

Alysse M. Loomis, LCSW, PhD

Curriculum Vitae

The University of Utah, College of Social Work
395 South 1500 East #330C
Salt Lake City, UT 84112

alysse.loomis@utah.edu

EDUCATION

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| PhD | University of Connecticut , Hartford, CT | May 2019 |
| | Major: Social Work | |
| MSW | University of Connecticut , West Hartford, CT | May 2013 |
| | Major: Group Work | |
| BA | University of Connecticut , Storrs, CT | May 2009 |
| | Major: Psychology, <i>Magna Cum Laude</i> | |

PUBLICATIONS

Peer-Reviewed Publications (née Melville)

*indicates MSW student

24. Mogro-Wilson, C., & Negi, N., Acquati, C., Bright, C., Chang, D.F., Clark Goings, T., Greenfield, J.C., Gurrola, M., Hicks, T., **Loomis, A.**, Parekh, R., Strolin-Goltzman, J., Valdovinos, M.G., Walton, Q.L., Windsor, L. (in press). Reflections from academic mothers of young children on social work research and education. Invited manuscript for *Journal of Social Work Education*.
23. **Loomis, A. M.**, Freed, S.,* & Coffey, R.* (2022). Inhibitory control, student-teacher relationships, and expulsion risk in preschools: An indirect effects path analysis. *Early Childhood Education Journal*. Published online first: <https://doi.org/10.1007/s10643-021-01287-x>
22. **Loomis, A. M.**, Davis, A., Cruden, G., Padilla, C., & Drazen, Y. (2021). Early childhood suspension and expulsion: A content analysis of state legislation. *Early Childhood Education Journal*. Published online first: <https://doi.org/10.1007/s10643-021-01159-4>
21. Sonsteng-Person, M. & **Loomis, A. M.** (2021). Educational implications of community violence and trauma: Does training impact how Los Angeles teachers are dealing with the effects in the classroom? *Journal of Child and Adolescent Trauma*, 14(2), 189-199. <https://doi.org/10.1007/s40653-021-00340-6>
20. **Loomis, A. M.** (2020). Preschool self-regulation as a mediator between adverse childhood experiences and student-teacher conflict: The role of race and gender. *Early Childhood Research Quarterly*, 54 (1), 294-306. <https://doi.org/10.1016/j.ecresq.2020.10.004>

19. **Loomis, A. M.** & Felt, F.* (2020). Knowledge, skills, and self: Linking trauma-informed training content to trauma-informed attitudes and stress in preschool teachers and staff. *School Mental Health: A Multidisciplinary Research and Practice Journal*, 13(1), 101-113. <https://doi.org/10.1007/s12310-020-09394-7>
18. **Loomis, A. M.**, Sonsteng-Person, M., Jagers, J., & Osteen, P. (2020). School discipline as a consequence of violent victimization in adolescence: Understanding the mediating roles of head injury and fighting. *Journal of Interpersonal Violence*. Published online: <https://doi.org/10.1177/0886260520959635>
17. Rogel, A., **Loomis, A. M.**, Hamlin, E., Hodgdon, H., Spinazzola, J., & van der Kolk, B. (2020). The impact of neurofeedback training on children with developmental trauma: A randomized control study. *Psychological Trauma: Theory, Research, Practice, & Policy*, 12 (8), 918-929. <https://doi.org/10.1037/tra0000648>
16. Jagers, J. & **Loomis, A. M.** (2020). Research at work: Sampling, central tendency, and causation. *Families in Society*, 101 (4), 539-546. <https://doi.org/10.1177/1044389420913415>
15. **Loomis, A. M.**, Feely, M. & Kennedy, S. (2020). Measuring self-reported polyvictimization in foster youth research: A systematic review. *Child Abuse & Neglect*, 107, 1-17. <https://doi.org/10.1016/j.chiabu.2020.104588>
14. **Loomis, A. M.** (2020). Effects of household and environmental adversity on self-regulation for Latino and African American preschool children: Closing the school readiness gap. *Early Education & Development*, 32 (2), 228-248. <https://doi.org/10.1080/10409289.2020.1745513>
13. **Loomis, A. M.** (2020). Pathways from family violence exposure to disruptive behavior and suspension in elementary school. *Journal of Family Trauma, Child Custody, & Child Development*, 17 (1), 21-36. <https://doi.org/10.1080/26904586.2020.1734516>
12. Mogro-Wilson, C., **Loomis, A. M.**, Hayes, C., & Rojas, R. (2020). Emerging bicultural views of fatherhood: Perspectives of Puerto Rican fathers. *Advances in Social Work*, 19 (2), 311-328.
11. Mogro-Wilson, C., **Loomis, A. M.**, Coman, E., & Fifield, J. (2019). African American, Puerto Rican & other Hispanic fathers' differential responses to a parenting intervention. *Social Work in Public Health*, 34 (7), 583-595. <https://doi.org/10.1080/19371918.2019.1635946>
10. Feely, M., Seay, K. D., & **Loomis, A. M.** (2019). Harsh physical discipline as a mediator between income, re-reports and out-of-home placement in a child welfare-involved population. *Children and Youth Services Review*, 103, 70-78.
9. **Loomis, A. M.** & Mogro-Wilson, C. (2019). Effects of cumulative adversity on preschooler's self-regulation and the student-teacher relationship in a highly dense Hispanic community: A pilot study. *Infants & Young Children*, 32(2), 107-122.
8. **Loomis, A. M.**, Berthold, M., Buckley, T., Wagner, J., & Kuoch, T. (2019). Integrated health care and mHealth: A model of care for refugees with complex health conditions. *Social Work in Public Health* 43(2), 189-200.

