

Doctoral Candidates Seeking Academic Appointments and New Academic Positions

Fall 2024



JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY



JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY

11235 Bellflower Road
Cleveland, Ohio 44106-7164
socialwork.case.edu



October 2024

Dear Colleagues,

I am very pleased to introduce you to our upcoming Ph.D. graduates from the Jack, Joseph and Morton Mandel School of Applied Social Sciences at Case Western Reserve University. These individuals are seeking faculty and post-doctoral research positions.

The purpose of the Doctoral Program at the Mandel School is to prepare scholars, teachers, and leaders to generate new knowledge on the policies and programs of social welfare and the practice of social work. The Mandel School's curriculum emphasizes the creative and evaluative skills necessary for independent inquiry. Our rigorous program prepares social work leaders who demonstrate competency in research, social welfare theory, teaching, and leadership. Students also develop expertise in a specific area of social welfare including applicable practice theory, policy analysis, and program planning.

These doctoral candidates have published and submitted scholarly articles. They have excelled in teaching master's courses. They will defend their dissertation this spring.

We hope that you will contact our upcoming graduates directly about available positions at your school. Please feel free to contact me if I can provide you with any further information (victor.groza@case.edu; 216.368.26682).

Sincerely,

Victor Groza, PhD, LISW-S
Grace F. Brody Professor in Parent-Child Studies
Associate Dean for Doctoral Education



JACK, JOSEPH AND MORTON MANDEL
SCHOOL OF APPLIED SOCIAL SCIENCES
CASE WESTERN RESERVE
UNIVERSITY

CANDIDATE INFORMATION



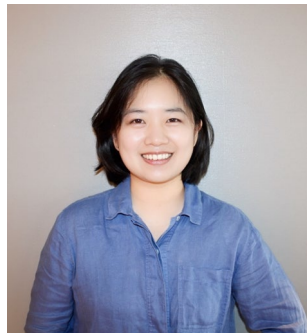
Braveheart Gillani, *Doctoral Candidate*

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Braveheart.gillani@case.edu / (281)773-8479

Research areas: Healthy masculinities, Working-class men in high-risk industries, LGBTQ+ health and well-being, Mentorship for minoritized graduate students, Climate justice, Conscious AI utility for Equity

Teaching interests: : Research Methods in Social Work, Social Policy, Qualitative research methods, Community Development, Community Practice Policy, Social Entrepreneurship, Human Development (across the lifespan), Policy Evaluation, Systems Thinking, Introduction to Social Justice, Operationalizing Everyday Antiracism, LGBTQ+ 101; Introduction to Healthy Masculinities, Social, Economic and Political Environments



Jeesoo Jeon, *Doctoral Candidate*

Page 21

jeesoo.jeon@case.edu / (216) 394-4620

Research areas: The role of social networks and social support in child maltreatment prevention and flourishing; macro factors that impact social relationships and flourishing, such as housing instability and neighborhood conditions; evaluation and innovation of community-based programs; Implementation science and Realist evaluation; quantitative and qualitative research methods.

Teaching interests: Evidence-informed practice, Foundations of social policy, Human behavior & Environment, Social work research methods, Statistics I & II, Child welfare policy



Liat R. Johnson, *Doctoral Candidate*

Page 32

Lrj18@case.edu / (614) 783-1091

Research areas: Ethics education in social work, moral development in social work professionals, social work decision-making, critical thinking, social work ethical behavior and client outcomes, adolescent mental health, mental health disparities.

Teaching interests:

Introduction to social work; social work ethics; introduction to research of statistics; social work practice with individuals, families, and groups; theories of oppression; crisis intervention

BRAVEHEART GILLANI, MSW

I am a transdisciplinary scholar whose research and teaching focus on healthy masculinities, LGBTQ+ health and well-being, and mentorship for minoritized graduate students. My background as a former offshore oil and gas engineer informs my academic work, uniquely positioning me to address the intersections of gender, environmental justice, and health disparities across diverse populations.

My dissertation, "Towards a Just Transition: Barriers and Facilitators Experienced by Oilfield Men in Career Transitioning Out of the Oilfield," examines the structural and communal challenges faced by oilfield men as they transition to new professions. This research is part of a broader conversation about climate justice, sustainable energy transitions, and the reimaging of masculine norms to foster empathy, care, and community well-being. In addition to my work on masculinities, I have conducted extensive research on LGBTQ+ health disparities, with a particular focus on community networks and support systems. My publication, "Mapping the Dynamic Complexity of Sexual and Gender Minority Healthcare Disparities: A Systems Thinking Approach," exemplifies my method of addressing health inequities. My research has directly influenced policy, such as the hiring of transgender healthcare coordinators at gender care clinics in Cleveland. I also investigate strategies to improve the retention and success of minoritized graduate students by examining how intentional, compassionate mentorship can enhance their academic performance and overall well-being.

In the classroom, I view teaching as a sacred honor and a co-creative process where students are supported in becoming their most whole and empowered selves. I utilize a constructivist approach, evoking critical thinking and liberatory actions through flexible, student-centered pedagogy. My courses are designed to minimize harmful power dynamics and promote mutual respect, vulnerability, and accountability. I strive to create inclusive and compassionate learning environments where students, particularly those from underrepresented groups, feel safe, supported, and able to thrive. I have successfully integrated systems thinking tools, non-violent communication practices, and active learning techniques into courses such as "Operationalizing Everyday Anti-Racism" and "Introduction to Social Justice Using Systems Thinking," enabling students to engage deeply with complex social justice issues. The positive student feedback I consistently receive underscores my commitment to fostering transformative and inclusive learning experiences.

Service is central to my academic identity. I am actively involved in community-based research and teaching, focused on fostering belonging and love across differences. I have held leadership roles within both the academy and the broader community, including serving on the PhD Executive Committee at the Mandel School and as a board member of the LGBT Center of Greater Cleveland. As a mentor, I prioritize relationship-building and inclusive practices, supporting students in their academic and professional development. Mentorship has been essential to my growth, and I see it as a symbiotic process where mentor and mentee grow together within a relationship through trust, empathy, and humility.

Above all, my research, teaching, and service are driven by a deep commitment to building a "beloved community" and advancing social justice, equity, and inclusion for all. Through interdisciplinary collaboration, transformative systems thinking, and a focus on love and belonging, I am dedicated to creating lasting change in both academia and the communities I serve.



Braveheart Gillani, MSW

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Key Research Interests

Topics: Healthy Masculinities/Working Class Masculinities
LGBTQ+/Sexual Orientation and Gender Identity & Expression (SOGIE) Health and Wellbeing
Anti-Racism and Mentorship in Higher Education
Methods: Community-Based Participatory Research (CBPR)
System Dynamics
Qualitative Methods: Focus Groups, Detailed Interviews, Social Media Analysis
Quantitative Methods: Structural Equation Modelling, Generalized Linear Model, Multilevel and Longitudinal Modelling, Systematic Review, Missing Data Imputation.

Education

PhD	Case Western Reserve University Jack, Joseph and Morton Mandel School of Applied Social Sciences <i>Oilfield Masculinities and Well-being</i> Committee Members: Drs. Nancy Rolock (Chair), David Crampton, Peter Hovmand, Tim Black & Ann Nguyen	Expected 05/2025
MSW	Washington University in Saint Louis The Brown School of Social Work Specializations: System Dynamics and Community Mental Health Development	08/2020
BS	University of Houston Cullen College of Engineering Major: Mechanical Engineering Minor: Accounting	08/2008

Grants

UCite Course Innovation Grant Awardee-\$2500 <i>Operationalizing Everyday Anti-Racism</i> Case Western Reserve University	05/2024
Baker Nord Center Special Project Awardee-\$5000 <i>Queering Masculinities (faculty and student reading group)</i> Case Western Reserve University	06/2023



2-QTPOC Awardee-\$500 04/2023
Exemplary Community Service Award
Council of Social Work Education

Awards, Fellowships & Honors

2-QTPOC Award 04/2023
Council on Social Work Education

Volunteer of the Year 08/2022
International System Dynamics Society

MSW Cohort Graduation Marshal 08/2020
Washington University in St. Louis; Brown School of Social Work

Edward F. Lawlor Activism Award 05/2020
Washington University in St. Louis; Brown School of Social Work

Bayard Rustin Award; Fostering LGBTQIA+ People-Centered Communities 04/2019
Washington University in St. Louis; Brown School of Social Work

Peer-Review Journal Articles

Published

Rolock, N., Jeon, J., White, K., **Gillani, B.**, Ringeisen, H., Domanico, R., Koh, E., Bai R., & Wood, Z.B. (In Press, 2024). Motivations to adopt: Perspectives from young adult adoptees and adoptive parents. *Families in Society: The Journal of Contemporary Social Services*

Diamant-Wilson, R., Ray-Novak, M., **Gillani, B.**, Prince, D. M., Mintz, L. J., & Moore, S. E. (2024). "I felt like a freak when I would go to the doctor": Investigating healthcare experiences across the lifespan among older LGBT and transgender/gender diverse adults. *Qualitative Research in Medicine and Healthcare*, 8(1).

<https://doi.org/10.4081/qrmh.2024.11879>

Gillani, B., Prince, D.M., Ray-Novak, M., Feerasta, G., Jones, D., Mintz, L.J., & Moore, S.E. (2024). Mapping the dynamic complexity of sexual and gender minority healthcare disparities: A systems thinking approach. *Healthcare*, 12(4), 424. <https://doi.org/10.3390/healthcare12040424>

Miller, E. K., **Gillani, B.**, & O'Donnell, K. A. (2024). Theories of relational health in interpersonal violence research: A scoping review. *Families in Society*, 0(0). <https://doi.org/10.1177/10443894241227650>

- Prince, D. M., Ray-Novak, M., Tossone, K., Peterson, E., **Gillani, B.**, & Mintz, L. (2024). Psychological comorbidities and suicidality in sexual and gender minority foster youth. *Children and Youth Services Review*, *156*, 107379.
- Asher BlackDeer, A., **Gillani, B.**, Cohen, F., & Vogel, M. (2023). A tale of two mentees: Conceptualizing academic mentorship through systems thinking. *Journal of Social Work Education*. <https://doi.org/10.1080/10437797.2023.2248221>
- Bryer, C., Asher BlackDeer, A., **Gillani, B.**, & Lewis, J. P. (2023). Theoretical approaches to disrupting historical trauma among Two-Spirit and Indigenous LGBTQ+ elders. *Healthy Populations Journal*, *3*(4). <https://doi.org/10.15273/hpj.v3i4.11480>
- Gillani, B.** (2023): The poetics of soulful aging, *Journal of Religion, Spirituality & Aging*, <https://doi.org/10.1080/15528030.2023.2189210>
- Gillani, B.**, Cohen, F., Kirchgesler, K. & Asher Blackdeer, A. (2023) Sites of Possibilities: A scoping review to investigate the mentorship of marginalized social work doctoral students, *Journal of Evidence-Based Social Work*, <https://doi.org/10.1080/26408066.2023.2171328>
- Trani, J.-F., Hovmand, P., & **Gillani, B.** (2023). Aging among Black and non-Hispanic White older adults: A community-based system dynamics approach to examining quality of life. *Systems Research and Behavior Science*. Advanced online publication. <https://doi.org/10.1002/sres.2930>
- Withrow, A., Russel, K., & **Gillani, B.** (2023). Mindfulness training for law enforcement to reduce occupational impact: a systematic review and meta-analysis. *The Police Journal*, *0*(0). <https://doi.org/10.1177/0032258X231156710>
- Mintz, L. J., **Gillani, B.**, & Moore, S. E. (2022). Telehealth in trans and gender diverse communities: The impact of Covid-19. *Current Obstetrics and Gynecology Reports*, *11*, 75–80. <https://doi.org/10.1007/s13669-022-00334-7>
- Gillani, B.**, Ganesh, P., Gupta, S., Caster, M., Matar, G., Pettigrew, G., Bracken, R., & Pope, R. (2022). Transgender preventative healthcare exploratory study. *International Journal of Community Medical Public Health*, *9*, 3633–3641. <https://doi.org/10.18203/2394-6040.ijcmph20222550>
- Gaveras, E. M., Fabbre, V. D., **Gillani, B.**, & Sloan, S. (2021). Understanding past experiences of suicidal ideation and behavior in the life narratives of transgender older adults. *Qualitative Social Work*, *22*(1), 159–175. <https://doi.org/10.1177/14733250211051783>
- Moore, S. E., Wierenga, K. L., Prince, D. M., **Gillani, B.**, & Mintz, L. J. (2021). Disproportionate impact of the COVID-19 pandemic on perceived social support, mental health, and somatic symptoms in sexual and gender minority populations. *Journal of Homosexuality*, *68*(4), 577–591. <https://doi.org/10.1080/00918369.2020.1868184>

Prince, D. M., Novak, M. R., **Gillani, B.**, & Peterson, E. (2021). Sexual and gender minority youth in foster care: An evidence-based theoretical, conceptual model of disproportionality and psychological comorbidities. *Trauma Violence Abuse*. Advanced online publication. <https://doi.org/10.1177/15248380211013129>

Under Review

White, K. R., Rolock, N., **Gillani, B.**, Bai, R., Koh, E., Jeon, J., Ringeisen, H., Domanico, George, J. Clinical child behavior challenges and post-adoption instability: A multivariable analysis using propensity score weighting. *Families in Society: The Journal of Contemporary Social Services*

Gillani, B., & Miller, E. Barriers and facilitators for minoritized social work doctoral students—A scoping review. *Journal of Social Work Research*.

