

COMMUNITY IN ACTION



School
of Social Work
PORTLAND STATE UNIVERSITY

Cover: **Merida Ciza** (a student in the Child, Youth, and Family Studies program) meets with **Thao Nguyen** (a student in the Master of Social Work program).

Right: Students in a Master of Social Work class.



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STRATEGIC PLAN

This year, the School of Social Work initiated a 3-year strategic planning process. The purpose of the process is:

- To clarify our shared values;
- To clarify the tangible practices and strategic investments that flow from those values; and
- To implement changes and measure desired outcomes. We entered into this process hoping to emerge on the other side a stronger and more cohesive community, united in our commitments to one another and to our many stakeholders.

With the assistance of strategy consulting firm Coraggio Group — and feedback from faculty, staff, students, and community stakeholders — our planning committee composed the following strategic plan:

VISION

We envision a world where all people lead fulfilling lives in affirming, just, and equitable communities.

MISSION

Rooted in justice, relationship, and community collaboration, the PSU School of Social Work advances knowledge and creates social change through teaching, research, practice, and advocacy.



STRATEGIC PLAN (CONTINUED)

VALUES

- 1. Collective Care:** We strive to prioritize collective well being and promote a culture of dignity and respect.
- 2. Responsive Learning:** We strive to provide accessible, high quality education focused on the transformation of self and society.
- 3. Knowledge that Serves:** We strive to cultivate rigorous research and scholarship that creates change.
- 4. Community Partnership:** We strive to prepare skilled practitioners to address critical community issues by partnering with and listening to communities.
- 5. Social Change:** We work toward creating an economically, socially, and racially just world in which resources and opportunities are equitably distributed.

POSITION

Created by the Oregon legislature to meet the workforce needs of the state, the PSU School of Social Work has evolved into a dynamic national leader of social change. The School provides accessible interdisciplinary educational opportunities and actively works to bring about structural change through its teaching, training, workforce development, research, and advocacy.

STRATEGIC PLANNING COMMITTEE

- **Ben Anderson-Nathe** – Professor
- **David Brown** – Assistant Dean of Finance and Administration
- **Stephanie Bryson** – Associate Dean of Academic Affairs, Associate Professor
- **Lakindra Mitchell Dove** – Assistant Professor
- **Marty Lowery** – Child Welfare Partnership Director
- **Becca Love** – Assistant Director of Field Education
- **Kara Lise Miller** – Executive Assistant to the Dean
- **Christina Nicolaidis** – Professor
- **Mary Oswald** – Director of Regional Research Institute
- **Cimone Schwoeffermann** – Director of Student Affairs
- **Lisha Shrestha** – Adjunct Instructor
- **Christian Steinmetz** – Communications Manager
- **Alma Trinidad** – BSW Program Director, Associate Professor

IMPERATIVES	OBJECTIVES	INITIATIVES
Enhance Community Impact	<ol style="list-style-type: none"> 1. Year-over-year increase in Net Promoter Score or similar sentiment survey scores from community partners and members. 2. Improve year-over-year engagement from identified communities. 3. Increase community based research opportunities year-over-year. 4. Year-over-year increase in measures of media attention and reach. 5. Increase recognition/rewards and value for service and public work for the University through promotion and tenure. 	<ol style="list-style-type: none"> 1. Host civic and cultural events, create activities, and provide a space for convening to bring our community together and to the PSU campus. 2. Enhance accountability and repair community relationships in all regions of the state. 3. Create cross project infrastructure & tools to support community partner involvement in research, education & scholarship. 4. Affirm and amplify the impact of our work outside academia. 5. Develop distinct centers of excellence. 6. Increase not-for-credit educational opportunities (in service, CEU, training, community engagement) for non enrolled students.

STRATEGIC PLAN (CONTINUED)

IMPERATIVES	OBJECTIVES	INITIATIVES
Enhance Diversity, Equity, and Inclusion (DEI)	<ol style="list-style-type: none"> 1. Increase the percentage of SSW's faculty and staff from specific demographic groups by 2025. 2. Year-over-year increase in percentage of students successful gaining degrees from specific demographic groups. 3. Increase job satisfaction / improve climate for BIPOC and other marginalized faculty, staff and students. 4. Year-over-year increase in staff, faculty, student, and partner perception of SSW's effectiveness at meeting DEI goals. 5. Increase the percentage of courses with identified DEI issues that have been revised by 2025. 	<ol style="list-style-type: none"> 1. Create an office of DEI and hire a leadership position (Cabinet level. Asst or Assoc Dean. With a budget.) to lead DEI work for the school, including bridging DEI efforts across all programs and centers. 2. Evaluate the state of DEI across the school and document next steps, goals and definitions through a DEI Plan.
Improve Internal Systems That Support a Collective Culture	<ol style="list-style-type: none"> 1. Increase number of collaborations across centers and programs. 2. Year-over-year improvement in staff, faculty, and student/ alumni satisfaction. 3. Increase faculty and staff job stability and retention. 4. Increase the percentage of key processes and procedures that are documented and accessible. 	<ol style="list-style-type: none"> 1. Create a regular practice of recognizing and rewarding staff, faculty and students who are living into the school's values. 2. Create more opportunities for faculty, staff, and students in research, teaching and fieldwork to have greater collaboration. 3. Review key processes and develop how-to guides for departments, committees, positions, and processes. 4. Regularly assess drivers of satisfaction and retention and develop a plan for improvement. 5. Determine and provide key opportunities for professional growth and development for faculty and staff. 6. Implement an internal communication plan.
Innovate and Strengthen Funding Streams	<ol style="list-style-type: none"> 1. Increase scholarship \$ amount. 2. Increase collaborative grant submissions. 3. Increase external (research, infrastructure, sponsored projects, etc.) funding. 4. Increase emergency funding \$. 	<ol style="list-style-type: none"> 1. Develop and seek out scholarships and other educational funding opportunities to free up discretionary funding. 2. Develop partnerships with potential donors. 3. Fund the Assoc. Dean of Research and Sponsored Projects position. 4. Align a percentage of future tenure track hires with external funding priorities, existing research areas, and community priorities.



MESSAGE FROM THE DEAN

As we deploy a new strategic plan for the School of Social Work, I am reminded of the remarkable history of our school, which was established by House Bill 1750 in 1961 as a way to address child welfare workforce needs of the state. Today, we remain committed in partnership to the needs of our communities with exemplary faculty, staff, and students engaged in research, teaching, and service across our academic units, the Regional Research Institute, and the Center for Improvement of Child and Family Services.

Since our inception we have sought to develop, promote, and engage students in intellectual growth while building upon our

professional code of ethics as a way to serve and learn from each other. Together we envision and lead a school that can meet the challenges of tomorrow while recognizing those we face today. Our students, as those from the past, come to us with diverse lived experiences ready to embrace diverse worldviews and new skills that build upon their existing cultural and individual strengths.

Our diversity in thought, race, gender, ethnicity, orientation, age, and ability allows us the opportunity to constructively analyze and deconstruct social norms and social racism while seeking equitable and just ways to address some of the greatest challenges facing our

communities, nation, and globe. It is this strength of ideas and ideals that allow us to remain a prosperous school with an ethos nested in academic and research excellence. We are stronger and better today because of our diversity.

The pages before you provide a glimpse of our impact. The testimonies of faculty and students in our annual report are a reflection of our commitment and dedication to our communities while reminding us of our past, present, and future. Together, we build a stronger community, centered on authenticity, respect, and valuing our differences.

Please join me in finding hope, optimism, and pride in these

pages to uplift and embrace our institutional motto *Let Knowledge Serve the City*. Thank you for your commitment to the School of Social Work, Portland State University, and our community partners as we transform lives through exceptional education that unleashes untold possibilities worldwide.

Jose E. Coll

Dean and Professor
School of Social Work
Portland State University



Ph.D. and MSW Program Specialist **Thet Mar Win** meets with **Merida Ciza** (a student in the Child, Youth, and Family Studies program) and **Thao Nguyen** (a student in the Master of Social Work program) in the School of Social Work lobby.

MAKING CHANGE THROUGH COMMUNITY-BASED PARTICIPATORY RESEARCH

BY CHRISTIAN STEINMETZ, PHOTOS BY TOJO ANDRIANARIVO

To create changes in these systems that promote health equity, several of the School of Social Work's faculty conduct community-based participatory research (CBPR). Many of them frame their scholarship as activism.

"When I'm providing clinical care, there is no lack of seeing problems," said Professor Christina Nicolaidis, MD, MPH.

She finds that social and health services have overlapping issues that tangle up their effectiveness. When practicing medicine or social work as direct care, the complications of these systems become more obvious, especially for marginalized groups. Nicolaidis argues that whole systems may be completely infused with racism, ableism, heteronormativity, and other forms of prejudice.

CBPR approaches allow scientific professionals to work together as equal partners with members of a specific community. Together they develop, implement, and disseminate research, aiming to make changes in the world desired by each community. Lived experience and academic learning

come together in CBPR, as equally powerful sources of knowledge.

"It's a way we make change," said Assistant Professor Susanne Klawetter, PhD, LCSW. "It's not the only way, but it's an important way. The more that we keep asking questions around a major issue, the more we reveal. In some ways the question is 'What part of the puzzle are we trying to figure out today?'"

Through participatory research approaches, Klawetter, Nicolaidis, and other PSU faculty take action. "I want to use research as a wave that ultimately makes the world a better place," said Nicolaidis. All of her research projects are collaborative and meant to create some form of change.

SCIENCE, SOCIETY, AND COMMUNITY

Research Associate Professor Dora Raymaker, MS, PhD, says CBPR changes the relationship between science, society, and community. They have put together a model, showing that the dynamics of traditional research have a weak connection between science and



SUSANNE KLAWETTER, PHD, LCSW & ROBERTA HUNTE, MS, PHD

community, but a strong connection between science and society.

"The structural difference (in CBPR) is in strengthening that science/community linkage," they said. "It's not just data. It's also access, expertise, lived experience, values, priorities, and research questions that are important. And then science feeds back into the community."

Raymaker thinks one of the ways their research creates change is by adjusting what we privilege as legitimate information and legitimate knowledge. By centering community voices, scholarship changes the narrative.

"This is why I think that science and advocacy are absolutely linked," Raymaker said about their most recent research into employment as a social determinant of health for autistic people. "I can find traction in

creating larger systems change that the community wants."

In that particular research, Raymaker is finding that the burden for fixing systemic problems often gets placed onto individuals, rather than organizations.

"How can we take that and put some of the burden onto workplaces and supervisors and these privileged, powerful systems that are in a much better position to handle the burden than somebody who was already being, in some cases, marginalized?"

HEALTHY BIRTHS

Klawetter agrees, saying "Research should be more of a voice at the table, shaping services and policy." With a recent grant she received from the National Institutes of Health to study the mental health needs of parents in the neonatal

intensive care unit (NICU), Klawetter hopes she'll have just that kind of opportunity. She sees the NICU as a convergence of health, mental health, pediatric care, and adult care, where there's a growing body of scholarship around how to affect policy and practice.