7. Mogro-Wilson, C., **Loomis, A. M.**, Hayes, C., Drake, A., & Fifield, J. (2019). Supporting recruitment and retention of low-income young minority fathers in a community-based intervention. *Advances in Social Work, 18*(4), 1068-1084.
6. **Loomis, A. M.** (2018). The role of preschool as a point of intervention for trauma-exposed children: Recommendations for practice, policy, and research. *Topics in Early Childhood Special Education, 38*(3), 134-145.
5. Berthold, S. M., **Loomis, A. M.**, Kuoch, T., Scully, M., Hin-McCormick, M. M., Casavant, B., & Buckley, T. (2018). Social disconnection as a risk factor for health among Cambodian refugees and their offspring in the United States. *Journal of Immigrant & Minority Health, 21*(20), 290-298.
4. Ostrander, J., **Melville, A.**, Bryan, J. K. & Letendre, J. (2018). Proposed modification of a school-wide bully prevention program to support all children. *Journal of School Violence, 17*(3), 367-380.
3. **Melville, A.** (2017). Adverse childhood experiences from ages 0-2 and young adult health: Implications for preventive screening and early intervention. *Journal of Child and Adolescent Trauma, 10*(3), 207-215.
2. **Melville, A.** (2017). Trauma-exposed infants and toddlers: Supporting the social work role in early identification, intervention, and prevention. *Advances in Social Work, 18*(1), 53-65.
1. Ostrander, J., **Melville, A.**, & Berthold, S. M. (2017). Working with refugees in the United States: Trauma-informed and structurally competent social work approaches. *Advances in Social Work, 18*(1), 66-79.

Manuscripts Under Review

- Silver, C. H., Davis, A. E., **Loomis, A. M.**, Park, C., & Zinsser, K. M. (revise & resubmit). Updating the evidence: A systematic review of a decade of Infant Early Childhood Mental Health Consultation (IECMHC) research. *Infants & Young Children*.
- Loomis, A. M.** & Panlilio, C. (revise & resubmit). Trauma-informed attitudes, teacher stress, and expulsion decision risk in preschool classrooms. *School Mental Health*.
- Loomis, A. M.**, Cambron, C., & Gomez, M. (under review). Teacher perspectives on social determinants of health in preschool classrooms. *Early Education and Development*.
- Zulauf-McCurdy, C. & **Loomis, A. M.** (under review). Parent and teacher perceptions of the parent-teacher relationship and child self-regulation: Variations by race in preschool classrooms. *Early Childhood Education Journal*.
- Loomis, A. M.**, Curby, T. W., & Zinsser, K. M. (under review). Beyond the behavior: Teachers' trauma-informed attitudes mitigate expulsion risk among uninhibited preschoolers. *Children & Youth Services Review*.
- Sonsteng-Person, M., Jagers, J., & **Loomis, A. M.** (under review). Academic achievement after violence exposure: The indirect effects of school attachment and motivation to succeed. *Children & Youth Services Review*.