Gillani, B., Novak, M. R., Diamant-Wilson, R., Prince, D., Moore, S., & Mintz, L. Wholeness within LGBT communities. *LGBT Health*

Sun, H., **Gillani, B.**, Rhodes, S., Hamilton, D., Gupta, S., Banik, S., Fareesta, G., & Pope, R. Patient-reported factors associated with access to gender-affirming surgery. *Psychology of Sexual Orientation and Gender Diversity*.

Pope, R., **Gillani, B.**, Rhodes, S., Hamilton, D., Gupta, S., Banik, S., & Fareesta, G. Mixed method study—Transgender gender-affirming care. *Psychology of Sexual Orientation and Gender Diversity*

Gillani, B., Rhodes, S., Hamilton, D., Gupta, S., Banik, S., Fareesta, G., & Pope, R. Advocate study's main findings. *Journal of Sexual Medicine*

In Preparation

Koh, E., Rolock, N., **Gillani, B.**, Jeon, J., White, K., Bai, R. Perceived sense of closeness and belonging for relative versus non-relative adoptive families.

Gillani, B. & Kelly, E. TGGD Cancer, and combined decision making

Gillani, B., Novak, M. R., Diamant-Wilson, R., Prince, D., Moore, S., & Mintz, L. Community-based system dynamics practice within LGBT communities—Criminality within Transgender communities.

Byer, C., & **Gillani, B.** (2023). Depression and suicide in two-spirit people

Hovmand, P., & **Gillani, B.** Telescoping time—Gender equity within academia

Published Book Chapters

Gillani, B. (2022). Racism within the LGBT community. In A. E. Goldberg (Ed.), *Encyclopedia of LGBT studies*. Sage Publications.

Gillani, B. (2022). Gender-affirming care. In A. E. Goldberg (Ed.), *Encyclopedia of LGBT studies*. Sage Publications.

Gillani, B., & Cohen, F. (2022). Developing an anti-racist social work curriculum. Social work, White supremacy, and racial justice: Reckoning with our history, interrogating our present, re-imagining our Future. *Social Work, White Supremacy, and Racial Justice*. Oxford University Press.

Asher BlackDeer, A., Cohen, F., & **Gillani, B.** (2023). Young adulthood on the margin. In J. P. Aguilar & E. Counselman-Carpenter (Eds.), *Multidimensional human behavior in the complex social environment: Decolonizing theories for social work practice* (1st ed.).

Peer- Reviewed Presentations and Posters

Krishna, A. and **Gillani, B.** (2024, Aug 1st). *From Roots to Realizations: Exploration of Intergenerational Trauma among South Asian American College Students*. [Conference Paper Presentation]. International System Dynamics Conference, Bergen. Norway. *Virtual Presentation*

Gillani, B. (2024, July 31). *Hopes, Fears, Barriers and Facilitators in Moving from Oilfield to Eco-Centric Masculinities: A System Dynamics Approach*. [Poster]. International System Dynamics Conference, Bergen. Norway. *Virtual Presentation*

Snyder, B. and **Gillani, B.** (2024, July 30). *Exploring the Spaces in Between the Identity Structures: How we get out of the identity “checkboxes*. [Workshop]. International System Dynamics Conference, Bergen. Norway. *Virtual Presentation*

Rolock, N., White, K. R., Koh, E., Wood, Z. B., Bai, R., **Gillani, B.**, Jeon, J., Ringeisen, H., Domanico, R., Blakey, J. (2024, July 29). *Understanding Adoptive Family Dynamics: Responses from Young Adults and Their Parents*. Paper presented at the 8th International Conference on Adoption Research (ICAR8). Minneapolis, Minnesota, USA. Juried paper presentation.

Wood, Z. B., Rolock, N., Bai, R., White, K. R., Jeon, J., **Gillani, B.**, Koh, E., Ringeisen, H., Domanico, R. (2024, March 14). *Family Belonging: Examining the Responses from Adoptees about Their Well-Being*. Paper presentation at the Identiteit, Nazorg, Erkenning en Adoptievraagstukken (INEA) Congress. Amersfoort, the Netherlands. Juried presentation.

Gillani, B., Hamler, T., Asher BlackDeer, A., & Cohen, F. (2024, Jan 12). *“I Need You to Show Up for Me”: The State of Mentorship for Underrepresented Minoritized Social Work PhD Students and Junior Faculty and Our Hopes for the Future*. [Round Table]. Society Of Social Work Research, Washington DC. MA.



Gillani, B. (2023, July 25). *Leveraging Systems Thinking in Social Work/Other Social Sciences Curriculum* [Poster Presentation]. International System Dynamics Conference, Chicago, IL.

Foell, A & **Gillani, B.** (2023, July 24). *Settling for Shelter: Exploring a Dynamic Model of Housing Choice for Low-Income Families* [Work In Progress Presentation]. International System Dynamics Conference, Chicago, IL.

Gillani, B., Headen, I., Houston, M., & Brown, A. (2023, July 21). *Structural Racism SIG Annual Meeting* [Round Table Discussion]. International System Dynamics Conference, Chicago, IL.

Hovmand, P., **Gillani, B.**, & Lee, P. (2023, July 25). *Undergraduate Education Using Group Model Building: Gender Bias in Astronomy Case Study* [Paper Presentation]. International System Dynamics Conference, Chicago, IL.

Gillani, B. (Symposium chair), Gerke, D., & Prince, D. (2023, January 14). *System dynamics methodologies to engage sexual and gender minority communities in health research*. Society for Social Work and Research 27th Annual Conference, Phoenix, AZ, United States.

Hovmand, P., **Gillani, B.**, & Asher BlackDeer, A. (2023, January 12). *Community-based system dynamics*. Society for Social Work and Research 27th Annual Conference, Phoenix, AZ, United States.

Prince, D., Ray-Nowak, M., & **Gillani, B.** (2022, November 7). *Queering system dynamics*. Council on Social Work Education Annual Program Meeting, Anaheim, CA, United States.

Asher BlackDeer, A., **Gillani, B.**, Gandarilla Ocampo, M., & Cohen, F. (2022, November 8). *Mentorship for marginalized doctoral students in social work*. Council on Social Work Education Annual Program Meeting. Anaheim, CA, United States.

Moore, S. E., Wierenga, K. L., **Gillani, B.**, Mintz, L. J., Pressler, S., & Perkins, S. (2022, September 16). *Associations among social and structural determinants of health and COVID-19 pandemic concern and vaccine hesitancy between cis-heterosexual and sexual and gender diverse US adults over the first 2 years of the pandemic*. In S. E. Moore (Chair), *Social and Structural Determinants of Health Implications on Health and Well-Being Across the Lifespan* [Symposium]. Council for the Advancement of Nursing Science State of the Science Conference, Washington, DC, United States.

Gillani, B., Hovmand, P., Pope, P., Ganesh, P., & Gupta, S. (2022, July 19). *Gender-affirming care units—Focus on flux in demand and forecasting* [Work in progress presentation]. International System Dynamics Conference, Frankfurt, Germany. *Virtual Presentation*

Gillani, B., Novak, M. R., Marcal, K., & Fowler, P. (2022, July 19). *Hidden youth homelessness—Addressing administrative data limitations* [Work in progress presentation]. International System Dynamics Conference. Frankfurt, Germany. *Virtual Presentation*

Gillani, B., Crawford, X., & Thomas, X. (2022, June 15). *What we can learn (and leave behind) from Bly's "Wild Man": Generating a new, healthy masculine* [Virtual Presentation]. American Men's Studies Association.

Gillani, B., Crawford, X., & Thomas, X. (2022, June 15). *Practicing generative fatherhood* [Virtual Presentation]. American Men's Studies Association.

Moore, S. E., **Gillani, B.**, Prince, D., Perzynski, A., Dalton, J., Altinay, M., Berg, K., Einstadter, D., del Rincon, J., Weleff, J., Douglas, E., & Mintz, L. (2021, November 5). *Moving beyond the community advisory panel—Expanding community engagement in health services and translational research methods* [Virtual presentation]. United States Professional Association for Transgender Health 2021 Scientific Symposium.

Gillani, B. (2021, October 21). *Preliminary findings for Project ADVOCATE—Supports and barriers for gender-affirming surgery* [Presentation]. TransPride Pittsburgh Health and Wellness Conference. Virtual Presentation

Prince, R.-N., Peterson, E., & **Gillani, B.** (2021, October 6). *Using community-based system dynamics to explore transitions in care for LGBTQ+ populations* [Presentation accepted but withdrawn]. Transforming Care: Conference on LGBTQ+ and H.I.V. Health Equity.

Gillani, B., & Cohen, F. (2021, July 27). *A tale of two mentees: Conceptualizing academic mentorship through systems thinking* [Paper presentation]. International System Dynamics Conference, Chicago, IL, United States. *Virtual Presentation*

Prince, D., Novak, M. R., & **Gillani, B.** (2021, July 27). *Sexual and gender minority youth in foster care model based on minority stress theory* [Virtual poster presentation]. International System Dynamics Conference, Chicago, IL, United States. *Virtual Presentation*

Asher BlackDeer, A., **Gillani B.**, Cohen, F., & Vogel, M. T. (2021, July 27). *A tale of two mentees: Conceptualizing academic mentorship through systems thinking* [Paper presentation]. International System Dynamics Conference, Chicago, IL, United States. *Virtual Presentation*

Gillani, B., Brown, A., & Pritchard, S. (2021, July 26). *Developing reporting guidelines for community engagement in system dynamics projects on equity issues*. International System Dynamics Conference, Chicago, IL. *Virtual Presentation*.

Hovmand, P., Trani, J. F., Babulal, G., Miller, N., & **Gillani, B.** (2021, July 26). *Impact of racial discrimination across the lifespan*. International System Dynamics Conference, Chicago, IL, United States. *Virtual Presentation*.

Gillani, B. (2021, July 25). *Sexual and gender minority youth in foster care model based on minority stress theory*. International System Dynamics Conference Student-Organized Colloquium, Chicago, IL, United States. *Virtual Presentation*.



Deuten, S., **Gillani, B.**, Plooy, C. D., & Decouttere, C. (2021, July 25). *Learning to survive & thrive with a little help from SD*. International System Dynamics Conference, Chicago, IL, United States. *Virtual Presentation*.

Gillani, B., Homer, J., & Chung, S. (2021, July 25). *Tackling structural racism with modeling* [Paper presentation]. International System Dynamics Conference, Chicago, IL, United States. *Virtual Presentation*

Gaveras, E., & **Gillani, B.** (2021, June 7). *Past experiences of suicidal behavior in the life narratives of transgender elders*. LGBTQ Research Symposium, Virtual Presentation.

Gillani, B. (2021, May 15). *Transitions*. American Men's Studies Association, *Virtual Presentation*.

Gillani, B. & Cohen, F. (2021, April 6). *Antiracist pedagogy within social work: Strategies for achieving racial justice in social work education* [Online presentation]. Social Work, White Supremacy and Racial Justice Symposium at the Graduate School of Social Work, University of Houston, Houston, TX.

Prince, R.-N., Peterson, E., & **Gillani, B.** (2021, January 17). *Psychological comorbidities and social support among sexual and gender minority youth with foster care involvement: Findings from a community-based pilot study* [Presentation]. 25th Annual Conference for Society for Social Work Research. Virtual Presentation.

Prince, R.-N., Peterson, E., & **Gillani, B.** (2020, September 19). *Centering sexual and gender minority youth in foster care—Implications on mental health and well-being* [Presentation]. Transforming Care: Conference on LGBTQ+ and H.I.V. Health Equity. *Virtual Presentation*.

Hovmand, P., **Gillani, B.**, & Vogel, M. (2020, July 23). *Developing inclusive communities of practice* [Presentation]. 38th International Conference of the System Dynamics Society, Scandic Bergen City, Bergen, Norway. *Virtual Presentation*.

Hovmand, P., Vogel, M., & **Gillani, B.** (2020, July 22). *Assessing intensive care unit context for implementing evidence-based guidelines for pediatric severe traumatic brain injury* [Presentation]. 38th International Conference of the System Dynamics Society, Scandic Bergen City, Bergen, Norway. *Virtual Presentation*.

Gillani, B., & Cohen, F. (2020, July 21). *Using system dynamics to explain refugee challenges*. 38th International Conference of the System Dynamics Society, Scandic Bergen City, Bergen, Norway. *Virtual Presentation*.

Gillani, B., & Cohen, F. (2020, July 21). *Using system dynamics to improve refugee ecologies*. 38th International Conference of the System Dynamics Society Student Colloquium, Scandic Bergen City, Bergen, Norway. *Virtual Presentation*.



Gillani, B., Cohen, F., & Rashid, R. (2020, July 21). *Empowerment feedback: Using system dynamics to develop and improve refugee ecologies*. Research Without Walls 2020, Brown School, St. Louis, MO, United States.

Gaveras, E., Fabbre, V. D., **Gillani, B.**, & Sloan, S. (2020, April 22–25). *Understanding suicidal behavior in the life narratives of transgender and gender nonconforming older adults* [Online paper presentation]. 53rd Annual American Association of Suicidology Conference, Portland, OR, United States.