"I locate my work in thinking about how we better support parents' mental health," she said, "Especially in traumatic or really distressing circumstances."

Together with Assistant Professor Roberta Hunte, MS, PhD, Klawetter published a 2021 article in *Maternal and Child Health Journal* on how racism-related stress impacts Black women's health, pregnancy, and parenting. They studied how the Healthy Birth Initiative — an Afrocentric program in

Portland, Oregon — can affect this relationship.

"Our work overlaps by thinking about how we deliver care for folks in a way that is accessible to them and is responsive to the needs they actually have, rather than making them fit into a model that's most convenient for the healthcare system," said Klawetter.

Hunte said the Healthy Birth Initiative hasn't been well documented in medical journal literature.

"This work needed to be lifted up," she said, "The sum of the work is thinking more critically about working directly with impacted people, how they can be supported, how we can offer best-practices, and how we can shift the ways

medical practitioners are thinking about the Black body."

Throughout the research process, Klawetter felt they kept having conversations about the questions: "What does it mean to make change?" and "What is the change Black women say is needed to improve their health outcomes?"

AUTISM IN ADULTHOOD

Nicolaidis and Raymaker are trying to answer the same question in their autism related work. Over the past decade they've worked together to focus on autistic adults and people with other developmental disabilities, using participatory approaches to partner with those communities to improve their health and health care.

When they first brought up the idea of doing research together with autistic adults, the response from other scholars wasn't positive. "People acted like we had horns on our heads," said Nicolaidis.

"The reviewers didn't feel that autistic people had sufficient capacity for self-reflection to be able to participate in research," said Raymaker. But their work has shown the opposite. They have since conducted multiple research projects in partnership with autistic people and have created a set of highly-respected guidelines for the inclusion of autistic people in research.

They both feel positive about the direction research scholarship is heading with the autistic

community. "It's really incredible how much that's changed in 15 years," said Nicolaidis. "It's not just us now."

Just the expectation that autism research should involve autistic people is significant.

"These are dialogues that never would have happened ten or even five years ago," said Raymaker. "And now there are dozens of international groups that are doing this kind of work. I think we've done a really good job at changing narratives. 'Autism acceptance' as opposed to 'awareness' is gaining precedence."

Nicolaidis and Raymaker are now co-directors of the Academic Autistic Spectrum Partnership in Research and Education (AASPIRE; www.aaspire.org). Founded in 2006, the collaboration brings together the academic community and the autistic community to conduct research projects relevant to the needs of autistic adults on the autism spectrum.

One of AASPIRE's accomplishments is the development of an interactive Healthcare Toolkit meant to improve the healthcare of autistic adults (www.autismandhealth.org). They developed and tested the Toolkit through a series of research studies funded by the National Institute of Mental Health (NIMH).

The centerpiece of the AASPIRE Healthcare Toolkit is the Autism Healthcare Accommodations Tool, which allows patients or their



CHRISTINA NICOLAIDIS, MD, MPH & DORA RAYMAKER, MS, PHD

supporters to create a personalized accommodations report for their healthcare providers.

"It's really important for a provider to have clear recommendations around how to work with a particular autistic patient, because it's going to be different for each one," said Nicolaidis. "Now that we have created and pilot-tested these tools, we are working with healthcare systems to try to figure out how they can effectively integrate them into their processes."

They also have a five-year, \$3 million grant from NIMH for the AASPIRE Outcomes Project. The goal is to create a set of patient-reported measures for the outcomes autistic adults feel are most important in their lives. Their hope is for these measures to become the standard of care when evaluating the effectiveness of services for autistic adults. They have used their participatory approach to choose 15 outcomes to measure, creating or adapting survey instruments to improve accessibility for autistic people. Now they are about to test them in a large cohort of autistic people and see how they change over time.

"It's not just interesting work," Raymaker says of the research they and their colleagues do. "It's work that really matters. The School of Social Work is addressing some of the most pressing and complex issues that we have in society."

Raymaker also pointed out that major autism journals now have

policies around respectful language and using community language and community terms. That shift in language changes how autism is talked about, prohibiting the dehumanizing language they saw previously.

About five years ago Nicolaidis became the Founding Editor-in-Chief of the peer-reviewed journal *Autism in Adulthood* (AIA), and Raymaker joined her as the journal's Associate Editor. AIA aims to be the home for research and scholarship for the most pressing issues affecting autistic adults, from emerging adulthood to later in life. Now on its fourth volume, a third of the journal's editorial board are autistic people. In addition to the traditional scientific peer review, submissions also get a review from an autistic person. Over 200 autistic adults volunteer to review manuscripts.

"Most authors don't mean to be ableist," said Nicolaidis. "I get emails regularly from authors who say 'This was painful, but oh my gosh, I totally see things differently now. I'm embarrassed at how I was looking at it and now I'm approaching my patients and research differently.'"

Advances like this are one of the many changes made by School of Social Work faculty who use CBPR to improve the effectiveness of social and health services.



A FLEXIBLE PATH TO CHANGE COMMUNITY

BY CHRISTIAN STEINMETZ

Master of Social Work (MSW) student **Melissa Pola** enjoys the flexibility the School of Social Work's online program provides. It allows her to balance her responsibilities to both her family and her full-time job as an Addiction Counselor.

"I work full time," she said, "I have a family and I have a younger child. The online MSW program gives me the ability and flexibility to schedule and function within my other responsibilities."

While in recovery at the Her Place drug rehabilitation program in Salem, Oregon in 2011, Pola enrolled in the Human Services Program at Chemeketa Community College. She completed her Associate's degree there in 2015 and became a Certified Addictions Counselor while in Corban University's online bachelor program.

She's worked for seven years now in the addiction field, starting as a Medication Assisted Treatment Counselor. Her past three years were dedicated to helping pregnant and

parenting women with substance abuse at Her Place in Salem.

Pola felt she would have more access to make sustainable change in her community with an MSW, leading to her enrollment in the School of Social Work's online program. Although her specific focus is Clinical Social Work, Pola finds it difficult to pick just one specialization. "There's so many wonderful electives," she said. "Anytime I have issues with figuring out what course to take I reach out to my academic advisor Lisa Hawash."

Pola's faculty have shown her the importance of self-care in the program, and how to incorporate it into her busy life to reduce the risk of burnout. "It seems like at every corner, in every turn, they are preparing us for the next segue-way. They have our best interests at heart and guide us," Pola said about the MSW faculty. "They come alongside us through the whole process. I feel very supported and very heard. I feel like my MSW experience is being tailored to my interests and my needs."

Pola plans to graduate in 2023.

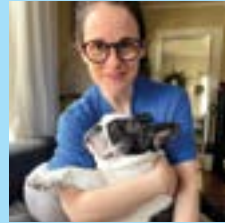
NEW HIRES



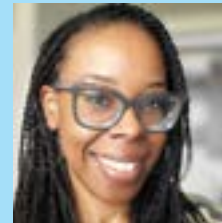
DALIA AVELLO
Assistant Professor, RRI



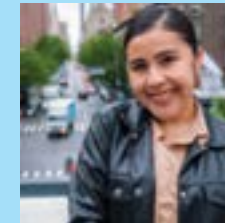
LINCOLN LUNA
Research Interviewer, RRI



STEPHANIE CORDELL
Research Intern, RRI



DE'SHA WOLF
Research Assistant Professor, RRI



CRYSTAL VEGA
Fiscal Transactions Coordinator, RRI



CHRISTY DA ROSA
Research Assistant, RRI



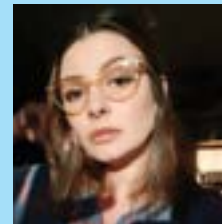
TAYLOR GEYTON
Assistant Professor, SSW Academic



ADOLFO JIMENEZ
Research Intern, RRI



JEN LINDWALL
Research Assistant Professor, RRI



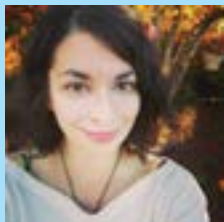
SUZY PAPPAS
Research Assistant & Interviewer
RRI



MAE SOWARDS
Research Interviewer, RRI



SID JORDAN
Assistant Professor, SSW Academic



MANDY PRATT
Research Assistant, RRI



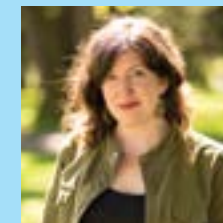
STEFFANNIE ROACHÉ
Professor of Practice, RRI



DALLAS SCHAFTE
Student Assistant, RRI



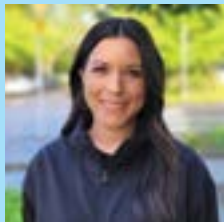
LAINY SEVILLANO
Assistant Professor, SSW Academic



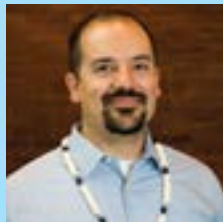
SHANNON BLAJESKI
Assistant Professor, SSW Academic



TOZI GUTIERREZ
MSW Program Director
SSW Academic



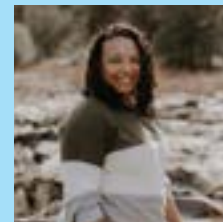
NAHLEE SUVANVEJ
Research Interviewer, RRI



MATTHEW TOWN
Assistant Professor, SSW Academic



SULLIVAN SWIFT
Research Analyst
& Project Coordinator, RRI



REBECCA DAVIS
Assistant Professor of Practice
SSW Academic



KATIA DUNCAN
Assistant Professor of Practice
SSW Academic

ADDITIONAL NEW HIRES

RADHIKA NILES:
Classified Training Specialist, CCF

MICHELLE WARDEN: Trainer - Hourly
Wage Agreement, CCF

LEAH HOWARD:
Fiscal Transactions Coordinator, RRI

SUSAN SOTKA:
Student Research Assistant, RRI

PASSION ILEA: Graduate Research
Assistant, SSW Academic

RETIREMENTS



Gary Smith
Central Oregon Site Coordinator
2009 – 2022

Gary began his career in direct client services for four years, working for a small community mental health program in St. Helens and child welfare in Clackamas County. Frustrated by poor management practices and hoping to make a greater impact, Gary set his sights on working in policy, advocacy, and management. This desire led him to serve as the community mental health program (CMHP) director for Multnomah, Tillamook, and Deschutes counties.

Being a PSU School of Social Work alum, MSW '74, Gary often collaborated with the school throughout his career, serving as a field instructor and a member of Dean James Ward's curriculum advisory committee. Gary officially returned to the SSW in 2009 when Mindy Holliday, creator and director

of the Distance Option Program, offered him the position of Central Oregon Site Coordinator.

"Coming to work for the SSW brought me back to my roots as a social worker," said Gary. "Working with many students over the past thirteen years has deepened my appreciation for our code of ethics and the values that our profession embraces. The school's emphasis on social justice, inclusion, and anti-racism work has been so necessary and exciting. I've been in awe of the sacrifices that my students and their families have had to make in order to attend and graduate from our program. It is gratifying to see so many of our graduates working across Central Oregon, the rest of Oregon, out of state, and even out of this country."