Feely, M., Flynn-York, E., & **Loomis, A. M.** (under review). Meeting the needs of pregnant and parenting young adults with complex mental health needs through comprehensive pre- and post-natal home-visiting services. *Advances in Social Work*

Book Chapters

Loomis, A. M. & Berthold, S. M. (2019). Protecting the health and well-being of child migrants in the U.S. through holistic practice. In S. Megan Berthold and Kathy Libal (Eds.) *Refugees and asylum-seekers in the United States: Interdisciplinary perspectives*. Praeger Press.

Berthold, S. M. & **Loomis, A. M.** (2019). Child migrants in the United States: Challenges to the promotion of their rights and interests. In S. Megan Berthold and Kathy Libal (Eds.) *Refugees and asylum-seekers in the United States: Interdisciplinary perspectives*. Praeger Press.

Publications Not Peer-Reviewed

Loomis, A. M., Randall, K., & Lang, J. (June 2019). Helping young children exposed to trauma: A systems approach to implementing trauma-informed care. *IMPACT Brief for Child Health and Development Institute (CHDI)*. Can be accessed at: <https://www.chdi.org/publications/reports/impact-reports/helping-young-children-exposed-trauma>

GRANTS

Current Grant Funding

Building a System of Trauma-Informed Early Childhood Professionals. Principal Investigator, University of Utah College of Social Work. (Total funded \$25,000). 2021-2022.

Reducing Preschool Expulsion Through Trauma-Informed Teacher Training. Principal Investigator, Herbert I. & Elsa B. Michael Foundation. (Total funded \$5,000). 2021-2022.

Pending

An Exploration of Teaching Practices Associated with Trauma-Informed Care in Preschool Classrooms. Principal Investigator, U.S. Department of Education, Institute of Education Sciences. (Total requested: \$1,700,000). 2022-2026.

Understanding the Benefits of Trauma-Informed Classrooms for Children. Principal Investigator, Sorenson Legacy Foundation. (Total requested: \$20,000). 2022-2023.

Grants Completed

Pathways Between Trauma-Informed Teacher Training and Indicators of Child and Teacher Well-Being in a Utah and National Sample. Principal Investigator, University of Utah College of Social Work Research Incentive Seed Grant. (Total funded \$15,000). 2020-2021.

Stress, Self-Regulation, and Student-Teacher Relationships. Student Investigator, Doris Duke Fellowship for the Promotion of Child Well-Being through Chapin Hall at the University of Chicago. (Total funded: \$60,000). 2017-2019.