Vogel, M. T., **Gillani, B.**, Hovmand, P., Proctor, E., & Pineda Soto, J. (2019, December 17). *Implementing evidence-based guidelines for severe pediatric traumatic brain injury: A system dynamics approach* [Poster presentation]. 12th Annual Conference on the Science of Dissemination and Implementation in Health, Washington, DC, United States.

Gillani, B. (2019, July 19). *Informal groups: Growth and decay factors—A system dynamics perspective*. Research Without Walls 2019, Brown School, St. Louis, MO, United States.

Teaching Experience

Case Western Reserve University

Impact of Engineering On Society (342 Students) **Fall 2024**

Case School of Engineering

Lead TA/Designer with Dr. Peter Hovmand, Undergraduate Level Course

Activities: Class design, facilitation, hiring, and management of 14 TAs, grading, project design, grading, and management of online/Zoom facilitation

Operationalizing Everyday Antiracism (28 Students) **Fall 2024**

Mandel School of Applied Social Sciences (Hybrid & Hiflex)

Co-facilitator/Designer with Dr. Mark Joseph and Dr. Jenny King, Graduate Level Course

Activities: Class design, facilitation, lectures, grading, project design, grading, and management of online/Zoom facilitation

Operationalizing Everyday Antiracism (28 Students) **Spring 2024**

Mandel School of Applied Social Sciences (Hybrid & Hiflex)

Co-facilitator/Designer with Dr. Mark Joseph and Dr. Jenny King, Graduate Level Course

Activities: Class design, facilitation, lectures, grading, project design, grading, and management of online/Zoom facilitation

Professional Communication for Engineers (234 Students) **Fall 2023**

Case School of Engineering

Graduate Teaching Assistant: Dr. Peter Hovmand, Undergraduate Level Course

Activities: Class Planning, TA management, attending classes, creating and updating Canvas, managing class logistics



Theories of Community Practice (17 Students) **Fall 2023**
Mandel School of Applied Social Sciences (online)
Primary Instructor, Graduate Level Course
Activities: Class planning, grading, commenting on papers, attending classes, creating and updating Canvas, managing class logistics

Assessing and Engaging Community for Social Change (17 Students) **Spring 2023**
Mandel School of Applied Social Sciences
Primary Instructor, Graduate Level Course
Activities: Class planning, grading, commenting on papers, attending classes, creating and updating Canvas, managing class logistics

Theoretical Contexts Shaping Community Practice (19 Students) **Summer 2023**
Mandel School of Applied Social Sciences (hybrid)
Primary Instructor, Graduate Level Course
Activities: Class planning, grading, commenting on papers, attending classes, creating and updating Canvas, managing class logistics

Special Topic in Applied Science (12 Students) **Summer 2022**
Mandel School of Applied Social Sciences
Graduate Teaching Assistant Professor: Dr. Peter Hovmand, Graduate Level Course
Activities: Class planning, grading, commenting on papers, attending classes, and supporting students modeling using Stella Architect

Introduction to Children and Families Policy (14 Students) **Summer 2022**
Mandel School of Applied Social Sciences (online)
Graduate Teaching Assistant Professor: Dr. David Crampton, Graduate Level Course
Activities: Class planning, grading, commenting on papers, attending classes, creating and updating Canvas, managing class logistics

Introduction to Social Justice (38 Students) **Spring 2022**
Case Western Reserve University, Social Justice Institute (hybrid)
Primary Instructor, Undergraduate Level Course
Topics: Basics of social justice, fundamental perspectives, social determinants of health, oppression and liberation, system sciences for social justice, immigration, systems of government, global human rights, class, socio-economic status, etc.
Activities: Class planning, lectures, grading, managing class dynamics, creating and updating Canvas, and managing class logistics

Analyzing and Changing Social Policies (17 Students) **Spring 2022**
Mandel School of Applied Social Sciences
Graduate Teaching Assistant Professor: Dr. David Crampton, Graduate Level Course
Lecture: Anti-Trans Policies and Mitigation
Activities: Class planning, grading, commenting on papers, attending classes, creating and updating Canvas, and managing class logistics

Theoretical Contexts Shaping Community Practice (14 Students) **Fall 2021**
Mandel School of Applied Social Sciences
Graduate Teaching Assistant Professor: Dr. David Crampton, Graduate Level Course
Lecture: Critical Theories
Activities: Class planning, grading, commenting on papers, attending classes, creating and updating Canvas, managing class logistics

Topics in Urban Health in the US (31 Students) **Summer 2021**
Mandel School of Applied Social Sciences
Graduate Teaching Assistant Professor: Dr. Peter Hovmand, Graduate Level Course
Activities: Class planning, grading, commenting on papers, attending classes, and supporting students modeling using Stella Architect

Introduction to Social Justice (24 Students) **Spring 2021**
Social Justice Institute (hybrid)
Primary Instructor, Undergraduate Level Course
Topics: Basics of social justice, fundamental perspectives, social determinants of health, oppression and liberation, system sciences for social justice, immigration, systems of government, global human rights, class, socio-economic status, etc.
Activities: Class planning, lectures, grading, managing class dynamics, creating and updating Canvas, and managing class logistics

Washington University in Saint Louis: Brown School of Social Work

Social, Economic, and Political Environment (44 Students) **Spring 2020**
Graduate Teaching Assistant Professor: Vanessa Fabbre, PhD, Graduate Level Course
Lecture: Religion and Spirituality—Intersections with Social Justice and Diversity
Activities: Be part of class planning, grade, comment on papers, attend classes, and support students in developing robust papers

Social Justice and Human Diversity (44 Students) **Fall 2019**
Graduate Teaching Assistant Professor: Vanessa Fabbre, PhD, Graduate Level Course
Lecture: Capitalism, Conscious Capitalism, and Systems Thinking
Activities: Be part of class planning, grade, comment on papers, attend classes, and support students in developing robust papers

Research Experience

Case Western Reserve University

SGM Consultant **Spring 2023–Present**
Department of Bioethics, School of Medicine
Working on the Framework in Advances in Reprogenomics Ethics & Regulation (FAIRER) Project in collaboration with the University Hospital to build a framework to guide ethical and social research in reproductive genomic interventions, with particular concern for the interests of pregnant people with their potential children.



Graduate Research Assistant **Spring 2020–Present**
Center for Community Health Integration
Research Assistant collaborating on a series of organizational design and System Dynamics projects to explore health disparities.

Organizer and Research Assistant **Fall 2021**
Queer Research Collaborative, Inter-University Queer Research Space
Monthly labs on project development, training, and constructive critiquing of queer scholars from various universities, all focused on SGM (Sexual and Gender Minority) research.

Project Manager and Research Assistant **Spring 2020–Spring 2022**
Rainbow Connections, Case Western Reserve University
Weekly transdisciplinary lab across the schools of Nursing, Medicine, and Social Welfare on the Rainbow Connections project, including application of the Delphi approach to Assess the Fit of the Transitional Care Models for the Needs of the SGM Population Across the Lifespan and Techniques to Develop Transitional Care Causal Loop Diagrams (CLDs) or Stock and Flow Diagrams Tailored to the Unique Needs of SGM.

Research Coordinator & Community Liaison **Spring 2020–Present**
LGBT Center of Greater Cleveland
Developed and executed research protocols and training programs, including long-term anti-racist initiatives, for engaging with the LGBT community and the public. Led and facilitated weekly programs like the Queer Youth program and Transgender Wellness group, trained community leaders in conflict management, created a volunteer management system and evaluated LGBT Center programs for improvements.

Research Assistant **2018-2020**
Social System Design Lab, Brown School
Completed independent research practicums on molecule library development across disciplines and system archetype evolution. Conducted research on the development and propagation of communities of practice.

Concentration Practicum Student, Men’s Project Lead Advisor **2019–2020**
Relationship and Sexual Violence Prevention Center
Developed and advised a student-led masculinity group on campus, identified best practices in men's healing work across universities, and mentored masculine-identifying transgender students on wholesome masculinity and strategies to practice it.

Foundation Practicum Student **2018–2019**
Equifax Foundation, Corporate Social Responsibility Sector
Developed Goal-Gap Structures to assess Equifax Foundation's standing in the St. Louis community. Led community interviews to identify distrust areas, supporting the strategic change program. Assisted Equifax Foundation in creating a Justice Index for the St. Louis area.

Graduate Fellow **2018–2019**
Center for Diversity & Inclusion, Washington University in St. Louis
Identified gaps in BIPOC resources at the institution. Increased CDI's outreach, newsletter, and

social media presence by 30%. Led weekly justice-based conversations for undergraduates and provided extensive training on equity issues, implicit bias, and diversity and inclusion topics.

Professional Experience

British Petroleum (BP) Trinidad and Tobago

Spring 2016–Fall 2016

Juniper Commissioning Lead

Project Budget Approx. \$4 billion, 16-person team

Led the subsea commissioning for Juniper, optimizing equipment installation and ensuring regulatory compliance, managing international teams and contracts, developing training programs, and fostering community relations in Trinidad.

BP Trinidad and Tobago

2016

Juniper Turn-Around Lead

Project Budget Approx. \$1.8 billion, 22-person team, 64 days offshore

Planned and conducted Trinidad's largest gas shutdown, leading turn-around planning, risk management, offshore pipeline deconstruction, crisis intervention, and managing multinational crews and accommodations on Flotel.

BP Gulf of Mexico

2015–2016

Subsea Lead-BP/Shell Coulomb

Project Budget Approx. \$1.2 billion, 35 days offshore

Represented BP in an offshore joint venture with Shell, developing a single well tie-back, managing risk-based operations, ensuring regulatory compliance, facilitating knowledge-sharing, leading heavy lifts, and prioritizing diver safety.

BP Gulf of Mexico

2013–2015

Subsea Commissioning Lead, Atlantis

Project Budget Approx. \$3 million per well, Time Size = 6 to 9 days per well offshore

Managed the design and testing of 9 subsea wells, synchronized cross-functional activities for budget and schedule improvements, introduced efficiencies for simultaneous operations, developed training programs, optimized commissioning, and expanded remote technology use.

BP Gulf of Mexico

2012

Subsea Commissioning Engineer

Project Budget = Approx. \$1.2 billion, 5-person team

Led and supported a subsea commissioning team in full-field deconstruction, decommissioning, construction, and retesting, provided 24/7 leadership via ACE, integrated \$15 million commissioning pumps, ensured regulatory compliance, and minimized operational risk with high flow rate flushing.

BP Gulf of Mexico

2010–2012

Subsea Installations and Interventions Lead

Project Budget = Approx. \$3 million, 75-person team (vessel crew)

Strategized and conducted deep-water Galapagos Field testing, designed a methanol injection



skid for Thunder Horse Project, developed a platform inspection regime for 500-year storms, and implemented a dielectric heating system for pipelines in west Texas.

Macondo Incident Management **2010**

Subsea Engineer

Integrated with the largest offshore relief campaign, managing operations during the well blowout, providing disaster relief, coordinating containment efforts for the Macondo well, planning safety procedures, and remotely managing retrieval operations per government requirements.

Subsea Production Systems UK **2008–2010**

Testing Engineer

Performed detailed testing for \$14 million subsea equipment, facilitated contractor workflows, captured lessons learned, developed installation procedures, analyzed and recommended subsea buoyancy and insulation, and managed system design and testing in Leeds and Longford.

Aker Solutions Subsea—Norway/ Houston—TX **2005–2008**

Subsea Systems Intern **2007–2008**

Invited Consulting Opportunities

Strategic Planning Session Co-Lead **Jan 2024**

Center for Innovation in Social Work and Health

Boston University School of Social Work

Invited by Dr. Tami Gouveia

Community Consultant- Community Partnerships to Advance Science for Society (ComPASS) **March 2024**

Institution: Vanderbilt University Medical Center (VUMC)

Role: NIH-funded initiative – facilitated integration of community expertise and resources, bridge engagement with communities, foster collaboration, and promote inclusivity into project initiatives.

Selected Invited Class Lectures and Presentations

International Presentations

From Fragmentation to Wholeness: Navigating LGBTQ+ Healthcare Systems **Fall 2023**

Invited by Dr. Nicholas Adams

Location: Robert Gordon University, Scotland

To do or not to do, Best Practices for CBSD **Fall 2021**

Department of Quantitative Methods and Information Technology, Interdepartmental Seminar

Location: Ateneo de Manila University, Quezon City, Philippines



Public Presentations

Generative AI in Social Work-Strategies for Equity, Innovation & Transformation Spring 2024

Lead speaker for the 2024 Mandel School Adjunct & Field Instructor Appreciation Ceremony

Topics in Social Justice and Public Health. Questions of Faith: Suicidality among sexual minority adolescents and young adults **Spring 2023**

Discussant

Sponsored by the Schubert Center of Child Development

Training for Medical and Public Health Students.