Sarah Bradley
MSW Program Coordinator
1998 – 2022

Graduating from the MSW program in 1979 and practicing clinical social work until 1997, Sarah Bradley spent 43 years as a social worker and 23 years in the PSU School of Social Work. Sarah reflected during her retirement on her journey and her hopes for the future of the program.

Sarah worked under five separate Deans and saw the evolution of the Graduate School of Social Work into today's school, with four graduate programs and two undergraduate programs. She taught fourteen different practice classes, with over 1,100 students. By 2014, she saw fixed term faculty finally gain permanent status with the Professor of Practice rank.

Sarah said, "Reflecting on this in the context of my last 23 years in academia, I have experienced creativity, joy, challenge, excitement, humor, dissonance, nurturance, and fierceness, as well as sadness. Students in my class have died and we lost faculty. I have sat with faculty and students in the

complexity of our profession, the dissonance between what is known and what is felt, and navigated uncomfortable and messy dynamics. What I hope I have been conveying for the last 23 years is the need to show up with our authentic, messy, complex, intersectional selves; to listen deeply; to sit with ambivalence; to self-reflect; advocate; and empower."

Reflecting on the future, Sarah hopes that faculty, staff, and students alike will be curious and compassionate, without foregoing honesty. She hopes they'll be in dialogue, being simultaneously nurturing and challenging, while also sitting with complexity, messiness, and diversity. She recommends they be fierce in their advocacy, without making people feel judged, dismissed, or criticized.

"This is truly what social work is about and hopefully something I have embodied for my 43 years in the profession," she said.



ALUMNUS AUTHORS CHILDREN'S BOOK ON INCARCERATION

BY KJ FIELDS, PHOTO BY CELINA FLORES

Ethan Thrower ('09, MSW '20) enjoys a fulfilling life. Happily married with two daughters, Thrower works as a social worker at Open School, an alternative high school in Southeast Portland. He advocates for positive change and helps youth build resilience. Recently, Thrower authored a children's book on the sensitive topic of serving time in prison called, *A Kids Book About Incarceration*. Having been incarcerated himself, Thrower understands it is a complicated subject.

"There isn't a platform for people to talk about incarceration outside of the movies," Thrower says. "It's the elephant in the room. But statistics show there are a large number of people who are or have been incarcerated, or who know

someone incarcerated. It's not a secret, and treating it like one can be harmful and traumatic."

Thrower wants kids and adults to ask questions and have open conversations about incarceration without feeling pressured to have all the answers. He worked hard for his success, but he's keenly aware everyone faces unique circumstances.

"It's really important for people to know that my experience is only one story. There are so many restrictions to people coming out of prison," Thrower says. "I took ownership for my choices, but I don't take ownership for the system. There are wrongful convictions. There are people who leave incarceration eager to help their communities

but are held back by barriers of the system."

Thrower dealt with some of those barriers first-hand. He wasn't allowed to acquire debt in prison, so he could only take a few college classes by mail during the years he was there.

Fortunately, he received support and encouragement from his family and became a PSU student within months of his release. But even after graduating and working fulltime, Thrower's record of incarceration made it difficult for him to find an MSW internship when he returned to PSU.

"Getting a diploma is an avenue for people to regain their power

and find purpose, but there are a lot of exclusions for people who have been incarcerated," he says. "It helped that I was able to surround myself with people who saw excellence in me and looked at who I was as a person."

Now, Thrower's personal experience, ability to separate out complex issues and willingness to simply listen make him a highly respected school counselor. Writing the children's book on incarceration was another way for him to give kids resources and authentic support.

"I understand young people trying to get needs met in ways that don't work," he says. "In my youth, I wasn't clear on the impacts and ripple effects crime can have on another person. As an adult social worker, I recognize those. You can love someone and not love their choices, and owning my experience rather

**"IN MY YOUTH,
I WASN'T CLEAR ON THE
IMPACTS AND RIPPLE EFFECTS CRIME
CAN HAVE ON ANOTHER PERSON. AS
AN ADULT SOCIAL WORKER, I
RECOGNIZE THOSE."**

than hiding from it helps set an example." Thrower finds purpose in his work, but his true joy comes from parenting, coaching basketball, snowboarding and constant learning.

"There are so many layers of change I want to see in the world, and the only way I see to accomplish them is through education."



OPEN, REAL, & VULNERABLE

BY CHRISTIAN STEINMETZ, PHOTO BY TOJO ANDRIANARIVO

Young people excel at detecting adults who aren't authentic with them, especially when racial or ethnic identities come up in youth/mentor relationships. Assistant Professor **Lakindra Mitchell Dove**, MSW, PhD knows this from experience, interviewing participants for a new research study on youth mentorship. Mitchell Dove found that adults hesitate and don't know how to engage in those types of dialogues with the young people they're mentoring. Even though young people are "primed and ready" for such discussions, adult mentors do not have the tools to engage in them.

Mitchell Dove's study focused on youth ages 13 – 18 who are engaged in the Friends of the Children mentoring program. She's interested in what comes up naturally in mentor/mentee relationships that supports and challenges racial and ethnic identity. A publication is currently in process, but Mitchell Dove told us about her research process and preliminary findings.

Friends of the Children is a national organization, unique in that it pays its mentors to work with the youth in their caseload. Ideally, this relationship lasts for about 12 years, from first grade through high school graduation. The local chapter in Portland, Oregon turned to Mitchell

Dove because they wanted to explore some of the changes they found impacting their mentor's engagement when mentees reached adolescence.

Mitchell Dove has previously been involved with other projects with Friends of the Children, including a quality improvement project surveying mentors from chapters around the country. After anti-racism was identified as one of their top training needs, she was invited to develop content for training modules educating mentors on how anti-racism relates to their work with youth and adolescents. Knowing that mentors didn't want to necessarily "be back to school," she intentionally made those exercises less academic and more based on common experiences.

"We know diversity training is not going to change attitudes when we're talking about implicit bias," Mitchell Dove said. "So I structured it to create opportunities for mentors to go back to their supervisor or program manager or coworkers to talk about different scenarios and issues they've had."

The organization incorporated her feedback and took the time to try to build quality training to support the development of their mentors. Now Mitchell Dove wants to focus on the young people in their programs, specifically Black youth identifying as male, female, or non-binary.

Impacting her study however was the COVID-19 pandemic. For Mitchell Dove, Portland State

University's protocols about engaging in research during the pandemic made it pretty clear; it had to be virtual. But the youth she interviewed told her virtually about the importance of having a pre-established relationship with their mentors going into quarantine. Given the nature of the program, it was a tremendous help that many mentors already felt like a part of their mentees' families. Some delivered weekly baskets to their mentees' homes, filled with food or other necessities, as their way of checking in safely. Small things like that were appreciated, showing youth that their mentors didn't forget about them because of the pandemic.

Four themes stand out from Mitchell Dove's preliminary findings. First, young people are ready, willing and capable of having what adults may consider "hard conversations" about race and ethnicity. For some youth, it may be important to be matched with a mentor from the same racial or ethnic identity. But others are more concerned with having a mentor who's open, willing, and capable of having these conversations, regardless of their background.

"The youth can read the energy of their mentors," said Mitchell Dove. "It makes a world of difference if they're not feeling them in some way or getting good feedback. That's absolutely something that impacts their ability to build a relationship. They ask, 'Are you

STORIES OF RESISTANCE

BY CHRISTIAN STEINMETZ
PHOTO BY JANA SUVERKROPP



Zoom-based suicide interventions. Tweets about racism. Seed-saving storytelling in the Philippines. These are the stories that **Antonia Alvarez**, MSW, PhD, studies.

“How do we listen to these stories as examples of resistance?” Alvarez asked when articulating her research agenda. “Or as examples of liberation? Or as examples of community-based and culturally-based practices of health? How do we integrate that into how we train, teach, and research about health?”

Most of Alvarez’s work is tied together by emphasizing the interventions and disruptions related to indigenous and queer communities, revealing how their practices heal, resist, or buffer harm, so social workers and social work researchers can identify, amplify and align them with what we know about health equity. She’s also looking for ways to support stories-as-health practices by giving the storytellers data to show that it’s working.

“Part of my goal is to redefine ‘health’ away from biometrics, away from a Western understanding of buckets of mental health and physical well-being,” she says. “Then we can

being real or authentic with me? Or are you trying to pull one over on me in terms of who you are as an individual?”

Mitchell Dove argues that it’s important for mentors to be able to talk about their mishaps and mistakes as well, because they don’t always get it right.

“Instead of presenting it as if they know what they’re doing, they should acknowledge that we’re all still kind of learning,” she said. “No one’s ever truly arrived in regards to a society that continues to struggle with this particular issue.”

Mitchell Dove also found that conversations

about race and ethnicity are often initiated by mentors or youth when discussing culturally specific events or opportunities.

For Black males, one usual point of entry is talking about their interactions with police. Adults may try to engage, but don’t necessarily understand the contextual or cultural ways youth position themselves within their community. Mitchell Dove thinks mentors have to establish some common ground with their mentees when they engage in these conversations.

“My gut would tell me that the youth now are being socialized very differently than years before,” she said. “There’s more opportunity to talk explicitly about race and racism,

which is interesting, because to some extent youth are also aware that they don’t want that to be the end-all be-all. They’re like, ‘There’s more to me than just being a Black youth or a Black male or focusing so much on identity.’”

There’s no cookie cutter, one-way approach to these dialogues however. Mitchell Dove describes how mentors can serve as coaches or guides, possibly walking youth through culturally specific activities like the Black Student Union, clubs or even youth groups that Friends of the Children host. Natural,

organic conversations that

incorporate aspects of

“ARE YOU BEING REAL OR AUTHENTIC WITH ME? OR ARE YOU TRYING TO PULL ONE OVER ON ME IN TERMS OF WHO YOU ARE AS AN INDIVIDUAL?”

race and ethnicity aren’t the only thing the youth in her study seek. It’s also ideal for their relationships

to develop over an extended period of time, where the mentor also has a connection with their mentee’s family and caregivers.

Her recommendation is for adults to start by engaging with the young people they mentor, learning what they need in the process. To encourage these dialogues, she hopes organizations like Friends of the Children will provide space, resources, or specific training to facilitate these dialogues in the future.

apply an indigenous epistemology, so we're looking at a whole person."

She feels the pandemic has brought together three research lines for her: food sovereignty, racism, and suicide prevention. Alvarez has recently been focused on communities in the Philippines. When food access and food security became critical during the pandemic, Alvarez wanted to know who was actually feeding, healing and helping the people there.

In May of 2021 she received funding for a National Institute of Health funded EXITO grant, entitled Ang Pagtanom ug Binhi (The Planting of Seed), in partnership with Global Seed Savers, a non-governmental organization, to identify the health implications of food shopping movements in the Philippines. Together they interviewed community leaders, food practitioners, farmers, and those running urban farmers markets.