PRESENTATIONS

Peer-Reviewed Research Presentations: National & International

*indicates MSW student +indicates doctoral student

- Loomis, A. M.,** Gomez, M.*, Murdoch, E.* Trauma-informed teacher training and preschool expulsion risk: Does training content matter? Poster symposium under review at the 2022 *Administration for Children and Families' National Research Conference on Early Childhood (NRCEC)*, Arlington, VA
- Loomis, A. M.,** Sonsteng-Person, M., Coffey, R.*, & Freed, S.* Using multilevel modeling to identify trauma-informed mechanisms of change for preschool expulsion risk. Poster accepted for publication at the 2022 *Society for Social Work Research (SSWR) Annual Meeting*, Washington DC.
- Loomis, A. M.,** Zulauf-McCurdy, C., & Musson Rose, D.+ Mechanisms for enhancing equity in early childhood settings: The influence of parent and teacher reports of parent-teacher relationships on perceptions of child behavior. Paper accepted for presentation at the 2022 *Society for Social Work Research (SSWR) Annual Meeting*, Washington DC.
- Loomis, A. M.,** Curby, T.W., & Zinsser, K. Beyond the behavior: Teachers' trauma informed attitudes mitigate expulsion risk among uninhibited preschoolers. Paper accepted for presentation at the 2022 *American Educational Research Association (AERA) Annual Meeting*, San Diego, CA.
- Loomis, A. M.** Examining equity in trauma-informed care: Associations between teacher stress, trauma-informed attitudes, and child expulsion risk. Paper symposium presented at the 2021 *American Educational Research Association (AERA) Annual Meeting*, virtual.
- Jagers, J. W., **Loomis, A. M.,** Sonsteng-Person, M., & Osteen, P. Victimization and suspension/expulsion in adolescence: Exploring pathways through fighting and head injury. Paper presented at the 2021 *Society for Social Work Research (SSWR) Annual Meeting*, San Francisco, CA.
- Loomis, A. M.** Identifying mechanisms for reducing preschool expulsion risk through trauma-informed care. Paper presented at the 2021 *Society for Social Work Research (SSWR) Annual Meeting*, San Francisco, CA.
- Cruden, G., Drazen, Y., Davis, A., Padilla, C., & **Loomis, A. M.** Preventing school-based trauma: A framework for developing legislation to limit preschool expulsion and suspension. Paper presented at *Society for Research on Child Development (SRCD) 2020 Special Topic Workshop: The State of Research on Prevention of Child Maltreatment*, St. Louis, MO.
- Padilla, C., **Loomis, A. M.,** Davis, A., Cruden, G., & Drazen, Y. A. (2020, June). Policy scan and qualitative analysis of state legislation limiting preschool exclusionary discipline. Paper presented at the *Administration for Children and Families' National Research Conference on Early Childhood (NRCEC)*, Arlington, VA.
- Loomis, A. M.** & Feely, M. (2019, October). *Measuring self-reported polyvictimization in foster youth research: A systematic review*. Paper presented at The Council on Social Work Education (CSWE) Annual Program Meeting, Denver, CO.

- Cruden, G., Davis, A., **Loomis, A. M.**, Padilla, C., & Drazen, Y. (2019, March). Building a framework for comprehensive preschool suspension and expulsion legislation: A qualitative analysis. Poster presented at *Society for Research in Child Development (SRCD) Biennial Meeting*, Baltimore, MD.
- Loomis, A. M.** (2018, November). The link between preschool adverse childhood experiences, self-regulation and the student-teacher relationship. Paper presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Orlando, FL.
- Cifuentes, A., **Loomis, A. M.**, & Mogro-Wilson, C. (2018, November). Latino and African American fathers' caregiving and breadwinning identities and behaviors. Paper presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Orlando, FL.
- Coman, E. N., Mogro-Wilson, C., **Melville, A.**, & Fifield, J. (2018, May). Modeling health disparities with a unique combination of 1-on-1 matching and latent difference and latent change scores. Paper presented at the Modern Modeling Methods (M3) Conference, Storrs, CT.
- Melville, A.** (2018, January). Exploring family violence exposure as a risk factor for suspension in elementary school. Poster presented at the *Society for Social Work and Research (SSWR) Annual Conference*, Washington, DC.
- Melville, A.** (2017, November). Exploring pathways from childhood violence exposure to school suspension: An indirect effects model. Poster presented at the *International Society for Traumatic Stress Studies (ISTSS) Annual Conference*, Chicago, IL.
- Melville, A.**, Grasso, D., McCarthy, K., Wakschlag, L., Briggs-Gowan, M., & Howell, C. (2017, November). Risk and resilience to family conflict: Exploring preschool children responses to family conflict as predictors of behavioral outcomes. Poster presented at the *International Society for Traumatic Stress Studies (ISTSS) Annual Conference*, Chicago, IL.
- Berthold, M., **Melville, A.**, & Ostrander, J. (2017, November). Promoting health equity and eradicating social isolation in refugee populations. Presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Dallas, TX.
- Melville, A.**, Dodd, S., & Powers, J. (2017, November). Prevention efforts with young children: Understanding early trauma to address health gaps. Presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Dallas, TX.
- Mogro-Wilson, C., **Melville, A.**, & Mordecai, L. (2017, November). Differences in parenting for Puerto Rican and Hispanic fathers in a fatherhood intervention. Presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Dallas, TX.
- Mogro-Wilson, C. & **Melville, A.** (2017, October). Parenting differences for Puerto Rican and Hispanic young fathers in a community-based fatherhood intervention. Poster presented at *National Hispanic Science Network's (NHSN) 17th Annual International Conference*, Phoenix, AZ.
- Rogel, A., **Melville, A.**, Suvak, M., Hamlin, E., Hodgdon, H., Spinazzola, J., & van der Kolk, B. (2017, September). A randomized control study of neurofeedback training on children with multiple types of trauma. Paper presented at the *International Society for Neurofeedback and Research (ISNR) Annual Conference*, Mashantucket, CT.