Panel Discussion: State of LGBTQ+ Youth and Sex Trafficking **Spring 2023**

Panel discussion for a series of Providers regarding Sex Trafficking

Invited by the Cleveland Rape Crisis Center/ LGBT Center of Greater Cleveland

Train the Trainers, Cleveland Rape Crisis Center **Spring 2023**

Training on Trauma Informed Engagement and Evidence-Based Practices for LGBTQ+ Individuals

Training on Street Outreach 101 for LGBTQ+ Individuals

Training on LGBTQ+ Youth

Risk Factors and Community Barriers

Training Development and Lead **Spring 2023**

Youth Community Prevention and Adoption Leaders

Soft Skills, Conflict mediation, and Safety Management

Training Development and Lead **Fall 2022**

Adult Community Prevention and Adoption Leaders

Soft Skills, Conflict Mediation, and Safety Management

Director Conversation: Agnes Community Conversation Moderator Cleveland Film Festival **Spring 2022**

Invited by The LGBT Center of Greater Cleveland

Color in the Closet: Navigating Identity and Belonging **Fall 2021**

National Coming-Out Day, Panel Discussion

Invited by LGBTQIA Center of Greater Cleveland and Cleveland Clinic

Inter-University Presentations

Systems Thinking as a Qualitative Methodology **Spring 2024**

Institution: University of Illinois Urbana-Champaign School of Social Work

Invited by: Dr. Flora Cohen

Course: Applied Qualitative Research

Ph.D. level lecture introducing students to basic concepts of Systems Thinking, System Dynamics, and Community System Dynamics.



Introduction to Systems Thinking for Social Workers **Spring 2024**
Institution: East Carolina University School of Social Work
Invited by: Dr. Rong Bai
Course: Research Methods
Masters-level lecture introducing students to basic concepts of Systems Thinking. Collaborative in-class activities identifying dynamic hypotheses and building conceptual causal models.

University Presentations

ADEI Field Instructor Training: Cultivating Inclusive Student Supervision - Elevating Anti-Racism, Diversity, Equity, and Inclusion **Spring 2024**
Case Western Reserve University
Invited By: Dean Nicole Parker

Story of Self and Community Evaluations **Fall 2023**
Case Western Reserve University
Course: Theories of Community Practice
Invited By: Dr. Mark Chupp

Story of Self and Community Engagement **Fall 2023**
Case Western Reserve University
Course: Theories of Community Practice
Invited By: Dr. Mark Chupp

Osage Gender Diversity in Research Round Table **Fall 2023**
Case Western Reserve University

Antiracism in Social Work Practice **Fall 2023**
Case Western Reserve University
Invited by Dr. David Crampton

PhD Student Training Session: Integration of AI in Research **Summer 2023**
Case Western Reserve University
Invited by Dr. Megan Holmes, convener of the PhD Writing Seminar

Health Disparities across Sexual and Gender Minorities **Fall 2023**
Case Western Reserve University
Invited by Addisue Balae; Course: Research Methods

Healthcare Lapses Amongst Sexual and Gender Minorities **Spring 2022**
Case Western Reserve University
Invited by Dr. Mark Chupp; Social Justice Institute

Application of Non-Violent Communication as Social Workers **Spring 2022**
Case Western Reserve University
Invited by: Professor Emily Miller; Assessing and Engaging Community for Community Change



Conscious Capitalism and Our Role as Social Workers <i>Washington University in Saint Louis</i> Invited by: Dr. Vanessa Fabbre	Spring 2022
Caring Masculinities and Social Work <i>Washington University in Saint Louis</i> Invited by: Dr. Vanessa Fabbre	Fall 2021
Structural Racism, Intersectionality, and Middle Adulthood <i>Case Western Reserve University</i> Invited by Dr. Dana Prince	Fall 2021
Systemic and Structural Racism <i>Case Western Reserve University</i> Invited by Dr. Dana Prince	Fall 2021
Grief, Closure and Looking Forward, Using the Self within Social Work <i>Case Western Reserve University</i> Invited by Dr. Marjorie Edgar	Fall 2021
Introduction to System Dynamics for Social Work <i>Case Western Reserve University</i> Invited by Dr. Nancy Rolock, Assistant Dean of Research.	Fall 2021
NCJW (National Council of Jewish Women) in C.L.E. <i>Case Western Reserve University and LGBT Center of Greater Cleveland</i> Intimate Partner Violence (IPV) within Queer Communities	Summer 2021
Incoming Student Weekend, Brown School of Social Work Washington University in St Louis Day of Dialogue and Discovery, Keynote Panel Discussion Graduate & Professional Students	Spring 2020
Incoming Student Weekend, Brown School Brown School of Social Work Washington University in St Louis Panel on Diversity and Inclusion. “What Is System Dynamics—An Introduction”	Fall 2019

Service

Professional Service

<i>Regular Reviewer</i> , International System Dynamics Conference	2020-Present
<i>Regular Reviewer</i> , Student Colloquium, International System Dynamics Con	2019-Present
<i>Ad hoc reviewer</i> , <i>The Gerontologist</i> , <i>Advancement in Social Work</i>	2019-Present

International System Dynamics Society

Chair Wellness in Community Poster Session	2023
Chair Designing a Sustainable Future	2022
Structural Racism Special Interest Group Cofounder and Convener	2020–2023
Student Colloquium Cochair	2020–2021

University Service

Case Western Reserve University

MSASS Course Development. “Operationalizing Everyday Anti-Racism”	2023
Antiracist/Anticolonial Discussion Group for Doctoral students and staff	2020–2022
Cohort Representative to PhD Executive Committee	2020–2021

Brown School, Washington University in St Louis

10-year Strategic Planning Committee for Curriculum Development	2018–2020
Graduate Student Representative	
Assistant Vice Chancellor Search Committee	2019–2020
Graduate Student Representative	
Student Government Body	2018–2019
President	
Student Advisor Hiring Committee	2018–2019

Community Service

Cleveland Young Kings <i>Chairman of Board</i>	2024
Cleveland Jung Center <i>Board Member</i>	2023–Present
LGBTQ Center of Greater Cleveland <i>Board Member</i>	2021–Present
P.O.L (Popular Opinion Leaders) Trainer—LGBT Center of Greater Cleveland	2018–2020
St. Louis Queer Support Helpline—Founding Cohort	2018–2020
Buttons—App Development	2016–2018
Gender Infinity Conference	2015–2018
Houston Round-up Conference	2014–2018
BP PrideTrans Advocacy	2014–2016

Media Presence

• **Connecting classroom and community. Classroom Without Walls welcomes social work professionals and offers pathway to continued education. *Action Magazine* [Link](#)**

A growing understanding. As legislation to restrict transgender individuals' access to care passes around the country, Mandel School faculty, students, and alumni consider the impact—and take action. *Action Magazine* [Link](#)

Medicine's Peter Hovmand, Mandel School PhD student Braveheart Gillani co-author paper. (2023, February 3). *The Daily*. Case Western Reserve University. [Link](#)

Manning, S. (2021, August 30). ISDC 2021 highlights: Perspectives on gender dynamics. *Systems Dynamics Blog*. Systems Dynamics Society. [Link](#)

CenterLink. (2021, February 8). LGBT Folks Show Symptoms During Pandemic – #LGBTWellness Roundup. *LGBT HealthLink*. The Network for Health Equity Podcast [Link](#)

McEwen, C. (2021, April 8). Affirmative care for trans and gender diverse individuals. *Patch*. [Link](#)

Technical Skills

Languages: Proficient in English and Urdu

Data Skills: Proficient in R, Stella Architect, Atlas TI, Nvivo, Dedoose, Vensim, Covidence, Rayyan, MS Office. Effective in integrating developing AI tools in research

JEESOO JEON, MSW, LSW

Research Areas

My research specifically focuses on (1) investigating the role of social networks in preventing child maltreatment and promoting flourishing, (2) identifying how structural factors such as economic and neighborhood conditions impact social relationships, and (3) evaluating and refining community-based interventions and policies that strengthen protective factors of child maltreatment in marginalized families. My training in Realist evaluation methodology, which explores how and why, for whom interventions work, informs my efforts to advance community-based programs for parents and families. I employ both quantitative and qualitative research methods to pursue this agenda and contribute to meaningful improvements in family well-being. In one paper of my dissertation, I explore how, why, and under what contexts informal social networks influence parenting and the spill-over effects of formal support built through the service providers on parenting outcomes through interviewing parent participants in child maltreatment prevention program. My dissertation study was competitively selected and awarded the *Richard A. Zdanis Research Scholarship Award* for research creativity at CWRU (\$ 5,000).

I have worked closely with community-based organizations and governments to listen to community needs and stakeholders to evaluate and innovate welfare programs through administrative datasets and qualitative interview methods. For example, my dissertation builds on my participation in two federally-funded evaluation projects as detailed in my curriculum vitae. In the Family Success Network (FSN), an ongoing pilot child maltreatment prevention project in Ohio funded by the Children's Bureau, I interviewed state implementation agencies, service providers, and a family participant, and played a major role in analyzing and generating reports and manuscripts. I also assisted with a sub-study of FSN, Connected through Coaching for Flourishing Families (CCFF), funded by CDC in which we examined the contexts and mechanisms of FSN program success with a central focus on family coach-parent relationships. Developing a qualitative interview guide and ensuring that this tool reflects the diverse backgrounds of parents through parent advisory boards have been valuable experiences.

Teaching Experience & Philosophy

I have independent teaching experience in general courses in the MSW program, including social welfare policy and evidence-informed practice. I have completed a teaching mentorship in the Human Development in the MSW program. I also served as a teaching assistant for two Ph.D.-level statistics courses: (1) Social Statistics and Data Analysis and (2) Applied Regression and General Linear Model. As an educator and a mentor, I support students to be catalysts of social change by creating a safe space and teaching students to challenge assumptions. In my courses, students participate in a flipped classroom, which allows them to use their knowledge and build a more cohesive community through meaningful interaction. In PhD level statistics course, the instructor and I introduced group activities in a traditionally more lecture-based setting, which led to greater student engagement and peer-to-peer learning. As an international student and racial minority, I also strive to incorporate anti-racism practices, theories, and global cases, encouraging students to question their assumptions and biases. By drawing on my diverse perspectives and introducing policies and programs from various countries, I enabled students to explore how cultural, historical, and socio-political contexts shape program and policy development. This approach helped students to understand the contextual foundations of these constructs and to envision alternative solutions within the U.S. context. I also incorporate hands-on experience through an assignment that requires students to review literature on the effects of evidence-based practices using a PICO question (population, intervention, comparison, and outcomes), helping them become critical users of research.



JEESOO JEON

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Cleveland, OH 44106-7164

EDUCATION

- Ph.D.** Case Western Reserve University 2019- Present
Jack, Joseph and Morton Mandel School of Applied Social Sciences
Dissertation: *An Exploration of Housing Instability and Social Support Networks on Child Maltreatment*
Committee Members: Dr. Nancy Rolock (Chair), Dr. David Crampton, Dr. Ann W. Nguyen, Dr. Deborah J. Moon
- MSW** Yonsei University 2017
Graduate School of Social Welfare
Thesis: The Effect of Child Abuse on Adolescent-to-Parent Violence: Buffering Effect of Social Support
- B.A.** Yonsei University 2015
Major: Theology, English Language and Literature
Graduated 3rd in the class (GPA: 4.1/4.5)

LICENSURE

- Licensed Social Worker (LSW)** 2024
State of Ohio (License Number S.2411408)
- Advanced Data Analytics Semi-Professional** 2019
Korea Data Agency

AWARDS, FELLOWSHIPS, AND HONORS

- Richard A. Zdanis Research Scholarship Award (\$5,000)** 2024
School of Graduate Studies, Case Western Reserve University
- Verhosek Fund (\$350)** 2024
School of Graduate Studies, Case Western Reserve University
- Top 10 Abstract Award (\$1,000)** 2023
2023 Global Flourishing Conference, Templeton World Charity Foundation
- Doctoral Student Travel Award (\$2,000)** 2023-2024
Jack, Joseph, and Morton Mandel School of Applied Social Science
- PhD Program Research Fellowship (\$20,000/year plus full tuition waiver)** 2019-2024
Jack, Joseph, and Morton Mandel School of Applied Social Science
- Graduate Student Fellowship (\$9,000)** 2015-2017



Graduate School of Social Welfare, Yonsei University

Internal Scholarship (\$1,600) 2012
Department of Theology, Yonsei University

Collegiate Honors (Outstanding Academic Achievement) for two semesters 2012-2014
Yonsei University

Dean's List Scholarship (\$14,000) 2011-2014
Department of Theology, Yonsei University

PEER REVIEWED JOURNAL PUBLICATIONS (** COMMUNITY COLLABORATORS)

Rolock, N., **Jeon, J.**, White, K., Gillani, B., Ringeisen, H., Domanico, R., Koh, E., Bai R., & Wood, Z.B. (2024). Motivations to adopt: perspectives from young adult adoptees and their parents. *Families in Society: The Journal of Contemporary Social Services*. DOI: 10.1177/10443894241242821

Coulton, C., Henderson, M., Richter, F. G. C., **Jeon, J.**, Urban, A., Schramm, M., & Fischer, R. L. (2024). Using linked administrative data to profile a city's rental stock and landlords and guide a lead-safe housing initiative. *Cityscape*, 26(1), 9-24. <https://www.jstor.org/stable/48766069>

Coulton, C., Richter, F. G. C., Cho, Y., Park, J., **Jeon, J.**, & Fischer, R. L. (2023). Making the case for lead safe housing: Downstream effects of lead exposure on outcomes for children and youth. *Health & Place*, 84, 103118. <https://doi.org/10.1016/j.healthplace.2023.103118>

Atwell, M. S., **Jeon, J.**, Cho, Y., Coulton, C., Lewis, E.** & Sorensen, A. (2023). Using integrated data to examine the effects of summer youth employment program completion on educational and criminal justice system outcomes: Evidence from Cuyahoga County, Ohio. *Evaluation and Program Planning*, 99, 102284. <https://doi.org/10.1016/j.evalprogplan.2023.102284>

Kim, J., Hwang, H., & **Jeon, J.** (2016). A study on the effect of caregiving stress to partner violence among adult children caregiver for the elderly with dementia: mediating effect of depression. *Korean Journal of Family Welfare*, 53(0), 235-263. <https://kiss.kstudy.com/Detail/Ar?key=3473397>

Kim, J., Choi, S., & **Jeon, J.** (2016) The effects of family structure on school adjustment mediated by depression focus on multi-group analysis according to family communication (TSL). *Korean Journal of Youth Studies*. 2016, 23(9), 207-231. <http://doi.org/10.21509/KJYS.2016.09.23.9.207>

PEER REVIEWED PUBLICATIONS UNDER REVIEW

Jeon, J., Kim, J., Emery, C., & Lim, J. Protective effect of neighborhood Informal social control among youths exposed to child maltreatment: Depression, aggression, and suicidality. *Journal of Community Psychology*

Moon, D.J., Lee, H.J., & **Jeon, J.** Chronic household challenges and the flourishing of youths of color: A mediating effects of parental aggravation and physical health. *Journal of Child and Family Studies*.