"When I wrote the grant, we were expecting to go to the Philippines," said Alvarez, "We were expecting to see the work practitioners were doing and visit their farms to get a better understanding of the situations they're in."

Instead, participants performed what Alvarez describes as "unbelievable acrobatics" in digital spaces to figure out how to do relational, ethical, and meaningful community-based work. "They were calling in on Zoom from tiny islands

in the Philippines, talking through rainstorms," she said.

"To share their ideas like that is so motivating," said Alvarez. "A lot of those meetings were long and late at night and took a lot of people's time and effort to pull together, which is necessary to do the work right."

At the beginning of 2022 Alvarez received another grant from the INSPIRE (Indigenous Substance Use and Addictions Prevention Interdisciplinary Research Education) program through the Indigenous Wellness Research Institute at the University of Washington. This grant allows her to expand and deepen her previous work in the Philippines, looking specifically at the feedback they received from a community advisory board to deepen and broaden their understanding of the role food sovereignty plays in indigenous communities.

To explain that role, Alvarez describes colonization, imperialism, and government control as a catastrophe her Philippines partners were already facing. But during COVID-19, this was aggravated by farms under lockdown and people in urban centers unable to access fresh food, leading to nutritional disparities. To disrupt the resulting food deserts, farmers have several food sovereignty practices: they use plants as medicine, save seeds, and build farm-to-table practices through local farmers markets. Through each they also educate

other people about the benefits of organic food.

Alvarez's participants see these practices as active, colonial resistance and part of their historical and cultural rights. Doing this connects them back to the land with something their parents taught them and their ancestors practiced. It also challenges the agricultural corporations producing genetically modified organisms, pricing people out of using organic plants, and owning most of the farmland in their country.

Some may use roots or herbs, like ginger or turmeric as medicine for themselves and their families. Others save the seeds of specifically native or endemic plants, so they can survive climate change. By building seed libraries in different regions, they protect seeds from moisture and sunlight.

In December of 2021, a devastating typhoon hit the Philippines, significantly impacting Alvarez's partners there. The project shifted quickly to think about mutual aid and improving access to water. Having those seed libraries was critically important to immediately replant.

Along with her community partners in the Philippines, Alvarez also works with BIPOC faculty from around the United States, collaborating on research agendas

related to racism and youth suicide prevention. With anti-Asian racism coming from a sitting U.S. president between 2016 and 2020, Alvarez worked with Asian and Pacific Islander communities to center equity, think about intervention design, and respond to the needs of community providers.

"Our students went into virtual school and our providers had no tools for doing suicide assessments or interventions that weren't in person," she said. "All our tools are based on training that we've received to do in person."

Her colleagues at Portland State University also influenced Alvarez. "We have so many brilliant folks doing community based research and health equity research and critical or anti-racist research," she said. "Collaborating with them has been an important part of my research agenda and trajectory."

Together, she found all of these partners contributed to understanding what it means to ethically contribute to the field of social work. Especially during such a complicated, violent political time.

"HOW DO WE LISTEN TO THESE STORIES AS EXAMPLES OF RESISTANCE?"



TAKE TWO

BY SUMMER ALLEN

The Nancy Ryles Scholarship at Portland State helps women whose college education has been disrupted pick their studies back up and graduate.

Ryles — who herself attended but never graduated from college — was known for her advocacy for education and equality for women and people of color. She served on the Beaverton School Board, the Oregon House of Representatives, the Oregon Senate, and was the first woman on Oregon’s Public Utility Commission before dying

of brain cancer at age 52. PSU 2021 Nancy Ryles Scholar **Claudia Ochoa Cosio** embodies Ryles’ dedication and tenacity.

“One of the characteristics that I saw in my mom, as well as in all of the recipients of the Nancy Ryles Scholarship, is courage,” says Ashley Ryles, daughter of Nancy Ryles and a member of the scholarship committee. “They all have the courage to speak up, step up, and step out into this world to achieve their goals regardless of the obstacles set before them. It is not

that common and something that sets them apart.”

When Claudia Ochoa Cosio received the call telling her she was being awarded a Nancy Ryles scholarship she was with her sister helping their mother recover from surgery.

“I went into the bedroom and answered the call, and I came out screaming,” she says. “So they automatically just knew that I had gotten it.”

Ochoa Cosio is a DACA recipient, first generation college student and mother of two. She graduated from high school in 2006 and attended Portland Community College for about a year, but she had to stop due to the cost.

After taking some years off, she went back to PCC and recently finished her associate’s degree. In the fall, she’ll be transferring to Portland State.

Ochoa Cosio says she chose PSU after researching social work programs. “I found that PSU had a really good social work program,” she says. “And I have two kids at home and they have an online bachelor’s of social work program. That was perfect for me.” Receiving the Nancy Ryles Scholarship was icing on the cake.

Ochoa Cosio has been working as a community liaison at Mountainside High School in Beaverton for the past three

years. She works alongside school counselors, social workers and teachers to connect families to resources like food, clothing and activities and to help English language learners navigate the educational system.

After she graduates from PSU, Ochoa Cosio hopes to enter PSU’s Master in Social Work program and eventually become a social worker in the Beaverton school district, the same district where Nancy Ryles began her political career years ago.

Entering PSU as a Nancy Ryles Scholar is meaningful to Ochoa Cosio. “Not only do I get this

“I HAVE TWO KIDS AT HOME AND THEY HAVE AN ONLINE BACHELOR OF SOCIAL WORK PROGRAM. THAT WAS PERFECT FOR ME.”

awesome opportunity, but it gives me a chance to feel empowered as a woman — but not only as a woman — but as a first generation Latina woman. It just means so much,” says Ochoa Cosio. “And it makes me feel like many years ago when I had kind of given up on this opportunity there was hope that I didn’t even know out there.”



MARKING JUNETEENTH WITH REMEMBRANCE

BY CHRISTINA WILLIAMS

Portland State University celebrated Juneteenth as an official university holiday for the second time this year, encouraging students and employees to use the time as an educational opportunity to learn more about the history of the day and of the Black experience in Oregon.

Taylor Stewart, who graduated last year with his master's from the School of Social Work, has a recommendation for Juneteenth going forward. Stewart, founder of the Oregon Remembrance Project, invites Oregonians across the state to visit a Coos Bay historical marker to commemorate the life of Alonzo Tucker, a Black man who was lynched in that town in 1902.

"What I hope Juneteenth could be as a holiday is a day of learning and reflection," said Stewart who worked for years to make the Alonzo Tucker memorial happen. "While slavery ended, its legacy lives on. One of the

taglines of Juneteenth is celebrating freedom. We need to celebrate the pursuit of freedom because we're still trying to get there."

Stewart selected Juneteenth in 2021 for the dedication of the monument to Tucker, a 28-year-old boxer from California who was hunted and killed by a mob for the alleged sexual assault of a white woman. He says 300 people witnessed Tucker's killing, he wanted at least that many on hand to witness the installation of the historical marker commemorating his life and the history of lynching in America.

The 2021 event was part of a national reckoning led by the Equal Justice Initiative, which has documented close to 6,500 victims of lynching across the country. Tucker's story is the only documented lynching in Oregon.

Four years ago, Stewart visited the National Memorial for Peace

and Justice, an Equal Justice Initiative museum in Montgomery, Alabama and was moved to get involved.

In the first phase of memorializing the Coos Bay lynching, Stewart worked with community members to collect two jars of soil at the site where Tucker was killed. One jar was sent back to Montgomery and the second is displayed at the Coos History Museum.

In May of 2022, Stewart gave a Ted Talk at TEDx Portland, the largest indoor TEDx venue in the world, with 7,000 people in attendance. Stewart's talk was called: "How do you reconcile a lynching? A story of justice and redemption," about his efforts to memorialize Tucker. The talk followed the three R's of reconciliation: remembrance, repair, and redemption.

"In order for us to get to that last R word of redemption," Stewart said, "We need to have the courage to undertake the first two. We've done the 'remembrance' part of reconciliation, and now we need to do the 'repair' part. In this case, we must repair the fundamental question of who our society believes deserves death because the answer continues to be disproportionately African American — we are called to end the death penalty in Oregon."

What's next for Stewart? The 25-year-old is turning his full-time attention to the Oregon Remembrance Project, which aims to help communities in the state

confront and repair instances of racial injustice. He continues to bring the model of reconciliation to Oregon's historical sundown towns, where Black people were prohibited from living and the legacy of racism endures even after explicit laws are off the books.

This work is titled the "Sunrise Project," with the idea that "sunrise" is the opposite of "sundown," signaling the start of a new day. He began in Grants Pass, OR, trying to develop the idea of a "sunrise community" there by dedicating the first ever historical marker about sundown towns in the United States.

Stewart spent Juneteenth 2022 in Oregon City, Oregon, garnering support to memorialize Jacob Vanderpool, the only known person expelled from Oregon under the state's Black exclusionary laws. Similar to Alonzo Tucker, his goal is to use Vanderpool's story as an impetus for Oregon City to become more committed to the ideals of truth, justice, and reconciliation.

Stewart has a vision that one day he will bring his children to Coos Bay to see the historical marker there and they'll read it and say, "Oh, Alonzo Tucker. We learned about him in school."

"We can't change the past," Stewart said, "but we can always change our relationship to the past."

Having both the authority to take a child out of someone's family and the mission to keep families safe and together is an extremely high-stress position to be in. That's why the **Child Welfare Partnership** within Portland State University's School of Social Work offers a variety of mandatory and optional training opportunities for those employed with the Oregon Department of Human Services.

Before they can carry cases or assess allegations of potential child maltreatment, child welfare workers must demonstrate the ability to interview a parent and child, while assessing the home environment for safety. To do so, the partnership runs a unique training simulation center in Salem, Oregon that's also available to other partners who need preparation for field work.

"The simulations are a cornerstone to provide the worker and management with really concrete information about where they are in their professional development and readiness to begin field work," said Marty Lowrey, the Child Welfare Partnership Director.

Created in September of 2017, it took between 12 and 18 months to get the physical simulation space, processes and skills in place for the partnership. Leased through Portland State University, the site is approximately 3,333 square feet, comprising five simulation spaces: three courtrooms, a family living room and a dining room. In addition,



SIMULATING HUMAN ENGAGEMENT

BY CHRISTIAN STEINMETZ

there is a computer lab for trainees to watch their simulation videos and complete self-assessment assignments. Connected to the state's agencies, the partnership even hired youth involved with the probation department to help build the judges' benches for the courtrooms.

Trainers for the simulator have all been Oregon child welfare practitioners themselves, coming directly from the field. "What we do is help trainers build the muscle around adult learning strategies, textures, training design, and curriculum writing," Lowrey said. The partnership is also committed to having diversity on their team. Half of the current trainers identify from BIPOC communities.

The trainers provide the principles, and the simulation gives child welfare workers experiences like knocking on the door of a

family and being cross-examined by a defense attorney. To play out these scenarios, the partnership hired a cast of actors to play judges, parents, and children, as well as several attorneys.