Melville, A. (2016, November). Early childhood adversity and adult health: Using longitudinal research to expand translation of the ACE survey. Poster presented at the *International Society for Traumatic Stress Studies (ISTSS) Annual Conference*, Dallas, TX.

Mogro-Wilson, C., **Melville, A.**, & Mordecai, L. (2016, November). Role perception among Puerto Rican fathers. Paper presented at *The Council on Social Work Education (CSWE) Annual Program Meeting*, Atlanta, GA.

Rogel, A., Nasser, K., & **Melville, A.** (2016, September). The effects of side effects. Paper presented at the *International Society for Neurofeedback Research (ISNR) Annual Conference*, Orlando, FL.

Melville, A., Ostrander, J., & Berthold, M. (2016, February). Social disconnectedness in Cambodian refugees: Considerations when working with torture survivors. Paper presented at *The National Consortium of Torture Treatment Programs' (NCTTP) Annual Research Symposium*, Washington, DC.

Invited Presentations: State & Local

Mitchell, J. & **Loomis, A. M.** (2021, October). "The next right thing:" The role of reflective supervision in trauma-informed early childhood mental health. Presented at *25th Annual Critical Issues Facing Children & Adolescents Conference*, Salt Lake City, UT.

Loomis, A. M. (2021, September). SEL in action: Trauma-informed teaching. Presented at the *Hidden Hollow Elementary School SEL in Action Speaker Series*, Eagle Creek, UT.

Loomis, A. M. (2021, March). Reducing preschool expulsion through trauma-informed teacher training. Presented at the *University of Utah College of Social Work Quarantalks with Teasley*, Virtual Presentation.

Loomis, A. M. (2020, November). Shining a light on trauma-informed training for early care and education teachers: What works? Presented at the *Utah Private Child Care Association Fall Retreat*, Virtual Retreat.

Loomis, A. M. (2020, February). Ethics panel. Invited panelist at the *Utah Association for Infant Mental Health Annual Conference*, Salt Lake City, UT. February, 2020.

Loomis, A. M. (2019, November). Adverse childhood experiences and the preschool setting: Implications for building trauma-informed early childhood systems. Presented at the *2019 University of Utah College of Social Work Fall Field Instructor Development Workshop*, Salt Lake City, UT.

Loomis, A. M. (2019, September). Adverse childhood experiences, race, and risk factors for preschool suspension and expulsion: Implications for policy and practice-based responses. Presented at the *4th Annual Utah Criminal Justice Conference*, West Valley City, UT.

Loomis, A. M. (2018, May). Unpacking responses to inter-parental conflict among school-aged children and the link to psychological symptoms. Presented at *UConn Health Science Café: Family Violence Research & Intervention*, Plainville, CT.

Loomis, A. M. (2018, March). Exploring pathways between childhood violence exposure, behavioral dysregulation, and school suspension: An indirect effects model. Poster presented at *University of Connecticut School of Social Work Annual Office of Research & Scholarship Exhibition*, Hartford, CT.

Melville, A. (2016, November). Working with trauma-exposed youth in schools. Presented at *Avon Public Schools Staff Professional Development Training*, Avon, CT.

Melville, A. (2016, October). Toxic stress, executive functioning and attachment: using co-regulation strategies to promote executive functioning skills in children. Presented at *The National Association for Social Workers Connecticut Chapter's (NASW-CT) Annual Statewide Conference*, Cromwell, CT.

Melville, A., Ostrander, J., & Berthold, M. (2016, October). Social disconnectedness: considerations when working with refugee populations. Presented at *The National Association for Social Workers Connecticut Chapter's (NASW-CT) Annual Statewide Conference*, Cromwell, CT.