White, K., Rolock, N., Gillani, B., Bai, R., **Jeon, J.**, Ringeisen, H., Domanico, R., & George, J. Clinical Child behavior challenges on post adoption instability: A multivariable analysis using propensity score weighting. *Journal of Child and Family Studies*.

Koh, E., Rolock, N., Gillani, B., **Jeon, J.**, White, K., & Bai, R. Perceived sense of closeness and belonging for relative versus non-relative adoptive families. *Family Relations*.

MANUSCRIPTS IN PREPARATION

Jeon, J., Kim, J., Emery, C., & Hwang, S. (In Progress) Neighborhood informal social control in preventing adolescent maltreatment: Focusing on adolescents.

Jeon, J. (In Progress) How does social network matter in parenting: Realist-informed evaluation.

Jeon, J., Lee HJ & Moon D.J. (In Progress) Household challenges and child flourishing: Moderating effects of religious support.

Jeon, J. & Nguyen, A.W. (In Progress) An exploratory study on social support trajectory using latent curve modeling.

Moon, D. J., **Jeon, J.**, Lee., H, Johnson-Motoyama, M., Rolock, N., Crampton, D., Cruce, A., Sillaman, N.** & Gonzalez, E.**. A Process Evaluation of the Family Success Network (FSN): Qualitative findings.

Moon, D.J., Cruce, A., & **Jeon, J.** (In Progress) Measuring positive mental health of youth: Confirmatory factor analysis and measurement invariance by race.

Bai, R., **Jeon, J.** & Chun, L. (In Progress) Navigating home and care: The impact of state housing policies on child welfare case outcomes.

OTHER PUBLICATIONS/REPORTS

Atwell, M, S., Steh, S., Sorensen, A., **Jeon, J.**, Park, J., Gunzler, D., Fischer, R., & Ray-Novak, M. (2023). *Invest in Children Programming Systems Study*. Center on Urban Poverty and Community Development. Report prepared for the Cuyahoga County Office of Early Childhood, Invest in Children

Atwell, M.S., Sorensen, A., **Jeon, J.** (2021). *Youth Opportunities Unlimited – Summer Youth Employment Program (SYEP): An exploration of SYEP applicant systems engagement*. Center on Urban Poverty and Community Development. Report prepared for Cuyahoga County Health and Human Services Department

Coulton, C., Urban, April., Ritcher, F. G.C., Henderson, M., Schramm, M., **Jeon, J.** & Fishcer, R. (2020. September). *Characteristics of Rental Properties and Landlords in Cleveland: Implications for achieving Lead Safe Rental Housing*. Center on Urban Poverty and Community Development. https://case.edu/socialwork/povertycenter/sites/default/files/2020-10/Landlords_09022020r_accessible%20%281%29.pdf

Jeon, J. (2020, June) *Policy Response Trend of Domestic Minor Sex Trafficking in the United States*. Global Social Security Review. Korea Institute of Health and Social Affairs. 13, 139-147. <https://doi.org/10.23063/2020.06.11> (in Korean)



Jeon, J. (2019, September) *The Establishment of a Childhood Integrated Longitudinal Data System: A case study of Cuyahoga County, Ohio*. *Global Social Security Review*. 10, 129-135. <https://doi.org/10.23063/2019.09.11> (in Korean)

Lee, G.H., Jeong, Y.C., Oh, M.A., Ham, Y.J., & **Jeon, J.** (2018) *Expanding Public Fees-Reduction Services for Welfare Recipients*. Korea Institute of Health and Social Affairs & Ministry of Health and Welfare (in Korean)

Choi, H., Oh, M., Ryu, J., Jeon, J., Lee, J., Jeong, Y., Kim, T., **Jeon, J.** (2018). *Follow-up Study on e-Child Happiness Support System Using Administrative Big Data*. Korea Institute of Health and Social Affairs & Ministry of Health and Welfare. (in Korean)

RESEARCH EXPERIENCE

Doctoral Student Researcher, The Flourishing Research Lab 2023–Present
University of Pittsburgh, Pittsburgh PA

Project1: Connected through Coaching for Flourishing Families (CCFF).

Funder: Centers for Disease Control and Prevention (CDC) (\$300,000).

Principal Investigator: Deborah J. Moon, Ph.D.

Responsibilities: Qualitative interview guide development, conducted qualitative interviews with parent participants, analyzed interview data, conducted parent advisory board.

Project2: BLOOM (Blossoming Lotus Out of Mud) Project: Adverse Childhood Experiences (ACEs) and Flourishing

Principal Investigator: Deborah J. Moon, Ph.D.

Responsibilities: Conducted structural equation modeling of the National Survey of Children's Health dataset, Writing methods, and result section in the manuscript.

Graduate Research Assistant 2022–Present
Case Western Reserve University, Cleveland, OH

Project1: Enhancing Safety and Well-Being for Ohio's Children and Families

Funder: Ohio Department of Job and Family Services, Ohio Children's Trust Fund Administration for Children and Families, Children's Bureau (HHS2019ACFACYFCA1559) (\$500,000)

Principal Investigator: Michelle Johnson-Motoyama, Ph.D

Co-Principal Investigator: David Crampton, Ph.D., Nancy Rolock, Ph.D., Deborah, J. Moon, Ph.D.

Project2: Building Family Protective Factors through the Family Success Network (FSN): Ohio Expansion Sites Evaluation

Funder: Ohio Department of Job and Family Services, Ohio Children's Trust Fund (\$413,017)

Principal Investigator: Michelle Johnson-Motoyama, Ph.D

Co-Principal Investigator: David Crampton, Ph.D., Nancy Rolock, Ph.D., Deborah, J. Moon, Ph.D.

Responsibilities: Conducted focus groups/interviews with service providers, community implementation team, and family participants; Qualitative data analysis and codebook creation; Manuscript development and writing; latent class modeling

Project3: Adoption Stories: Young Adult Perspectives on Familial Relationships
Funder: Jack, Joseph, and Morton Mandel School of Applied Social Science, CWRU
Principal Investigator: Nancy Rolock, Ph.D.
Co-Principal Investigator: Alfred Pérez, Ph.D., Zoe Wood, Ph.D.
Responsibilities: Crafting research questions, qualitative interview guide, and IRB protocol for qualitative study based on a grounded theory. Conducted literature reviews.

Graduate Research Assistant, Center on Poverty and Community Development 2019–2022
Case Western Reserve University, Cleveland, OH

Project1: Invest in Children Programming Systems Study
Funder: Cuyahoga County Office of Early Childhood (\$200,000)
Principal Investigator: Rob Fischer, Ph.D.
Responsibilities: Examined the cross-program utilization pattern and its relationship to kindergarten readiness conducting latent class analysis with merged administrative data, manuscript writing (methods, results, discussion, and limitation)

Project2: Estimating the Prevalence and Probability of Homeless Youth
Funder: U.S. Department of Housing and Urban Development (\$636,646)
Principal Investigator: Rob Fischer, Ph.D., Claudia Coulton, Ph.D.
Responsibilities: Organized and summarized community stakeholder interviews

Project3: Evaluation of Summer Youth Employment Program Phase 2
Funder: Cuyahoga County Health and Human Services Department (\$22,000)
Principal Investigator: Claudia Coulton, Ph.D., Rob Fischer, Ph.D.
Co-Principal Investigator: Meghan Salas Atwell, Ph.D.
Responsibilities: Examined retrospective childhood profiles between completers, dropouts, and refusers of the program. Conducted data cleaning, exploratory data analysis with administrative data, manuscript writing, liaison with community agencies.

Project4: Lead Safe Research (Profile of Cleveland Landlords and their holdings; Quantification of downstream outcomes of Lead)
Funder: Mt. Sinai Healthcare Foundation, Saint Luke's Foundation, George Gund Foundation, and the Eva L. and Joseph M. Bruening Foundation (\$175,000)
Principal Investigator: Claudia Coulton, Ph.D., Rob Fischer, Ph.D.
Responsibilities: Cleaned administrative data, Conducted exploratory data analysis, and contributed to manuscript writing (literature review).

Researcher, Information and Statistical Research Department 2017–2019
Korea Institute for Health and Social Affairs, Sejong, South Korea

Project 1: E-children Happiness Support System
Purpose: To connect low-income families to welfare programs (eligible but not taking) and community-based programs to lower the risk of child maltreatment.
Funder: Ministry of Health and Welfare, Korea
Responsibilities: Conducted interviews and focus groups with child welfare system social workers; Devised manuals and checklists (structured assessment tool) for social workers to assess child maltreatment risk; Visited New Zealand to learn systems; Manuscript writing (literature review)

Project 2: National Energy Assistance Program Survey for Low-income Families

Purpose: The project aimed to conduct a national survey using stratified sampling to identify barriers to the National Energy Assistance Program to enhance the take-up rate in Korea.

Funder: Ministry of Health and Welfare, Korea

Responsibilities: Coordinated projects; Conducted a pilot interview with government officials; Developed survey questionnaire; Merged national survey data with administrative data; Conducted data analysis; Manuscript Writing

Project 3: Designing Integrative Data System for Children

Purpose: This project aimed to create a linked data system at the child-level to better examine children's involvement with multiple systems and evaluate policy and program effect.

Funder: Ministry of Health and Welfare, Korea

Responsibilities: Conducted case reviews of integrative data systems in U.S.

Graduate Student Assistant, Department of Social Welfare
Yonsei University, Seoul, South Korea

2016–2017

Project 1: Developing a Korean Military Social work program to improve Quality of Life among Service personnel and Veterans: A Global Network with the UK, US, and South Korea

Funder: Yonsei University

Responsibilities: Contributed to grant writing and IRB application; Coordinated with scholars from UK and US

Project 2: Interdisciplinary Family Service Development for People with Cancer and Dementia

Funder: Yonsei University (\$100,000)

Responsibilities: Primary data collection from local hospitals; data entry in SPSS; data cleaning, data analysis, and manuscript writing

PEER REVIEWED CONFERENCE PRESENTATIONS

Moon, D.J., Johnson-Motoyama, M., Crampton, D., **Jeon, J.**, Rolock, N., Lee, H., Gonzalez, E. & Sillaman, N (2024, Aug, Withdrawn) Building Family Protective Factors through The Family Success Network (FSN): Preliminary Findings. Oral presentation at the 29st San Diego International Summit on Violence, Abuse, and Trauma. San Diego., CA.

Rolock, N., White, K. R., Koh, E., Wood, Z. B., Bai, R., Gillani, B., **Jeon, J.**, Ringeisen, H., Domanico, R., Blakey, J. (2024, Jul). Understanding Adoptive Family Dynamics: Responses from Young Adults and their Parents. Paper presented at the 8th International Conference on Adoption Research (ICAR8). Minnesota, MN.

Wood, Z. B., Rolock, N., Bai, R., White, K. R., **Jeon, J.**, Gillani, B., Koh, E., Ringeisen, H., Domanico, R. (2024, Mar). Family Belonging: Examining the Responses from Adoptees about their Well-Being. Paper presentation at the Identiteit, Nazorg, Erkenning en Adoptievraagstukken (INEA) Congress. Amersfoort, Netherlands.

Moon, D.J., Johnson-Motoyama, M., Crampton, D., & **Jeon, J.** (2024, April) The Effects of the Family Success Network (FSN) on Family Protective Factors against Child Maltreatment: Preliminary Findings and Implementation Determinants. Poster presentation at the 21st Annual Hawaii International Summit on Preventing, Assessing & Treating Trauma Across the Lifespan. Cultivating Healing and Nurturing Connections: Caring for the Earth and Personal Wellness. Hawaii.



Jeon, J., Kim, J.Y., Emery, C., & Hwang, S.K. (2024, Jan). Protective Effects of Neighborhood Informal Social Control on Adolescent Maltreatment. Poster presentation at the 28th Annual Conference at Society for Social Work and Research (SSWR). *Recentring & Democratizing Knowledge: The Next 30 Years of Social Work Science*. Washington DC.