To accommodate for the pandemic, the partnership came up with a way to run simulations virtually using Zoom and adapted the case scenarios to include information relevant to the pandemic. The partnership reviewed their evaluation data and found that doing the simulations remotely did not significantly impact the quality of the experience.

"It's actually positive," said Lowrey, "Because they are simulating how they're going to have to do a lot of their practice during this pandemic."

Five years ago, the Child Welfare Partnership collaboratively developed their year-long training plan with Oregon Child Welfare.

Throughout that year, child welfare workers build a portfolio with the partnership, including videos of their simulation. The portfolio also contains their self-assessment, knowledge scores, and work samples, allowing their supervisors to review the outcomes in one place. The training prepares them for carrying cases, assessing allegations of child maltreatment, preparing and presenting for success in court, trauma informed practice, and evaluating the well being needs of children, young adults, and family conditions.

"Those scenarios represent different kinds of cases and families that are likely to come in contact with either a public, private, or tribal child welfare setting," said Lowrey, "They follow the kind of things that happen in cases."

Sometimes they get information from the field about areas of

BSW STUDENT STRIVES TO MAKE SYSTEMIC CHANGE

BY JORDAN HARRIS

practice that workers are struggling with, like expected outcomes or writing Conditions for Return. Maybe one worker does great in their court simulation, but has trouble when they encounter opposition during the parent interview. The simulation and portfolio both support child welfare, so customized field-based training can onboard new workers around their areas of strength and where they'll need more support.

"When we put them into the simulation," said Kristin O'Dell, CWP's Workforce Development Evaluations Manager,

"They actually need to interact with somebody who they haven't met before, who is playing the role of a parent or child being interviewed. They're getting real emotion and some of the pushback. So they have to in-the-moment figure out how to proceed."

Afterward, trainees get immediate feedback from the trainer, along with reflecting on what they did well and where they can improve. Trainees often report that the reflection opportunity is valuable, saying things like: "I didn't know I was doing that thing with my face" or "I see now where the parent said something that I missed."

What's unique about the Child Welfare Partnership is that they work with subject matter experts

and trainers to identify which skills should be exhibited in each simulation. Pairing this knowledge with a tool that anchors these skills to rating scales allows them to give detailed, clinical level feedback for each individual simulation. They use this data to not only benefit the individual trainees, but for program improvement as well.

The partnership is not only capable of creating other simulations for their partners, they also have availability. They're currently running over 600 people a year through Oregon's child welfare training, but only use the facility three to four days a month. This gives them the capacity to expand simulations and take on other partnerships. Outside of the Oregon Department of Human Services, they have been in discussion with court and community partners regarding how to leverage the simulation facility to strengthen our state's work.

"In our state we're underutilizing this center," said Lowrey. "We have the capacity to let people practice essential skills around human engagement."

"IN OUR STATE WE'RE UNDERUTILIZING THIS CENTER, WE HAVE THE CAPACITY TO LET PEOPLE PRACTICE ESSENTIAL SKILLS AROUND HUMAN ENGAGEMENT."

A full-time student in the Bachelor of Social Work program and the Executive Director of the Astoria Warming Center, **Teresa Barnes**, like many, was driven by the tumultuous year of 2020 to pursue work that has a positive impact on people's lives.

"The 2020 protests made me realize that I couldn't say that I cared about making systemic changes without trying as hard as I could to do something," said Barnes.

While the protests sparked feelings that more needed to be done, Barnes had long been working to try and solve issues surrounding homelessness in her community. "I've always been drawn to doing something about homelessness. I was taught to share what I have with others, so I'd often let people sleep on my couch or in

my yard, but it was apparent that a more coordinated response was necessary."

In 2014, Barnes began volunteering at the Astoria Warming Center in hopes of developing a more collaborative effort to help solve homelessness. Constantly striving to push progress, Barnes has found one obstacle to be misconceptions about what public assistance can accomplish.

By 2020, Barnes' desire to do more meaningful work had reached a peak. With protests calling for human rights and positive social change sweeping the nation, Barnes decided to officially join the Astoria Warming Center staff as their Executive Director. Just days after accepting her new position, Barnes also submitted an application to the PSU Bachelor of Social Work program and has since found that her education is instrumental to her role at the Warming Center.

"We recently had our strategic planning meetings in the same week as I was learning about how systems of oppression show up in organizations, so the timing couldn't have been better!" said Barnes. "While it has been incredibly stressful to work and go to school full time, I can't imagine doing my job without the knowledge I've gained."



READY TO SERVE THEIR COMMUNITY

BY JORDAN HARRIS



First-generation student **Jay Tomlinson** graduated Summa Cum Laude from the Bachelor of Social Work program and delivered a speech at Portland State's 2022 commencement ceremony on Sunday, June 12, 2022. Jay had not always pictured an achievement like this for themselves, but a desire to serve others led them to PSU and

continues to inform their plans for the future.

"I knew for a long time that I just wanted to help the LGBTQ+ community, but I wasn't sure how to go about doing that," said Jay. "It's funny; my first job was at Cracker Barrel, and a coworker and I were discussing possible degree paths when a few guests overheard us.

They were social workers, and three of them approached me that night to tell me I should pursue social work. I hadn't even considered that!"

Soon after this encounter, Jay applied to transfer from Portland Community College directly into the PSU Bachelor of Social Work program. They found themselves instantly drawn to how hands-on and versatile the social work curriculum was, but they were still eager to serve the community as soon as possible. This led Jay to their current job at a homeless shelter serving families with kids.

"I really enjoy it! I want to stay at the homeless shelter and climb the ladder," said Tomlinson. "(I want to) get into the more administrative side of things to see how a shelter is run. I hope to one day open a homeless shelter for LGBTQ+ adults in Portland."

This is a goal that Jay plans to achieve in part by furthering their education through the Master of Social Work Advanced Standing program. Regarding an area of focus, Jay said, "I want to focus on the community level; like what can we, as a collective Portland unit do? I just finished my thesis for the Honors College, and I looked into resources available on the mezzo-level here in Portland for LGBTQ+

people living in poverty. I built a resource list intended to tighten up this network."

While Jay manages a busy schedule between school and work, they still find time to explore new hobbies and spend time with those they love. "I live with my mom. She's my best support person in the entire world!" said Jay. "I have two cats, Nacht and Tog, and they are such big personalities! I love textiles, weaving tapestries, and I recently got into embroidery. I also love downtown Portland. I'm originally from Oklahoma, so I like just being downtown and feeling the vibe of the city!"

Although the path to graduation was not always clear, Jay let the calling to serve others guide them; a calling that, for Jay, feels unignorable. "In my speech, I reference a story where I was chatting with a coworker who asked if I thought doing this work could kill me," said Jay. "I replied, 'I feel like not doing it would kill me faster.' I feel like that's a relatable sentiment—it's hard work to do social work, but we're doing it for a reason."

BUSINESS-AS-USUAL IS NOT WORKING

BY CHRISTIAN STEINMETZ

Are you disoriented by the many crises we're experiencing as a society? Trauma Informed Oregon (TIO) Director Mandy Davis knows why.

"The old ways for serving have failed many by treating social, emotional and behavioral issues without getting to the root cause of them: trauma as a result of structural violence, systemic oppression, poverty, disconnected communities and more. The only way to prevent and mitigate this harm and promote resilience is with trauma informed, healing focused, inclusive, culturally grounded practices."

Much of the harm Davis describes is caused by the policies and procedures of our systems that often prevent access and meaningful engagement to culturally relevant and linguistically appropriate services. This is where trauma informed practices are important to educate about and advocate for practices and policies that promote connection. Examples of this include community-based resilience

strategies, affordable quality child care, or family leave policies.

In 2014, the state of Oregon demonstrated their support for these kinds of Trauma Informed Care practices by investing time and money into a statewide collaboration to promote and sustain them across child-, family-, and adult-serving systems. The result led Oregon Health Authority (OHA) to contract with Portland State University (PSU) in partnership with Oregon Health & Science University (OHSU)

"THE OLD WAYS FOR SERVING HAVE FAILED MANY BY TREATING SOCIAL, EMOTIONAL AND BEHAVIORAL ISSUES WITHOUT GETTING TO THE ROOT CAUSE OF THEM."

and the Oregon Pediatric Society to create TIO. Today TIO is viewed as both a national and international expert on trauma informed approaches.

Recognizing that organizations and systems often hinder the needs of families, TIO believes that people often know what they need to heal: time, caring supports, cultural practices, community, and basic needs. Three of the ways TIO supports those practices are through their work with children and youth, their



response to the pandemic, and their leadership in disaster resilience.

CHILDREN AND YOUTH IN OREGON

"Children need meaningful, positive connections and relationships," Davis said. "They need space to play and rest. They need to learn about social and emotional development skills, especially in this time of isolation and disconnection. They need math and science and reading, but to learn these skills they first need to be in a state to learn."

But three hurdles face the children of Oregon today: adverse childhoods, adverse community experiences, and the long-term impacts that COVID-19 has on the brains and bodies of children, adolescents, and families. One symptom of these problems is an increase in violence in youth populations. Davis said,

"These behaviors are ways of communicating. What is needed are safe places that support connection, being seen and heard, self-reflection, somatic healing, and rest."

One example of TIO's work with Oregon's children is the support they provided to advance the Bill of Rights for Children of Incarcerated Parents. Working alongside the children and parents who successfully advocated for this Bill they supported a weekend retreat for impacted families to connect and collaborate.

Davis said, "This retreat was a time for this community to come together and through a variety of activities to define how they want to be seen in the world and what they want to advocate for to promote wellness in their lives."

TIO works together with Parks and Recreation programs, educators, early childhood providers, healthcare, law

enforcement, faith communities and more. By interfacing with all of these groups, TIO helps spread knowledge about how our bodies respond to stress. They hope the more people have access to this knowledge, the more will see their own role in this work. For example, in schools TIO includes front office staff, custodians, and cafeteria workers so everyone's on the same page about providing an environment where students feel they belong.

Likewise, TIO recognizes that we also need to focus on provider wellness.

"How are we caring for the helpers?" asked Davis. "Dysregulated bodies are not helpful to dysregulated bodies. What we know is needed to promote wellness for those we serve is also needed for those who provide care. Policies and procedures that promote spaces to rest and connect, to be heard, to be included in decision making and to be valued."

PANDEMIC RESPONSE

When you add the COVID-19 pandemic to a history of injustice, systemic oppression, gun violence, and climate impacts, you get a

pile-up of toxic stress in Oregon's communities.

"To survive, we often compartmentalize or put things in boxes to forget or deal with later," said Davis. "This is an important survival skill, but it does not promote needed change."

Davis has heard from providers that although systems implemented innovative ways of doing work during the pandemic, the change didn't stick. Staff now feel betrayed, unheard, and exhausted.

"We have an opportunity, instead, to listen to what worked and put

this new learning into policy and practice," Davis said. "We need to take time to reflect so we will integrate new learning and experiences."

If we don't, we'll keep coming back to

"business-as-usual," not because it worked, but because it feels familiar. Yet the familiar has been harmful to many. Experiences like a pandemic do not only highlight inequity but often make them worse. The principles of TIC help hold us accountable to learn from these times to create better care.