Melville, A. (2015, February). Working with traumatized youth. Presented at *Hartford County Public Schools Nurse Professional Development Annual Training*, Bristol, CT.

Juarez-Marazzo, S. & **Melville, A.** (2013, September). Body-based affect regulation with young trauma-exposed children. Presented at *Statewide Child First training*, New Haven, CT.

Research in the Media

Loomis, A. M. (2021, August). Millions of kids get suspended or expelled each year – but it doesn't address the root of the behavior. Article published on *The Conversation*. Can be accessed at: <https://theconversation.com/millions-of-kids-get-suspended-or-expelled-each-year-but-it-doesnt-address-the-root-of-the-behavior-164539>

Parkes, T. (2021, January). Alysse Loomis, PhD, LCSW: Early Childhood Trauma and the Education System (No. 10) [Audio podcast episode]. In *Mentally Flexible*. Can be accessed at: <https://mentallyflexible.com/2021/01/18/alysseloomis/>

Davis, A.M., Drazen, Y., **Loomis, A. M.**, Cruden, G., Padilla, C. (2020, February). A working framework for research-informed legislation prohibiting preschool expulsion and suspension. Webinar presented through the *Institute for Research on Poverty at the University of Wisconsin-Madison*. Can be accessed at: <https://youtu.be/GNhglLkxrMs>

Loomis, A. M. (2019, August). We need trauma-informed preschool practices: Laws banning or limiting suspension and expulsion for preschoolers are not enough. Op-ed published on *The Connecticut Mirror*. Can be accessed at: <https://ctmirror.org/category/ct-viewpoints/we-need-trauma-informed-preschool-practices/>

ACADEMIC POSITIONS

Assistant Professor
University of Utah, College of Social Work

July, 2019-present

TEACHING

Instructor

University of Utah, College of Social Work, MSW

Child Welfare Practice II: Trauma-Focused Intervention Across Ages, Cultures, and Settings
Semester(s) taught: Spring 2020, Spring 2021

Human Behavior in the Social Environment, MSW
Semester(s) taught: Fall 2019, Fall 2020, Fall 2021

Independent Study

Trauma-Informed Relationship-Based Practices for the Treatment of Young Children and Their Caregivers, Erica Murdoch, Summer 2021

University of Utah, College of Social Work, BSW

Developmental Impacts of Child Abuse
Semester(s) taught: Spring 2021

Sacred Heart University, Department of Social Work, MSW

Clinical Assessment and Diagnosis, MSW (online)
Semester(s) taught: Spring 2019 (2 sections), Summer 2019 (1 section)

University of Connecticut School of Social Work, MSW

Clinical Conditions for Children and Adolescents, MSW
Semester(s) taught: Spring 2017, Spring 2018, Fall 2018, Spring 2019
Advanced Practice with Individuals, Groups and Families: Theoretical Approaches, MSW
Semester(s) taught: Fall 2018
Human Behavior in the Social Environment-Micro Theories, MSW
Semester(s) taught: Fall 2015, Fall 2016
Research Methods for Social Work Practice, MSW
Semester(s) taught: Spring 2016

OTHER PROFESSIONAL EXPERIENCE

Licensed Clinical Social Worker, Private Practice 2015-2019
West Hartford, CT

- Provide evidence-based, trauma-informed therapeutic services (including Eye Movement Desensitization and Reprocessing – EMDR; Child Parent Psychotherapy – CPP; Trauma-Focused Cognitive Behavioral Therapy – TF-CBT, and Sensory Motor Arousal Regulation Treatment – SMART) to children 0-18 and adults to address chronic and acute childhood trauma and attachment disruptions.

Forensic Evaluator 2017-2019
York Detention Center; York, PA & West Hartford, CT

- Conducted pro-bono forensic psychosocial evaluations for detained asylum seekers in collaboration with the University of Connecticut Immigration Detention Service Project over two week-long periods. Provide oral testimony as needed during asylum hearings. Conduct evaluations out of private practice related to immigration or asylum court cases and write forensic reports.