Moon, D.J., **Jeon, J.** & Lee, H.Y., & (2024, Jan) Household Challenges and Flourishing for Youths of Color: A Mediating Role of Parental Aggravation and Perceived Health Status. Poster Presentation at the 28th Annual Conference at Society for Social Work and Research (SSWR). *Recentring & Democratizing Knowledge: The Next 30 Years of Social Work Science*. Washington DC.

Park, J.H., **Jeon, J.**, & Gunzler, D., (2024, Jan). Program Utilization Pattern during Early Childhood and Kindergarten Readiness. Poster presentation at the 28th Annual Conference at Society for Social Work and Research (SSWR). *Recentring & Democratizing Knowledge: The Next 30 Years of Social Work Science*. Washington DC.

Jeon, J., Lee, H.J., & Moon, D.J (2023, 11). Household challenges and child flourishing: Moderating effects of emotional support from religious leaders. Poster presentation at 2023 Global Flourishing Conference. Virtual. [Selected as one of the Top 10 Abstracts and featured in the 'spotlight talk'](#).

Johnson-Motoyama, M., Moon, D.J., Gonzalez, E., **Jeon, J.** (2023, Aug). Moving Upstream: Ohio's Family Success Network. Oral Presentation at the Prevent Child Abuse America National Conference (PCA) Together for Prevention: 2023. Baltimore, MD.

Jeon, J., & Park, J.H. (2023, Jan) The Mobility Trajectory Among Low Income Mothers during Early to Middle Childhood: Differential Trajectory by Race., Poster presented at the 27th Annual Conference at Society for Social Work and Research (SSWR). *Social Work Science and Complex Problems: Battling Inequities + Building Solutions*. Phoenix, AZ.

Park, J.H. & **Jeon, J.** (2023, Jan). Community Violence Exposure and Child Maltreatment: Maternal Parenting Stress as a Mediator. Poster presented at the 27th Annual Conference at Society for Social Work and Research (SSWR). *Social Work Science and Complex Problems: Battling Inequities + Building Solutions*. Phoenix, AZ.

Jeon, J. (2016, Dec). The child abuse on adolescent-to-parent violence in South Korea, protective effect of social support., Oral presentation at the Fourth International Conference on Advances in Social Science, Management and Human Behavior – SMHB 2016, Rome, Italy.

OTHER PRESENTATIONS

Jeon, J., Moon, D.J., & Johnson-Motoyama, M. (2023). Protective factors of Family Success Network through qualitative data analysis. Ohio Children's Trust Fund (OCTF). Ohio Structured Team meeting.

TEACHING EXPERIENCE

Instructor of Record

Evidence-Informed Practice, online format

MSW program, Jack, Joseph and Morton Mandel School of Applied Social Sciences

Fall 2023



Teaching mentee Human Development (Mentor: Dr. Marjorie Edguer) <i>MSW program, Jack, Joseph and Morton Mandel School of Applied Social Sciences</i>	Spring 2023
Instructor of Record Foundations of Social Policy and Service Delivery, online format <i>MSW program, Jack, Joseph and Morton Mandel School of Applied Social Sciences</i>	Spring 2022
Teaching Assistant Social Statistics and Data Analysis <i>PhD program, Jack, Joseph and Morton Mandel School of Applied Social Sciences</i>	Fall 2022
Teaching Assistant Applied Regression and General Linear Model <i>PhD program, Jack, Joseph and Morton Mandel School of Applied Social Sciences</i>	Spring 2022

SERVICE: SCHOOL AND COMMUNITY

SCHOOL & PROFESSIONAL

Student Reviewer, <i>Child Maltreatment</i> Student Section Editorial Board Selected among applicants with a mentor (Dr. Claudia Coulton) to review the peer-reviewed articles submitted to the Official Journal of American Professional Society on the Abuse of Children (<i>Child Maltreatment</i>)	2023–2024
Abstract Reviewer, Society for Social Work and Research (SSWR) Abstract reviewer of the SSWR	2023–2024
Co-chair, Local International Konnections (LINK) Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University	2023–2024
Co-chair, Student Committee Graduate School of Social Welfare, Yonsei University	2016–2017
Co-chair, Female Student Council Department of Theology, Yonsei University	2013

COMMUNITY

Volunteer Liaison, Cleveland-Korean Presbyterian Church (Cleveland, OH) Planned and coordinated volunteers of young adults/students to serve community organizations	2024
Sunday school teacher, Church (Seoul, Korea) Assisted and operated in planning monthly outing programs for children in low-income neighborhoods (aged 7-10); Developed a mentoring relationship with children	2011-2018
Youth Mentor (Seoul, Korea) Mentored North Korean refugee adolescents, adolescents with ADHD	2012, 2016

PROFESSIONAL DEVELOPMENT TRAINING

11th Annual Summer School for Realist Methodology Training Centre for Advancement in Realist Evaluation and Synthesis (CARES)	2024
31st Annual Summer Research Institute (SRI) National Data Archive on Child Abuse and Neglect <u>Competitively selected training</u>	2024
Kempe Interdisciplinary Summer Research Institute The Kempe Center for the Prevention and Treatment of Child Abuse and Neglect, Anschutz Medical Campus, University of Colorado (Course 3: Child Abuse & Neglect Prevention Research and Evaluation through a Public Health Lens, Instructors: PhD, MPH, Meghan Shanahan & PhD, MPH, Carol Runyan)	2023
Qualitative Methods Department of Sociology, Case Western Reserve University	2023
Structural Equation Modeling Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University	2022
A Crash Course in Causality: Inferring Causal Effects from Observational Data University of Pennsylvania (Coursera)	2022
Multi-level Modeling Department of Sociology, Case Western Reserve University	2021
Longitudinal Data Analysis Department of Population and Quantitative Health Sciences, Case Western Reserve University	2021
Panel Analysis Course with STATA Korea Social Science Data Archive	2018

SKILLS

Software and Programming

Advanced in STATA, Mplus, SPSS, Dedoose and Redcap; Basic in R, SAS

Quantitative Skills

Generalized linear models, structural equation modeling, multi-group confirmatory factor analysis, latent class analysis, multilevel modeling, latent growth curve modeling

PROFESSIONAL AFFILIATIONS

Member American Professional Society on the Abuse of Children	2024-Present
Member Society for Research in Child Development	2024-Present
Member Council on Social Work Education	2022-Present
Member Society for Social Work and Research	2021-Present

REFERENCES

Nancy Rolock, Ph.D.

Henry L. Zucker Associate Professor of Social Work Practice
Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University
11235 Bellflower Road, Cleveland, OH 44106-7164
Phone: (216) 368-6014
Email: nancy.rolock@case.edu

Deborah J. Moon, Ph.D.

Assistant Professor
School of Social Work, University of Pittsburgh
2117 Cathedral of Learning, Pittsburgh, PA 15260
Phone: (412) 383-5156
Email: DJM@pitt.edu

Marjorie N. Edguer, Ph.D.

Assistant Professor
Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University
11235 Bellflower Road, Cleveland, OH 44106-7164
Phone: (216) 368-2103
Email: marjorie.edguer@case.edu

Ann W. Nguyen, Ph.D.

Associate Professor
Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University
11235 Bellflower Road, Cleveland, OH 44106-7164
Phone: (216) 368-1347
Email: ann.nguyen2@case.edu

LIAT R JOHNSON, LISW-S

I am a dedicated social work educator and researcher with over 20 years of experience providing substance abuse and mental health services at various levels of care, primarily to BIPOC youth and families. My journey into academia began with my commitment to evaluating how I made ethical decisions in my everyday practice. This exploration led me to explore how individual and organizational biases influence ethical decision-making in practice.

My dissertation delves into the intricate relationship between critical thinking and ethical decision-making in social work, while also examining professional factors that can shape critical thinking over time. My research interests further encompass ethics education in social work, moral development among social work professionals, and the connections between ethical decision-making and client outcomes. I am particularly focused on seeking innovative strategies that enhance the ethical practice and decision-making skills of social workers.

My research experience spans multiple roles and projects, where I have developed expertise in qualitative and quantitative methodologies. As a Graduate Research Assistant with the Adoption Stories Research Team at Case Western Reserve University, I conduct qualitative interviews and analyze data using NVivo. During my time as an AmeriCorps Member at the Center on Trauma and Adversity, I supported the development of research hypotheses through literature reviews and contributed to trauma-informed education initiatives. Additionally, I am involved in a NIH-funded pilot study at the Indigenous Trauma & Resilience Research Center, where I perform systematic literature synthesis and person-centered data analysis related to social determinants of health for Native American women with perinatal substance use. My role as a Graduate Research Associate at the Schubert Center for Child Studies allowed me to collaborate on program evaluations, while my fellowship at the Office of Educational Outcomes Assessment enhanced my skills in educational outcome assessments. Collectively, these experiences have equipped me with a robust skill set in research design, data management, and program evaluation, aligning with my commitment to advancing knowledge and improving service delivery in social work practice.

In my teaching, I cover a diverse array of subjects, including an introduction to social work and practice skills, social work ethics, social work practice with groups, theories of oppression and diversity, engaging in evidence in practice, and crisis intervention and trauma. My teaching philosophy is deeply rooted in my years of clinical experience, emphasizing the identification of ethical implications inherent in our everyday practice. I believe in creating an environment that encourages the application of knowledge and skills within the classroom, utilizing a flipped classroom model to enhance engagement and ownership of learning. I promote inclusivity by ensuring that all voices are heard, positioning students as facilitators of their own learning while I act as a partner in their educational journey. Recognizing the significance of diversity and cultural differences, I strive to integrate these perspectives into our discussions, preparing students to navigate complex situations in practice. Additionally, I emphasize the importance of critically analyzing research and evidence to inform our practices, fostering a classroom culture that values inquiry and reflection.

Ultimately, my career plan is to bridge the gap between research and practice, enhancing service delivery and the quality of care for underserved and underrepresented populations. I seek to advance evidence-based training methods to enhance the ethical practice and decision-making skills of social workers, particularly by integrating an ethical lens into practice alongside a clinical one. I am particularly interested in developing and evaluating innovative approaches that incorporate this ethical perspective into the professional training of social workers, with the goal of fostering more effective and responsible practice in diverse social service settings. A key component of my work would emphasize the unique challenges faced by marginalized and vulnerable populations, ensuring that social workers are not only equipped to navigate complex practice situations but also to advocate for social justice and equity.



LIAT R. JOHNSON, LISW-S

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e-mail: liat.johnson@case.edu

11235 Bellflower Road
Cleveland, OH 44106-7164

EDUCATION

- 05/2025 Case Western Reserve University, Cleveland, Ohio
Doctor of Philosophy in Social Welfare
Dissertation Title: Unraveling the Threads of Critical Thinking in Social Work: Understanding its Dimensions, Determinants, and Moral Implications in Social Work Practice
Chair: Nancy Rolock
Committee: Zoé Breen Wood, Kathleen Farkas, Christopher Burant
- 06/2002 The Ohio State University, Columbus, Ohio
Master of Social Work
- 12/1998 The Ohio State University, Columbus, Ohio
Bachelor of Arts, Psychology
Study Abroad, Tel-Aviv University, Israel

TEACHING EXPERIENCE

Note. Courses taught face-to-face if not otherwise indicated

Adjunct Instructor

Case Western Reserve University

- | | |
|-------------|---|
| Summer 2024 | Group Theories and Practice (online) |
| Summer 2024 | Social Work with Groups (online) |
| Summer 2022 | Group Theories and Practice (online) |
| Summer 2021 | Theories of Diversity and Oppression (online) |
| Autumn 2021 | Group Theories and Practice (online) |

Community Lecturer

The Ohio State University

- | | |
|-------------|---|
| Spring 2019 | Diversity & Cultural Competence (online) |
| Summer 2018 | Professional Development (online) |
| Summer 2018 | Engaging in Evidence (online) |
| Spring 2018 | Diversity & Cultural Competence |
| Spring 2018 | Crisis Intervention & Trauma Treatment (online) |
| Autumn 2018 | Engaging in Evidence |
| Autumn 2018 | Engaging and Entering into the Profession |



Autumn 2018 An Integrative Body-Mind-Spirit Approach to Assessment and Treatment
Spring 2017 Diversity & Cultural Competence
Autumn 2017 Engaging and Entering into the Profession

Course Development

Case Western Reserve University
Mandel School of Applied Social Sciences
Group Theories and Practice, Master's Course – On-ground and Online

GUEST LECTURE

Johnson, L., (2024). *Ethics In Practice*. Guest Lecture, Integrative Seminar at Case Western Reserve University, Cleveland, Ohio.