DISASTER RESILIENCE

What if we want to take what we learned from the pandemic and apply it to our future, to better

prepare for the crises of tomorrow? According to Davis, "What we learned is that our typical response strategies are built around the idea that you prepare, then respond, and then recharge," she said. "But we have no recharge time right now."

The toxic stress that's piled up is not from one event, but many, including the impacts of racism, wildfires, COVID-19, gun violence, and war. This means we're experiencing uninterrupted, prolonged toxic stress. So we have to be aware that we're responding to it and being impacted by it all at the same time.

Typical interventions may focus on a point in time, or a symptom, or a person. Those are important strategies, but they are insufficient if they aren't embedded in a population level, system change approach.

TIO has engaged in a culturally-grounded and community-driven approach through their work with the Disaster Resilience Learning Collaborative. Responding to the wildfire damage in Oregon, this collaboration with the OHA and the United Way of Columbia-Willamette was developed together with Latinx and Indigenous community-based organizations. It provides culturally-responsive, linguistically-relevant, community-driven learning opportunities over several months.

This collaborative received over \$400,000 in funding to continue the program, bringing communities together to meet, advocate, and



devise policies to support culturally-specific responses to climate change.

"We know what creates flourishing environments," Davis said, "It's meaningful connections, a sense of purpose and belonging, empathy, social-emotional skill sets, and basic needs."

All of this work — with children, the pandemic, and disaster resilience — comes back to Davis' main argument: Business-as-usual is not working and if we don't pause to reflect so we integrate better ways, we'll just go right back to it.

There's too much need for the systems that exist now. Education, healthcare, social services and other systems have a role, but are not sufficient. We need everyone knowledgeable about trauma-informed, culturally grounded approaches to promote healing and flourishing.

SCHOLARSHIP 2021-2022

JULY 2021

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Thurber, A. (2021, Jul 15). Chapter 6: Just Process: Determining the location of a homeless shelter. In J. Finn (Ed.), *The Just Practice Framework in Action*. Oxford University Press

Thurber, A. (2021, Jul 15). Chapter 8: Just Practice in a Gentrifying Neighborhood. In J. Finn (Ed.), *The Just Practice Framework in Action*. Oxford University Press

Bowling, C., Maciel, J., & Baker, J. (2021, Jul 27-29). *Remotely Feasible: Making Zoom more like the classroom*. Presented at the West Coast Child Welfare Trainers Conference, Online.

Bowling, C., Maciel, J., & Baker, J. (2021, Jul 27-29). *Dual Smartboard Technology*. Presented at the West Coast Child Welfare Trainers Conference, Online.

Martin, S. B., Schenck, M. C., Hirwa, J., Ndiritiro, R., Omar, S., Zakaria Abdalla, M., Rer, S., & Teferra, G. (2021, Jul 27-30). *Refugee Narratives: Perspectives from the South I*. International Association for the Study of Forced Migration. Biannual Conference IASFM18. University of Ghana, Accra.

Martin, S. B., Schenck, M. C., Hirwa, J., Ndiritiro, R., Omar, S., Zakaria Abdalla, M., Rer, S., & Teferra, G.

(2021, Jul 27-30). *Refugee Narratives: Perspectives from the South II*. International Association for the Study of Forced Migration Biannual Conference IASFM18. University of Ghana, Accra.

Anderson-Nathe, B. & Charles, G. (2021, Jul 21). The way ahead past COVID: Worse than before. *Child & Youth Services*, 42(1), 1-2. DOI: 10.1080/0145935X.2021.1953771

Anderson-Nathe, B. & Charles, G. (2021, Jul 28). The way forward with COVID: Better than before. *Child & Youth Services*, 42(2), 107-108. DOI: 10.1080/0145935X.2021.1959748

Kimball, E. and **Pendell, K.** (2021, Jul 30). Social work scholars perceptions of practice-informed research and research-informed practice. *Journal of Social Service Research*. DOI: 10.1080/01488376.2021.1953676

Health Resources & Services Administration: Behavioral Health Workforce Education and Training Program (\$1.9 million), Principal Investigator, Behavioral Health Integration Project 2.0: A workforce collaboration to educate and train social work professionals. 2021-2025 ~ awarded July 2021

Flynn, E. E., Hoy, S. L., & Lea, J. L. (2021, Jul). Dinner at dinosaurland: Invention, dialogue, & solidarity in the early childhood classroom. *Journal of Childhood Studies*, 46(2), 66-77. DOI: 10.18357/jcs462202119981

Klawetter, S., Black, K., Craig, S., **Donais, P.,** Dupuis, B., Earl, K., Gievers, L., Kayhani, A., & Tafesse, E. (2021, Jul). Pediatric Interview Questions. Handout for NICU Parents for OHSU NICU. Portland, OR.

Klawetter, S., Weikel, B., Roybal*, K., Cetin, N., **Uretsky, M.C.,** Bourque, S., Hall, A., Hwang, S., Neu, M., Palau, M., Scott, J., Shah, P., & Greenfield, J.C. (2021, Jul). Social determinants of health and parenting self-efficacy among mothers of preterm infants. *Journal for the Society of Social Work and Research*.

Kimball, E. & Pendell, K. (2021, Jul). Dissemination of applied research to the field: Attitudes and practices of faculty authors in social work. *Insights*, 34(14). DOI:10.1629/uksg.546

Nicolaidis C., Waisman, T.C., & Kapp, S. Autism and neurodiversity: Intersectionality and social justice. Invited discussant for lecture presented at: 2021 INSAR Institute

for Autism Research; 2021 Jul. (Presented remotely).

Shrestha, L., Stewart, L., Sellmaier, C., & **Brennan, E.** (2021, July). *Parenting a child with special health care needs and the impact of family and community support on parental employment among immigrants in the U. S.* Paper presented at the Third IESE International Community, Work and Family—International Women in Leadership Conference, Barcelona Spain (virtual).

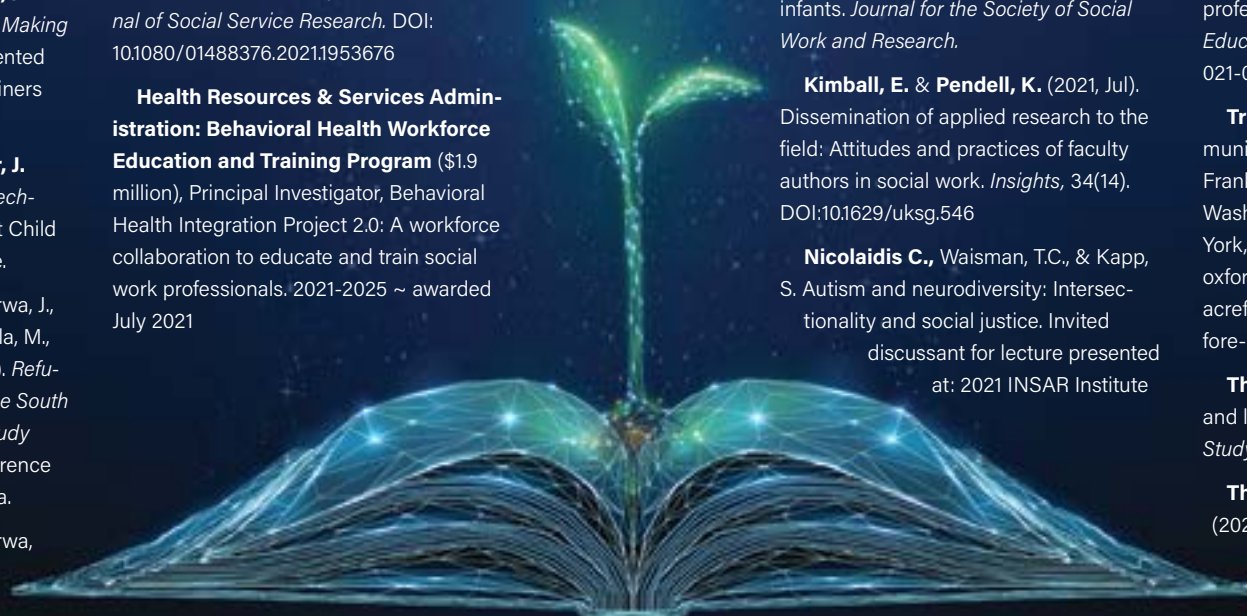
AUGUST 2021

Flynn, E. E., Schachter, R. E., Jiang, Q., & Piasta, S. B. (2021, Aug 17). [Post-print version] "We're more than a daycare": Reported roles and settings for early childhood professionals and implications for professionalizing the field. *Early Childhood Education Journal*. DOI: 10.1007/s10643-021-01252-8

Trinidad, A.M.O. (2021, Aug 31). Community-Based Participatory Research, In C. Franklin (Ed.), *Encyclopedia of Social Work*. Washington, D.C.: NASW Press & New York, NY: Oxford University Press. <https://oxfordre.com/socialwork/view/10.1093/acrefore/9780199975839.001.0001/acrefore-9780199975839-e-69>

Thurber, A. (2021, August). Teaching and learning social change. *Society for the Study of Social Problems*. Chicago, IL.

Thurber, A., & Templer Rodrigues, A. (2021, August). Classroom community development: Fostering healing, hope, and revolution in the classroom.



Session organizer. *Society for the Study of Social Problems*. Chicago, IL.

SEPTEMBER 2021

Raymaker, D. M., Dwyer, P., Acevedo, S. M., Brown, H. M., Grapel, J., Jones, S. C., Nachman, B. R., & Williams, Z. J. (2021, Sep 1). An Expert Roundtable Discussion on Experiences of Autistic Autism Researchers. *Autism in Adulthood*, 3(3), 209-220. DOI: 10.1089/aut.2021.29019.rtb All authors contributed equally to this manuscript.

Thurber, A., Bates, L. K. **Halverson, S.** (2021, Sep 9). Evaluating the N/NE Preference Policy. Prepared for the N/NE Oversight Committee, the Portland Housing Bureau, and residents housed through the N/NE Preference Policy.

Anderson-Nathe, B. & Zaman, B. (2021, Sep 21). Toward queer potentialities in child and youth care. *International Journal of Child, Youth, and Family Studies*, 12(3/4), 104-128. DOI: 10.18357/ijcyfs123-4202120341

Gooding, A. & Mehrotra, G. (2021, Sep 23). Interrupting white supremacy in field education: Addressing experiences of micro-aggressions in placement settings. *Advances in Social Work*. (Special Issue: Dismantling White Supremacy in Social Work Education). 21(2/3), 311-330. DOI: 10.18060/24095

Furrer, C. (2021, Sep). Center for Improvement of Child & Family Services. *Family Connects Oregon Year 1 Evaluation Report*. Unpublished evaluation report submitted to the Oregon Health Authority.

Furrer, C. (2021, Sep). Center for Improvement of Child & Family Services. *Early School Success Year Two Evaluation Report*.

Unpublished evaluation report submitted to the Children's Institute.