Early Childhood Clinician, Child First 2013-2015

Wheeler Clinic; New Britain, CT (May 2014-August 2015)
Charlotte Hungerford Hospital; Torrington, CT (April 2013-May 2014)

- Worked as the clinician within a multi-disciplinary team to provide culturally-informed, relationship-driven dyadic therapy addressing attachment, development and trauma with

children ages 0-6 and their caregivers; attended ongoing trainings for Child First model and Child-Parent Psychotherapy to inform clinical work.

Clinical Intern, Center for Youth and Families Outpatient Treatment Services 2012-2013
Charlotte Hungerford Hospital; Torrington, CT

- Conducted assessments to inform TF-CBT treatment for children and adolescents, developed and implemented “Stress Management” group for adolescent girls, created psycho-education for staff regarding neurobiological impacts of abuse and neglect, developed and implemented “Therapeutic Yoga & Relaxation” group curriculum for extended day treatment program.

Clinical Intern, The Reach Program Alternative High School 2011-2012
West Hartford Public Schools; West Hartford, CT

- Provided individual therapeutic counseling to students regarding familial and school success; facilitated daily groups targeting educational and therapeutic topics; led research and implementation of Positive Behavioral Intervention Strategies (PBIS) for behavioral and academic improvements.

Professional Licenses & Certifications

Licensed Clinical Social Worker, Utah Number 11424179-3501 (Active since 2019)
Licensed Clinical Social Worker, Connecticut Number 9081 (2016-2020)

ACADEMIC SERVICE

College Service

Faculty Executive Committee (FEC), Appointed member	2021-present
MSW Scholarship Committee	2021-present
MSW HBSE Sequence, Chair	2020-present
MSW College Graduate Awards Committee, Member	2020-present
MSW Admissions Committee, Member	2020-present
Faculty Appointments Advisory Committee (FAAC), Member	2019-present

University Service

Infant Mental Health Undergraduate Certificate, Core Faculty	2020 - present
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Doctoral Student Committees: Dissertation

Brown, Mindy, <i>Infant emotion dysregulation: A multi-level analysis</i> (University of Utah, Department of Psychology)	2022-present
Shakiba, Nila, <i>Mismatch or cumulative stress: Advancing our understanding of the intergenerational transmission of stress exposure</i> (University of Utah, Department of Psychology)	2020-2021

COMMUNITY SERVICE

Utah Association for Infant Mental Health (UAIMH), President	2021-present
Child Well-Being Network (Formerly Doris Duke Network), Communications Committee, Member	2021-present
Early Childhood Education Subcommittee (of Early Childhood Utah Advisory Council), Member	2021-present
Utah Early Childhood Mental Health Working Group, Invited Member	2020-present
The Children's Center Clinical and Evaluation Committee, Appointed Member	2019-2021
Trauma-Informed Utah, Research Subcommittee, Invited Member	2020-2021
CSWE & Erikson Institute Task Force on Infant and Early Childhood Mental Health and Developmental Neuroscience, Appointed Member	2020-2021
Doris Duke Network Leadership Committee, Elected Representative	2018-2021
Society for Research on Child Development (SRCD) 2020 Special Topics Workshop, Reviewer	2019
ZERO TO THREE Annual Conference Host Committee, Invited Member	2019
Connecticut Association for Infant Mental Health (CT-AIMH) Policy Committee, Member	2018

PROFESSIONAL AFFILIATIONS

Utah Association for Infant Mental Health (U-AIMH), Member	2019-present
Consortium for Families and Health Research (C-FAHR), Faculty affiliate	2019-present
UConn Institute for Collaboration on Health, Intervention, & Policy, Faculty affiliate	2019-present
Council on Social Work Education (CSWE), Member	2016-present
Society for Research on Child Development (SRCD), Member	2017-2019
National Hispanic Science Network (NHSN), Member	2017-2018
International Society for Traumatic Stress Studies (ISTSS), Member	2014-2016
Connecticut Association for Infant Mental Health (CT-AIMH), Member	2013-2019

AWARDS, HONORS, & FELLOWSHIPS

Outstanding Senior Women Academic Achievement Award 2019
University of Connecticut

Williams/Wu Recruitment Fellowship 2015-2017
University of Connecticut