RESEARCH EXPERIENCE

July 2024-
Present **Graduate Research Assistant**
Adoption Stories Research Team, Cleveland, Ohio
Mandel School of Social Sciences
Case Western Reserve University

- Conducted qualitative interviews
- Collected, analyzed, and interpreted qualitative data using NVivo
- Collaborated with faculty and research team on design and development of research study
- Managed and organized research data bases, maintaining accurate records of research activities and data collection processes

May 2024-
July 2024 **AmeriCorps Member**
Center on Trauma and Adversity, Case Western Reserve University
Arizona State University

- Conducted literature reviews and synthesized findings to support the development of research hypotheses and methodology
- Conducted systematic and scoping reviews to identify, evaluate, and summarize existing research
- Assist with writing and proofing manuscripts
- Assist in the design, development, and implementation of research projects focused on trauma-informed higher education

June 2024-
Present **External Temp Researcher**
College of Nursing & Professional Disciplines
Indigenous Trauma & Resilience Research Center
University of North Dakota

- NIH-funded pilot study funding through the Indigenous Trauma & Resilience Research Center
- Systematic literature synthesis and secondary data analysis to examine factors across various social determinants of health domains related to indigenous prenatal drug use
- Data cleaning, coding, and analysis using SPSS

Jan 2022-
Sept 2022

Graduate Research Associate
Schubert Center for Child Studies, Cleveland, OH
Case Western Reserve University

- Collaborate with the Schubert Center team and educational partner to effectively evaluate program implementation and outcomes
- Data cleaning and analysis using Excel and SPSS
- Assist with writing and proofing technical reports/manuscripts

Aug 2019-
May 2023

Graduate Research Fellow
Office of Educational Outcomes Assessment, Cleveland, OH
Mandel School of Social Sciences
Case Western Reserve University

PRESENTATIONS

PEER REVIEWED

Johnson, L. (2021, November 4-7). *Does Behavioral Ethics Have a Place in Social Work Education?* CSWE APM 2021 Conference, Orlando, Florida.

TRAININGS

Johnson, L. (2024, September). *Critical Thinking in Ethics for Social Workers: An Introduction.* [Distance Learning Presentation] Approved by Ohio Counselor, Social Worker and Marriage and Family Therapist Board for Social Workers. <https://youtu.be/SF1600dyYzY>

Johnson, L. (2022, March 30). *Behavioral Ethics and Social Work.* NASW Ohio Webinar.

Johnson, L. (2019, July). *Documentation Review.* Training at New Albany Home Health Solutions.

Johnson, L. (2019, August). *Supervising Non-Licensed Staff.* Training at New Albany Home Health Solutions.

Johnson, L. (2019). *Evidence-Based Practices for Non-Licensed Staff.* Presented at Executive Training Consultants

Johnson, L., & Fine, M., & Vickers, S. (2018, August). *There's No Failure in Improv: The Gift of Living in the Moment.* Nationwide Children's Hospital.

Saunders, J., & **Johnson, L.,** (2018). *YOU Matter Pause.* Nationwide Children's Hospital.

Fine, M., & **Johnson, L.** (2017-2019). *Recognizing and Managing Stress and Burnout.* Nationwide Children's Hospital.

Johnson, L. (2015-2019). *The Golden Thread*. Presented at Executive Training Consultants.

Johnson, L. (2015-2019). *The Link Between Physical Health and Mental Health*. Presented at Executive Training Consultants.

Johnson, L. (2015-2019). *Mental Health Diagnosis and Symptoms*. Presented at Executive Training Consultants.

Johnson, L. (2015-2019). *Developmental Milestones of Youth and Adolescents*. Presented at Executive Training Consultants.

Johnson, L. (2016). *Art Expression in Coaching*. Presented at Executive Training Consultants.

Johnson, L. (2017). *Spirituality in Coaching*. Presented at Executive Training Consultants.

Johnson, L. (2010). *Stages of Change*. Presented at Directions for Youth & Families.

Johnson, L. (2010). *Addressing Emotional and Behavioral Disorders in the Classroom*. Presented at Columbus Montessori Education Center.

PUBLICATIONS

PEER REVIEWED PUBLICATIONS

Fisher, A. E., **Johnson, L. R.**, Minnes, S., Miller, E., Riccardi, J. S. & Dimitropoulos, A. (2023). Predictors of social emotional learning in after-school programming: The relative impact of relationships, belonging, and program engagement. *Psychology in the Schools*, 1-18. <https://doi.org/10.1002/pits.23113>

Balser, S., Withrow, A., **Johnson, L.R.**, Chaikin, C.D., (2024) Restorative justice in cases of intimate partner violence in the United States: A metasynthesis. *Families In Society*, <https://doi.org/10.1177/10443894231212546>

WORK IN PROGRESS

Kim, J.-Y., **Johnson, L.R.**, Balser, S., & Wei, W. (Manuscript in progress). Understanding co-occurrence of mental health problems in youth within the Research Domain Criteria (RDoC) framework: A scoping review study.

UNPUBLISHED REPORTS

Fisher, A. E., **Johnson, L. R.**, Nanda, S., Murgel, J. L., Dimitropoulos, A. & Minnes, S. (2023,



- September). *21st CCLC youth development program evaluation: Open Doors Academy: FY22 Summative Report*. [Evaluation Report] Schubert Center for Child Studies, Case Western Reserve University, Cleveland, OH.
- Ishler, K.J., **Johnson, L.**, Wood, Z.B., & Blaser, S. (2022). *Graduate exit survey August 2020 - August 2021 Graduates*. Jack, Joseph and Morton Mandel School of Applied Social Sciences.
- Ishler, K.J., **Johnson, L.**, & Wood, Z.B., (2021). *5-year trends: data from graduate exit & 6-month follow-up surveys AY 2015-2016 to AY 2019-2020*. Jack, Joseph and Morton Mandel School of Applied Social Sciences.
- Ishler, K.J., **Johnson, L.**, & Wood, Z.B., (2020). *Outcomes for August 2018 – May 2019 Graduates*. Jack, Joseph and Morton Mandel School of Applied Social Sciences.
- Ishler, K.J., **Johnson, L.**, & Wood, Z.B., (2020). *Employment Outcomes for August 2017 – May 2018 Graduates: Special Supplement Focused on Graduates from Under-Represented Minority Groups*. Jack, Joseph and Morton Mandel School of Applied Social Sciences.

PRACTICE EXPERIENCE

- Feb 2010-
Present **Owner/Senior Administrator**
Generating Empowered Minds Services, LLC.
- Obtain contracts
 - Hiring and training of contractors
 - Financial record keeping
- March 2011-
Dec 2023 **Clinical Director/Independent Contractor**
New Albany Home Health Solutions, New Albany, OH
- Monitored regulatory and clinical standards; quality assurance efforts, meet contractual reporting requirements and performance standards
 - Oversight of clinical supervision of Supervisors and therapists, training and ongoing education
 - Crisis consultation
 - On-boarded and trained of all clinical staff
- June 2016-
June 2018 **Social Work Reviewer/Independent Contractor**
Permedion an HMS Company
- Reviewed requests for prior authorizations for Community Psychiatric Supportive Services (CPST) funded by Medicaid
 - Completed clinical chart audits of adult inpatient psychiatric hospitalization units using a behavioral health audit tool
- Feb 2010-
Dec 2012 **HCBS Waiver Provider for Social Work**
Ohio Department of Developmental Disabilities
- Developed individualized treatment plans with client and families
 - Assisted clients and families in resolving challenges
 - Completed diagnostic assessments and behavior analysis
 - Formulated behavior support plans
 - Provided training and guidance to support staff
- Nov 2015-
July 2019 **Employee Assistance Clinician**
Emergency Department



Nationwide Children's Hospital, Columbus, OH

- Provided Stress First Aid including screening, brief intervention and referral to treatment
- Address needs of staff to increase their resilience skills, and to cope with work related traumatic stressors and burnout
- Facilitated YOU Matter Peer Support Trainings
- Facilitated critical incident stress debriefings

March 2012-
Dec 2015

Emergency Department Social Worker

Nationwide Children's Hospital, Columbus, OH

- Conducted psychosocial assessments for patients and their families
- Collaborated with the medical team and communicated with patients and their families
- Provided case management for patients and families
- Completed psychiatric evaluations and determined level of care needs
- Completed forensic interviews

March 2009-
Dec 2011

Program Manager

Promises, SOS, Teen Parent Connection, Outreach
Directions for Youth and Families, Columbus, OH

- Plan, organized, directed, and evaluated the work of professional staff provided mental health treatment to youth and families
- Provided clinical supervision
- Reviewed and approved diagnostic assessments
- Maintained relationships with referral sources

March 2009-
March 2010

Clinical Supervisor

Adolescent Community Reinforcement Approach
Maryhaven Inc., Columbus, OH

- Provided clinical supervision and oversight of an evidence-based treatment modality for substance use
- Reviewed recordings for fidelity checks

Feb 2007-
March 2009

Clinical Supervisor

Adolescent Care Unit and Adolescent Outpatient
Maryhaven Inc., Columbus, OH

- Provided direct supervision to licensed and unlicensed clinical staff in the provision of substance and mental health care, treatment, and services in a residential unit for adolescent girls and adolescent outpatient
- Ensured clinicians comply with legal, contractual, and ethical practices
- Coordinate the day-to-day operations
- Managed and communicated program, administrative, and clinical direction to staff

May 2006-
Feb 2007

Lead Counselor IV

Adolescent Outpatient Services
Maryhaven Inc., Columbus, OH

- Provided clinical supervision to clinical staff
- Provided individual and family substance use and mental health therapy
- Developed and implemented an education group for parents



- Ensured compliance with all necessary paperwork and client documentation

Sept 2005-
May 2006

Counselor IV/Team Lead

Adolescent Services

Maryhaven Inc., Columbus, OH

- Provided individual, family, and group therapy in a residential unit for adolescent boys with substance use disorders
- Completed treatment plans, treatment plan reviews, client notes, and contractual reports in a timely manner
- Coordinated care and discharge planning with other service providers and families

March 2004-
Sept 2005

Group Counselor

Day Treatment

Rosemont Center, Columbus, OH

- Delivered therapeutic group interventions to youth
- Evaluated progress and effectiveness of interventions
- Maintained client documentation
- Responded to crises using de-escalation techniques

Dec 2002-
Feb 2004

Family Specialist

Teen Parent Connection

Directions for Youth and Families, Columbus, OH

- Provided in-home/community-based therapy to teen mothers
- Completed diagnostic psychosocial assessments
- Collaborated with clients and families to create individualized treatment plans
- Provided case management to ensure clients have access to resources

Aug 2002-
Oct 2002

Intake Specialist

Directions for Youth and Families, Columbus, OH

(Name of agency after merger with Crittenton Family Services)

- Conducted initial diagnostic psychosocial assessments
- Determined client eligibility for mental health services
- Accurately documented client information

May 2001-
Aug 2002

Family Specialist I

Family Preservation

Crittenton Family Services, Columbus, OH

- Provided in-home/community-based therapy to families referred by Child Protective Services, focused on strengthening family dynamics and providing support to help maintain children safely in their homes
- Collaborated with clients and families to create individualized treatment plans



SCHOLARSHIPS & AWARDS

- 08/2022 Awarded, Doctoral Fellow
Council on Social Work Education, Minority Fellowship Program
- 08/2023 Awarded, Doctoral Fellow
Council on Social Work Education, Minority Fellowship Program
- 07/2024 Awarded
Segal AmeriCorps Education Award

UNIVERSITY SERVICE

Co-Chair, Anti-Racist, Diversity, Equity, and Inclusion Task Force, Jack, Joseph and Morton Mandel School of Applied Social Sciences, Case Western Reserve University, 2022

CERTIFICATIONS

Sustained Dialogue Moderator Facilitator, September 2019
Assertive Continuing Care, Supervisor, August 2009
Adolescent Community Reinforcement Approach, Supervisor, November 2008

PROFESSIONAL ASSOCIATIONS & LICENSURE

American Evaluation Association, 2024
Council on Social Work Education, 2022-2024
Licensed Independent Social Worker Active License #: [I.0010240-SUPV; January 2005]
Licensed Clinical Social Worker Active License #: [LCSW-12765; June 2009]

NEW ACADEMIC POSITIONS FALL 2024



Dr. Emily Miller, Research Scientist

Boston University Wheelock College of Education & Human Development- Center on the Ecology of Early Development (CEED)
millerek@bu.edu / (231) 330-4651

Research areas: Mental health, population mental health, trauma, relational health, social support, social determinants and drivers of health, qualitative research methods, latent modeling, mixed methods

Teaching interests: Health disparities, social inequalities, population mental health, social policy, theory, community practice, trauma-informed practice, healing-centered engagement, social work research methods



Dr. Kari O'Donnell, Postdoctoral Scholar

MetroHealth- Population Health and Equity Research Institute
Kao40@case.edu / (216) 570-7056

Research areas: Artificial intelligence in research, interpersonal trauma, interpersonal violence, poverty, sexual and gender minorities, social welfare programs, structural violence, substance use, & women's issues

Teaching interests: Artificial intelligence in research, basic and advanced statistics, program evaluation, research methods, social policy, theory



Dr. Meagan Ray-Novak, Research Associate

Case Western Reserve University-The Center on Poverty and Community Development
mlr90@case.edu / (508) 243-4874

Research areas: The influences of dynamic, systems-based interactions on differential experiences of poverty, housing insecurity and homelessness across the lifespan. The multifaceted impacts of racism and gendered transactions within social service systems of care.