Klawetter, S., Bourque, S., Weikel, B., Palau, M., Greenfield, J.C., Hall, A., Neu, M., Scott, J., Shah, P., Roybal, K., & Hwang, S. (2021, Sep). The association of social factors and time spent in the NICU for mothers of very preterm infants. *Hospital Pediatrics* 11(8): 988-995. DOI: 10.1542/hpeds.2021-005861

OCTOBER 2021

Bowling C., Goble, J., Bracken, J. (2021, Oct 6). *The Dual Smart Board Model*. NSDTA Innovation Award Recipient.

Trinidad, A.M.O. & Szeto, E.Y.L. (2021, Oct 6). *Everyday Courage and Acts of Love: Diversity and Equity Work as Inner Work*. 2021 Walla Walla Mental Health Summit [virtual]. Oct. 6, 2021. (invited).

Cherry, K., Leotti, S., Panichelli, M., Wahab, S. (2021, Oct 7). Pandemic Possibilities: Confronting Neoliberalism in Social Work Education. *Social Work Education*. DOI: 10.1080/02615479.2021.1989397

Anderson-Nathe, B. & Charles, G. (2021, Oct 8). Reconsidering ethics: Ripples across time, place, and people. *Child & Youth Services*, 42(3), 221-223. DOI: 10.1080/0145935X.2021.1987688

Hoffman, J., Lee, M. Y., Eads, R. (2021, Oct 11). "I Felt It and I Let It Go": Perspectives on Meditation and Emotional Regulation among Female Survivors of Interpersonal Trauma with Co-occurring Disorders. *Journal of Family Violence*.

Alvarez, A.R.G., Azhar, S., Farina, A., Klumpner, S. (2021, Oct 24-27). *Asian in the time of COVID-19: Creating a Social Work Agenda for Asian American and Pacific Islander Communities*. American Public Health

Association (APHA) 2021, Annual Meeting and Expo, Denver, CO and Virtual, October 24-27, 2021.

Trinidad, A.M.O. (2021, Oct 28-29). *Pagasama-Sama: Unifying our Community Through Identity, Culture, and Education. Towards Unifying Against White Supremacy in Higher Education*. Keynote Speaker, 33th Annual Pamantasan Conference [virtual], Oct. 28-29, 2021. (invited).

Cellarius, K., Sevey, L., Tuttle, A. (2021, Oct). *How Intimate Partner Violence Factors into Suicide Risk: Lessons Learned from OHA's COVID-19 Emergency Response for Suicide Prevention (ERSP) Grant*. Oregon Suicide Prevention Conference, Virtual.

Furrer, C. (2021, Oct). *Center for Improvement of Child & Family Services. State Opioid Response II Grant: Year 1 End-of-year progress report*. Unpublished evaluation report submitted to the Oregon Health Authority.

Green, B. & Pears, K. (2021, Oct). *Oregon's Preschool Development Grant: Lessons and Opportunities in Advancing Equity in Early Childhood Care & Education*. Paper presented at the National Birth-to-Five Convening, October 2021 (virtual meeting).

Lindwall, J., Cerda-Lezama, S., Adams-Wiggins, K. (2021, Oct). science identity development in mentored research experiences: The role of recognition. Poster session presented at SCIPIE Conference, Virtual.

Nicolaidis C. *Inclusive autism research: Matching practice to theory*. Invited lecture presented at: Brain, Body, and Cognition Research Group, Vrije Universiteit Brussels; 2021 Oct; Brussels, Belgium. (Presented remotely).

NOVEMBER 2021

Thurber, A., Bates, L.K., **Halverson, S.** (2021, Nov 3). Can preference policies advance racial justice and wellbeing in gentrifying neighborhoods? *Journal of Community Practice*. DOI: 10.1080/10705422.2021.1992557

Alvarez, A.R.G., Azhar, S., Farina, A., Klumpner, S. (2021, Nov 8). Asian in the time of COVID-19: Creating a Social Work Agenda for Asian American and Pacific Islander Communities. (Special Issue of *Social Work: Pandemics, Economics, Systems, and the Future of Social Work*). DOI: 10.1093/sw/swab044

Mosier, M. (2021, Nov 13). "We support you...to an extent": Identities, Intersections, and Family Support among First-Generation Students in a School of Social Work. *Affilia: Journal of Women and Social Work*, 37(2), 250-265. DOI: 10.1177/08861099211054103

Hunte, R., Klawetter, S., & Paul, S. (2021, Nov 24). "Black nurses in the home is working": Advocacy, Naming, and Processing Racism to Improve Black Maternal and Infant Health. *Maternal and Child Health Journal*. Advance online publication. DOI: 10.1007/s10995-021-03283-4

Thurber, A., & Krings, A. (2021, Nov 29). Gentrification. In *Oxford Research Encyclopedia of Encyclopedia of Social Work*. Oxford University Press. DOI: 10.1093/acrefore/9780199975839.013.1413

Martin, S. B., Fernández, Ó., Anaya, L. M., Diaz-Espinosa, A., **Soriano-Valencia, W.,** Cadiz, S., Kinner, H., & Romero, C. (2021, Nov). Disrupting trauma tourism in diversity workshops and scholarship essays: A participatory study describing counternarratives by queer, trans, and students of colour. In **S. Martin** and D. Dandekar (Eds.), *Global South*

Scholars in the Western Academy: Harnessing Unique Experiences, Knowledges, and Positionality in the Third Space, UK: Routledge.

Martin, S. B. & Dandekar, D. (Editors) (2021, Nov). *Global South Scholars in the Western Academy: Harnessing Unique Experiences, Knowledges, and Positionality in the Third Space*, UK: Routledge.

Martin, S. B., Tavares, D., Philipos, M., Alvarez, A., Maranghi, I., Sanchez Cisneros, I., Diaz, D. & Peterson del Mar, D. (2021, Nov). Transforming ordinary spaces into hopeful spaces. In **S. Martin** and D. Dandekar (Eds.). *Global South Scholars in the Western Academy: Harnessing Unique Experiences, Knowledges, and Positionality in the Third Space*, UK: Routledge.

Mosier, M. (2021, Nov). "Conversations we can't have": First-generation students talking politics, identities, oppression, and privilege with family. Paper presentation for American Educational Studies Association Annual Conference, Portland OR.

Rodriguez-JenKins, J. & Ortega, D. M. (2021, Nov). Empowerment practice. In *Oxford Research Encyclopedia of Social Work*. Oxford University Press. DOI: 10.1093/acrefore/9780199975839.013.128

Raymaker, D.M. (2021, Nov) *Skilled Employment: Lessons from Employees, Supervisors, and Support Experts* (Invited paper presentation) OCALICON Online.

Raymaker, D.M. (2021, Nov) *Engaging with people with IDD in research*. Invited panelist. Patient Centered Outcomes Institute Virtual Annual Meeting.

Keller, T.E., Spencer, R., **McCormack, M.**, Drew, A.L., & Gowdy, G. (2021, Nov). (Not minding the gap: A qualitative interview

study of how social class bias can influence youth mentoring relationships. *Journal of Community Psychology*, 50, 1579-1596. DOI: 10.1002/jcop.22737

DECEMBER 2021

Rodriguez, L. (2021, Dec 1). Intersectionality: A framework for children with special healthcare needs research. *International Health Trends and Perspectives*, 1(3), 315-327. DOI: 10.32920/ihtp.v1i3.1443

Yoon, H., Kim, S., **Naseh, M.**, & Jang, Y. (2021, Dec 1). Chronic conditions and psychological distress in older Asian Americans: The role of subjective health perception. *Journal of Gerontological Social Work*. DOI: 10.1080/01634372.2021.2005213

da Rosa, C. (2021, Dec 9). Book Review: *Rooted Resistance: Agrarian Myth in Modern America*, by Ross Singer, Stephanie H. Grey, and Jeff Motter, Fayetteville: The University of Arkansas press, 2020. 310 pp. \$20.96 (paper). ISBN: 9-781-68226143-9. *Rural Sociology*, 86(4), 971-974. DOI: 10.1111/ruso.12422

Alvarez, A.R.G., Farina, A.S.J., Klumpner, S., Azhar, S. & Nguyen, C.M. (2021, Dec 19) Experiences of racist encounters among Asian Americans: analysis of #thisis2016, *Journal of Ethnic & Cultural Diversity in Social Work*, DOI: 10.1080/15313204.2021.1984356

Wahab, S. & Shalhoub-Kevorkian, N. (2021, Dec 21). Colonial Necrocapitalism, State Secrecy, and the Palestinian Freedom Tunnel. *Social and Health Science. Special Issue: Necrocapitalism and Psychic Violence*, 19(2).

Martin, S.B. (2021). Fulbright Scholar (TUSEF, Thailand).

Nicolaidis, C., Lund, E.M., Hughes, R.B., McDonald, K.E., **Leotti, S.**, Katz, M.R., Beers,

L.M. (2021). Creating academic-community partnerships to jointly enhance advocacy and research on violence and disability: Two case examples. *Psychological Trauma: Theory, Research, Practice, and Policy*. DOI: 10.1037/tra0001135

Rivera, M., Schneider, D. (2021). *Intersectionality in Training*. Presented at the Bimonthly Foundations Trainers Meeting, Online.

JANUARY 2022

Naseh, M., Rafieifar, M., & Burke, S. (2022, Jan 12-16). *Factors Associated with Economic Integration of Refugee Households in the United States (Oral Presentation)*, In *Economic Integration Among Refugees in the United States: Language Resources and Barriers* (Symposium). 26th Annual Conference of the Society for Social Work and Research (SSWR): Washington, D.C.

Stewart, L. M., Sellmaier, C., Brannan, A. M., & **Brennan, E. M.** (2022, Jan 14). Supporting sleep and health of employed parents with typical and exceptional care demands. *Journal of Social Service Research*, DOI: 10.1080/01488376.2021.2024935

Rodriguez-Jenkins, J., & **Uretsky, M.C.**, (2022, Jan 22). Predictors of positive parenting: Mexican and Puerto Rican mothers vulnerable to child welfare involvement. *Child and Adolescent Social Work Journal*. DOI: 10.1007/s10560-021-00813-5

Wahab, S., Mehrotra, G. R., Myers, K. E. (2022, Jan 26). Slow Scholarship for Social Work: A praxis of creativity and resistance. *Qualitative Social Work*, 21(1), 147-159. DOI: 10.1177/1473325021990865

Naseh, M., Abtahi, Z., & Azari, P. (2022, Jan 26). Afghan refugees in Iran: The role of NGOs, INGOs, and humanitarian organiza-

tions over the past four decades. In G. Inanc & L. Themba (Eds.), *Forced Displacement and NGOs in Asia and the Pacific* (pp. 35-47). Routledge

Shrestha, L., Brennan, E. M., & Meinhold, J. L. (2022, Jan 26-28). *Building sustainability leadership: A pathway for immigrant and refugee youth inclusion*. Paper presented at the Eighteenth International Conference on Environmental, Cultural, Economic, and Social Sustainability, Granada Spain. (virtual)

Family Connects Oregon Year 1 Process Evaluation Findings (2022, Jan). Family Connects All Site Meeting, Oregon Health Authority & Family Connects International. Virtual

Keller, T.E. (2022, Jan). Working with others in the mentoring relationship system. In Herrera, C., & Garringer, M. (Eds.) *Becoming a better mentor: Strategies to be there for young people* (pp. 76-83). Boston, MA: MENTOR

Uretsky, M.C., Shipe, S., & Shaw, T. (2022, Jan). Family outcomes in alternative response: A multilevel analysis of recurrence. *Children and Youth Services Review*, 132(106283), 1-9. DOI: 10.1016/j.childyouth.2021.106283

FEBRUARY 2022

Trinidad, A.M.O. (2022, Feb 1). Building a Critical Pinay Islander Framework of Mentoring: A Scholar Warrior's Navigational Guide, *Shima*, 16(1), 182-198. DOI: 10.21463/shima.154

Tuttle, A., Carder, P., Croff, R. & Towns, T. (2022, Feb 3). Walking and Talking: Recommendations for Doing Mobile Interviews with Older Adults, *Journal of Aging and Environment*. DOI: 10.1080/26892618.2022.2030844

Anderson-Nathe, B. & Charles, G. (2022, Feb 4). Explicitly epistemological: What is inside our knowledge claims? *Child & Youth Services*, 42(4), 319-320. DOI: 10.1080/0145935X.2021.2017648

Mehrotra, G. & Gooding, A. (2022, Feb 23). What contributes to meaningful experiences in field education?: Perspectives of students of color. *Journal of Social Work Education*.

