Chicago residents on the South side of the city. The interviews were primarily with elderly Chicago residents and the interviews were submitted to the Chicago History Museum archive. The oral history interviews focused on questions relating to COVID-19 pandemic experiences, family history in Chicago, and potential for out migration.

December 2018

Consultant

Evanston Public Library, Evanston, Illinois

Provided pro bono consultant services to the community outreach department of the Evanston Public Library. The consultant services included hosting a live interview with a long time Evanston resident, creating a podcast, consulting on library program development for adolescents, and planning outreach community art events.

September 2017 – *Respite Social Worker*
September 2018 Jewish Child & Family Services, Chicago, Illinois

Provided pro bono weekend respite care for caregivers of children with autism. Role included providing daycare for children with autism and their siblings. Daycare services focused on play and siblings enjoying recreation time together.

August 2016 – *Group Facilitator*
December 2016 AGE of Central Texas, Austin, Texas

Facilitated pro bono weekly group sessions for older adults experiencing early signs of memory loss. Group provided psychoeducation on dementia, instillation of hope, and support for participants.

HONORS AND AWARDS

2016 1st Place Outstanding Graduate Poster
Texas/National Association of Social Workers
40th Annual State Conference

DATA ANALYSIS TRAINING

Computational
2021 Introduction to Scientific Programming at the University of Chicago

Mixed Methods
2021 Certificate Program on Mixed Methods Research (MMR) at the University of Michigan School of Social Work

Quantitative
2021 Advancing Culturally Responsive Research and Researchers Program at the Advanced Methods Institute at Ohio State University College of Education and Human Ecology