Teaching interests: Social work practice with individuals, families, and communities; trauma-informed care; oppression, privilege, anti-racism, and anti-colonialism; poverty and public policy



Dr. Katie Russell, Assistant Professor

University of Central Florida School of Social Work
katie.russell@ucf.edu/ (586) 945-1381

Research areas: Intergenerational transmission of violence, risk and protective factors impacting the intergenerational transmission of violence, factors affecting multifinality of youth development trajectories following childhood trauma, mitigating the impact of childhood adversity using healing centered interventions

Teaching interests: Human behavior and the social environment, social work practice, trauma and resilience, program evaluation, diversity, and social work research methods

EMILY K. MILLER

Research Areas & Experience

Driven by the goal of strengthening and deepening protective, healthy relationships as well as promoting individual and collective capacities for healing among those who have experienced adversity, the overarching focus of my research is on the role of relational health in mitigating or exacerbating poor mental health outcomes, taking into consideration the complex intersection of trauma histories and other social determinants and drivers of health (SDoH). My research is informed by my practice experience working with individuals and families from marginalized and historically oppressed communities in neighborhood and school contexts and is aimed at dismantling systems of inequality and promoting justice to promote healing and well-being across the lifespan. My dissertation research uses advanced statistical latent modeling and qualitative methods to examine the complex intersection of trauma history, SDoH, and social risk on mental health during the COVID-19 pandemic. Importantly, my research focuses on protective factors for individuals, families, and communities, such as ways to promote relational health as a pathway to healing in the wake of trauma.

I have experience in neighborhood and community-level applied research as well as other translational research. For example, I managed research activities for the National Initiative on Mixed Income Communities as part of the United States Department of Housing and Urban Development's national Jobs Plus program evaluation and have served as a consultant for the Urban Institute and Metropolitan Planning Council's Cost of Segregation project. I coordinated and managed the Center on Trauma and Adversity's work with the City of Cleveland to establish the nation's first system of Trauma-Informed Neighborhood Recreation and Resource Centers. In addition, I coordinated and supported the development and implementation of two studies examining the impact of the COVID-19 pandemic on mental health, a national study and a Northeast Ohio study. I also have experience supporting the submission of federal and foundational grants on multidisciplinary teams. In my research, I value and prioritize a collaborative team-science approach, and I have extensive experience working on interdisciplinary research teams that include medical providers, public health professionals, educators, and social workers.

Teaching Experience & Philosophy

I have experience teaching or assisting with generalist and elective courses at the master's level, including courses on assessing and engaging communities, macro theory, social welfare policy, and community trauma. I also have extensive experience providing educational training on trauma-informed practice to organizations and agencies nationally and am currently co-facilitating a Healing-Centered Engagement certificate program to individuals working across diverse sectors in the Cleveland community.

Modeling and practicing my values and approaches to my own work in the classroom and educational spaces is of utmost importance to me. As such, I intentionally cultivate a class environment that upholds trauma-informed, healing-centered, and anti-racist principles. I am aware of the impact my social identity and positionality can have on the classroom climate and student experience, and I actively aim to cultivate an inclusive, co-learning environment where students from all backgrounds feel comfortable sharing their perspectives and experiences. I am deeply aware that the content of social work curricula can be emotionally challenging for students, and I firmly believe creating safe learning environments is imperative for student success. As a social work educator, I am dedicated to helping students develop the skills to think critically about how they understand and examine social issues and ensure that they are not perpetuating power inequities and oppression through their work. Through building these critical analysis skills, I empower students to be independent thinkers equipped with the ability to challenge systems of oppression and privilege. I aim to teach students how to approach complex problems from a strengths-based, rather than a deficits-based, perspective.



KARI O'DONNELL

With over a decade of experience conducting impactful research, I am committed to scholarship that creates positive change, particularly for marginalized populations. My particular research focus investigates structural inequities that impact women and other marginalized populations; my particular research focus has been on women with a history of welfare engagement. My current research applies a political economic framework to the issues of intimate partner violence (IPV) and Temporary Assistance for Needy Families (TANF), explicitly focusing on economic abuse and the state's role in the lives of former TANF recipients who have histories of IPV. This study examines the relationship between a caseworker and a TANF recipient, an innovative approach, as much of the research on the relationship between TANF recipients and their caseworkers remains qualitative. This research is supported by the Social Justice Institute of Case Western Reserve University, the Flora Stone Mather Center for Women, and the Richard A. Zdanis Research Scholarship Award.

I have a strong background and passion for data management and cleaning to ensure the highest quality of work being presented to enhance the utility of the findings, which includes creating a seminar for the Case Western Reserve University Office of Interprofessional and Interdisciplinary Education and Research on data cleaning. I believe in a collaborative research approach, where all contributing parties can refine their skills and stretch in areas they feel need more development. While working for a public health non-profit, I assisted and administered a national census of local health departments through online data collection software. This experience with online research and the pitfalls of online research made me passionate about accuracy in data collection and management, which has been reflected in several research assistant positions, where I was brought on to enhance data management and, in three cases, identify redundant and fraudulent cases in the dataset.

I have assisted in writing six grants and more than 20 requests for proposals over the course of my career. I have 11 publications, including two as first author and three as second author. Before my doctoral training, I worked for various organizations, non-profits, associations, and consulting firms as a researcher focusing on social welfare and public health. I have extensive research experience with a variety of methodologies. I have engaged in a variety of research projects in several different roles including conceptualization, data management, collection, analysis, and reporting per federal guidelines.

My teaching philosophy derives from Freire's Pedagogy of the Oppressed. Education should be used as a vehicle for liberation to help society, which directly ties into what the social work profession is meant to be, as it is focused on enhancing individual and collective well-being. As an educator, I am committed to developing connections between research and real-world situations, drawing on my experience as a researcher and including examples from the real world in lessons. I empower students to develop their critical thinking skills by creating a safe space to explore what and how they are learning. My teaching experience focuses on research methods and program evaluation as an instructor and teaching assistant.

Additionally, I am committed to service, which includes supporting my school and colleagues on our doctoral executive committee and acting as an article reviewer. I also act as a subject matter expert for the US Department of Defense on gender-based violence. In conclusion, my expertise conducting research focusing on equity, empowering teaching philosophy, and commitment to service, enables me to work collectively and support a diverse portfolio of research projects.



MEAGAN RAY-NOVAK

My dissertation research leverages more than a decade of experience as a clinical social worker to explore conceptualizations of racial and gender identity among a population of individuals experiencing chronic homelessness using mixed methods. Forty in-depth, semi-structured interviews with adults experiencing chronic homelessness identified themes centered on gendered experiences of family caretaking leading to late-life housing instability, and systemic racialized differences in intergenerational wealth. Additional dissertation study using quantitative methods to examine implicit bias and decision making of homeless service providers afforded a critical perspective of the larger homeless service system. This approach of concurrently investigating both individuals experiencing homelessness *and* providers honors the multiplicity of individual experience and complexity of difference when interacting with providers. Qualitative methodologies allow for rich detail and valuing of individual experience while quantitative methods provide broad insight into the provider population.

In my doctoral fellowship I supported three major studies: *Estimating the Prevalence and Probability of Youth Experiencing Homelessness Using Administrative Data*, funded by the U.S. Department of Housing and Urban Development (FR-6400-N-59); *Intersection of Foster Care Involvement and Sexual and Gender Minority Status: The Impact of Social Support on Youth Mental Health and Resilience*, funded by the National Institutes of Health (5U54MD002265-12); and *Rainbow Connections: Continuity of Care Across the Lifespan for SGM Populations* funded by the Clinical and Translational Science Collaborative at Case Western Reserve University. In each of these studies I collected and analyzed both quantitative and qualitative data and contributed meaningfully to final reports.

In my work as Research Associate with the Center on Poverty and Community Development at Case Western Reserve University, I manage research projects related to housing instability, homelessness, adverse early childhood experiences and pre- and post-natal outcomes, including educational attainment upon entry to kindergarten. My work leverages an integrated data system, the Child-Household Integrated Longitudinal Data system (CHILD) that incorporates administrative data from more than 35 governmental and social service partners in Cuyahoga County, Ohio. Research and evaluative work using CHILD supports numerous organizations locally to understand the effects of disadvantage and poverty on residents and neighborhoods, including the Office of Homeless Services, Office of Early Childhood, local non-profits, and multiple collaborative councils that collectively fund transdisciplinary projects. Each research study differs based upon the intent, scope, and analytic approach. I have gained deep experience in partnership, study design and project management as a Research Associate, providing a strong pipeline for ongoing independent research. This breadth of knowledge additionally affords students important contacts for their training and development, which is important to me.

As an educator-facilitator, my teaching is grounded in practice experience, commitment to anti-oppressive teaching strategies, and a humanistic pedagogical approach. Each course session begins with introductions that afford time to begin to understand each individual and their orientation to the course. This has served to increase connection and improves my ability to orient a teaching approach to the early needs of the class. For individuals in the social work graduate program, I almost always ask them what their path to the profession has been. This question affords deep understanding of each individual and the often-altruistic ties to their professional trajectory. Their stories are meaningful and frequently spark exciting conversation about visions for a more equitable society. We develop shared understanding of expectations for learning and how the classes will likely unfold. Due dates and



MEAGAN RAY-NOVAK

assignment structures are collaboratively decided, although most classes need a couple of weeks to feel safe enough to engage in those conversations. As such, we revisit each assignment and due date as they approach, adjusting as collectively decided. I have been consistent in communicating my hopes for students throughout my early teaching career. They are simple and powerful for all of us: I hope students will work hard in ways that are meaningful to them. I hope they will take cognitive risks in the class by trying new ways of thinking and doing that arise. I hope they will use their voice to express critical thinking and that we will collectively value process over any products of the course.

A humanistic approach is central to fostering connection, humility, and group accountability within the school. Within the classroom, I model engagement and rapport building in our early sessions to increase participation over time through deliberate power sharing. Within a class session or two, many individuals gain confidence and engage authentically. Those who need or prefer communicating in written and nonverbal ways are welcome to utilize any number of methods to do so, with assignments frequently including visual, auditory, kinesthetic and written options. Individuals are primarily offered formative feedback, in writing, on their assignments. This allows each person to engage with feedback in ways they find accessible. The emphasis I place on critical thinking and active engagement are intentional and aimed to support development of leadership behaviors for emerging social work practitioners. As someone who completed a macro practice track in my graduate study and then practiced as a clinical social worker for a decade, I encourage students to embrace skills as tools toward effective practice at all levels.



KATIE N. RUSSELL

Stemming from 8 years of clinical practice as a youth trauma therapist, my overarching research agenda focuses on the deleterious effects of childhood adversity and potential for healing and growth. Applying a trauma-informed, developmental risk and resilience lens, my short-term goals are to (1) explore the intergenerational transmission of violence from childhood exposure to adolescent dating violence (ADV) perpetration in youth, (2) identify protective and risk factors impacting the relation between childhood violence exposure and ADV, and (3) evaluate existing ADV prevention and intervention programming. My long-term goals include (1) establishing a program of research that illuminates the factors contributing to the multifinality of youth developmental trajectories following childhood adversity and (2) identifying and applying effective strategies to mitigate the impact of childhood adversity on youth and young adults using healing-centered interventions aimed at fostering resilient developmental trajectories.

Beyond publishing my three dissertation studies, I have conceptualized an early career plan with an active research and funding agenda building on my dissertation, as well as a wealth of professional research experiences and publications (15 peer-reviewed manuscripts). In years 1 and 2, I will conduct two secondary data analysis studies using existing datasets. Using the STRiV dataset, I will examine protective factors (e.g., social support, empathy) as they relate to ADV trajectories following childhood adversity, centering youth intersectional identities (e.g., race/ethnicity, gender, sexual orientation). For the second study, with data collected in my doctoral research fellowship, I will examine factors mitigating the intergenerational transmission of violence with a sample of primarily low-income, Black fathers participating in a fatherhood initiative. Beginning in year 2, using sequential exploratory mixed methods, I will conduct iterative focus groups and surveys with diverse youth and experts in the field of ADV to vet the identified strengths and shortcomings of current ADV measurement methods identified in my dissertation, with the goal of developing of a new, comprehensive ADV measurement tool. Finally, I will conduct a two-phase randomized controlled trial to evaluate an existing ADV prevention program, with the second phase testing a program enhancement developed from my research findings.

My goal as an instructor is to empower students as learners and to honor their individual learning styles and rich reservoirs of lived experiences by applying concepts from andragogy (i.e., Adult Learning Theory) and feminist pedagogy. Andragogy asserts that adults approach learning from a problem-solving perspective, needing to know why the topic is important and of immediate value, with experiential learning being most effective. Therefore, I aim to foster a learning environment that honors different learning styles, striving to make the content relatable and understood using engaging, experiential learning techniques. To make that possible, I believe that a variety of activities and teaching methods should be applied throughout a course to maximize the likelihood that students are given the opportunity to learn according to their individual learning styles.

I am also a firm believer in the assertion of feminist pedagogy that knowledge is socially co-constructed between students and the instructor, and that learners should be empowered as holders of knowledge (i.e., lived experiences, intersectionality, and values) with shared power in their learning journey. To ensure that students' knowledge acquisition is meaningful and therefore longer-lasting, I believe that one's learning environment should encourage vulnerability and collaboration rather than the competitiveness and internalized imposter syndrome that quite frequently occurs in higher education settings. Accordingly, I aim to promote a collaborative learning environment by taking great care to minimize harmful power dynamics and encourage mutual respect, trust, and vulnerability through modeling and team building. As the instructor of record for 13 courses, I have cultivated an array of teaching methods in line with these goals.