Shalhoub-Kevorkian, N., **Wahab, S.**, & Al-Issa, F. A. R. (2022, Feb 24). Feminist Except for Palestine: Where Are Feminist Social Workers on Palestine?. *Affilia*, 08861099221079381

Thurber, A. & Joyner, M. (2022, Feb 24-25). *Beyond food security: Community-engaged intervention in solidarity with the Food Sovereignty Movement*. 13th Annual Community Research and Action in the West (CRA-W). Virtual Convening

Alvarez, A.R.G., Beltrán, R.B, Fernandez, A.R., Alamillo, X., & Colón, L. (2022, Feb 28). Salud, cultura, tradición: Findings from an alcohol and other drug and HIV needs assessment in urban "Mexican American Indian" communities. In, McKinley, C. E. Spencer, M., Walters, K., & Figley, C. R (Eds). *Indigenous Health Equity and Wellness*. ISBN 9780367714833

MARCH 2022

Thurber, A. Suiter, S.V., **Halverson, S.** (2022, Mar 2). Shifting course: Drawing on feminist principles to inform community-engaged teaching in uncertain times. *Reflections: Narratives of Professional Helping*

Martin, S. B. (2022, Mar 9). Panelist for Faculty Panel - Open Ed Week: Equity &

Inclusion in the Open Ed Movement, Portland State University, USA.

Trinidad, A.M.O. & Szeto, E.Y.L. (2022, Mar 9). *Everyday Courage & Acts of Love: Diversity & Equity Work as Inner Work*. PSU Global Diversity Inclusion, Division Retreat [virtual], (invited)

Green, B., & Krause, E.M.S. (2022, Mar 15). Listening to parent voices: How technology changed what is possible in relationship-based services. *ZERO TO THREE Journal*, 42(3), 19-23

Green, B., Chazan-Cohen, R., and Perry, D. (2022, Mar 22). *Shifting the Field: How COVID-19 Changed What's Possible in Home Visiting*. Paper presented at the National Home Visiting Summit, (virtual meeting)

Keller, T.E., Poon, C.Y.S., Herrera, C., Jarjoura, R., McQuillin, S.D., & Rhodes, J.E. (2022, Mar 25). Deconstructing "risk" in youth mentoring programs: How environmental stressors and presenting challenges shape mentoring relationship outcomes. *Journal of Early Adolescence*. DOI: 10.1177/02724316221078833

Introduction to Power Analysis (2022, Mar). *Evidence Building Academy, Urban Institute & Office of Planning, Research, & Evaluation, Administration for Children & Families*. Live webinar

Klawetter, S., Glaze, K., Sward, A., & Frankel, K. A. (2020). Warm Connections: Integration of Infant Mental Health Services into WIC. *Community Mental Health Journal*, 57(6), 1130-1141. <https://doi.org/10.1007/s10597-020-00744-y>

Martin, S.B., Fernández, Ó, Caskey, M., & DeCarrico Voegele, J. (2022, Mar). *Provost ReImagine PSU: Speaking for Ourselves: Con-*

tingent Faculty, a 2022 Scholarship of Teaching and Learning (SoTL) Cohort Approach, Portland State University, USD23,000

Nicolaidis, C. (2022, Mar) *Participatory research with autistic adults: Theory and practice*. Invited lecture presented at: Organization for Autism Research. (Presented remotely)

Raymaker, D.M. (2022, Mar). *Resonance*. Argawarga Press. ISBN 978-1945955280

APRIL 2022

Raymaker, D.M., Scharer, M., Maslak, J., Powers, L. E., McDonald, K. E., Kapp, S. K., Moura, I., Wallington, A. F., & **Nicolaidis, C.** (2022, Apr 1). "[I] don't wanna just be like a cog in the machine." Narratives of Autism and Skilled Employment. *Autism*. Published online first. DOI: 10.1177%2F13623613221080813

Trinidad, A.M.O., Jaimes, B.C., Alik, B., Manabat, A.J., Delos Santos, A., & Gaboleza, S. (2022, Apr 1). Facilitating Wayfinding in Social Work Education: A Pinay Scholar Warrior of Kapu Aloha and Mahalaya's Roles and Responsibilities (pp. 112-121). In C. Pewewardy, A. Lees, & R.Z. Minthorn, *Unsettling Settler-Colonial Education: The Transformational Indigenous Praxis Model*. Columbia, NY: Teachers College Press

Nicolaidis C., Brown PCM, Button DA, Bethune D, Kelly E, Tierney HR, Nerurkar R, Harrison RA, Levander XA. (2022, Apr 13). Assessing student readiness to work with people who use drugs: Development of a multi-disciplinary addiction educational survey. *Journal of General Internal Medicine*. DOI: 10.1007/s11606-022-07494-5

Martin, S. B., Nanyenga, S. M., Kry, H. & Ly, R. (2022, Apr 18-22). *Co-Researching the*

Possibilities of Hope. Comparative and International Education Society (CIES), USA.

Uretsky, M.C., & Henneberger, A.K. (2022, Apr 19) Expanding the understanding of high school non-graduates through a comparison of high school dropouts and persisters. *Journal for the Education of Students Placed at Risk*

Walker, J., Seibel, C., Burnett, S., Baird, C., Welch, M. (2022, Apr 20). Evaluation of a skills enhancement training intervention with remote coaching for young adults providing peer support. *Psychiatric Services*. Advance online publication. DOI: 10.1176/appi.ps.202100476

Trinidad, A.M.O. (2022, Apr 21-26). *Facilitating Wayfinding in Social Work Education: A Pinay Scholar Warrior of Kapu Aloha and Mahalaya's Roles and Responsibilities [Higher Education]*. Panel Session on "Unsettling Settler Colonial Education: The Transformational Indigenous Praxis Model," 2022 American Educational Research Association Annual Meeting, San Diego, CA (refereed)

Anderson-Nathe, B., Harrell, S., Wahab, S., & Gringeri, C. (2022, Apr 24). Feminist research and practice: Reorienting a politic for social work. In Cocker, C. & Hafford-Letchfield, T. (Eds.). *Rethinking feminist theories for social work practice* (pp. 59-76). Palgrave

Naseh, M., Macgowan, M., & Rafieifar, M. (2022, Apr 26). Eye Movement Desensitization and Reprocessing to reduce post-traumatic stress symptoms among forcibly displaced people: A systematic review and meta-analysis. Accepted by *Research on Social Work*. DOI: 10.1177/10497315221082223

Town, M. A., Burns Glover, A., McCubbin, L., & Butay, E. M. (2022, Apr 28). "Pipelines Extract Resources, While Rivers Flow: Chal-

lenges to Indigenizing Academia." Western Psychological Association, Portland Oregon

Martin, S. B. (2022, Apr 29). Foreward. In L. Sen, Kry, S., & Hyma, R (Eds.). *Making the Space: Voices from the Girls of Cambodian Minority Communities*. Cambodia: Women Peace Makers

Martin, S. B. (2022, Apr 30-May 1). *Critical hope and despair: Loosening the knots of education*. English Connection: KOTESOL IC 2022: Featured Speaker Article, 14-15

Blakeslee, J. E., Miller, R. A., Uretsky, M. C. (2022, Apr). Efficacy of the Project Futures self-determination coaching model for college students with foster care backgrounds and mental health challenges. *Children and Youth Services Review*

Cellarius, K., Tuttle, A., Sevey, L. (2022, Apr). *Quick Reference: Intimate Partner Violence Screening and Suicide Prevention Screening*. Portland, OR: Portland State University.

Cellarius, K., Tuttle, A., & Sevey, L. (2022, Apr). *Tools for Addressing Intimate Partner Violence and Suicide Risk: Lessons Learned from OHA's COVID-19 Emergency response for Suicide Prevention Grant*. Portland, OR: Portland State University

da Rosa, C., Hernandez, V., & Muñoz, C. (2022, Apr). *Disaster Resilience Learning Collaborative: Creating culturally-grounded healing spaces by leaders of color for leaders of color*. Trauma Informed Oregon.

Furrer, C. (2022, Apr). Center for Improvement of Child & Family Services. *State Opioid Response II Grant: Year 2 Mid-year progress*

report. Unpublished evaluation report submitted to the Oregon Health Authority

Nicolaidis C. (2022, Apr). *Autism in adulthood*. Keynote address presented at: Swedish National Conference on Neurodevelopmental Disorders. Karolinska Institute; Stockholm, Sweden

Kimball, E. | Portland State University, School of Social Work, Researcher of the Year 2022

MAY 2022

Martin, S. B. (2022 Apr 30-May 1). *Applying Critical Hope in Research and the Classroom*. 2022 Korea TESOL International Conference More Than Words: Teaching for a Better World

Nicolaidis, C., Steeves-Reece, A., Totten, A.M., Broadwell, K.D., Richardson, D.M., Davis, M.M.. (2022, May 1). Social needs resource connections: A systematic review of barriers, facilitators, and evaluation. *American Journal of Preventive Medicine*. 2022;62(5):e303-e315. DOI: 10.1016/j.amepre.2021.12.002

Klawetter, S., Greenfield, J. C., Weikel, B. W., Bourque, S. L., Hwang, S. S., Hall, A., Palau, M. A., Scott, J., Shah, P., Roybal, K. L., Brown, K., & Neu, M. (2022, May 6). Comparisons of three measures of maternal engagement activities in the Neonatal Intensive Care Unit. *Nursing Research*. Advance online publication. DOI: 10.1097/NNR.0000000000000582

Martin, S. B. (2022, May 10). Invited Speaker. *Making the Space: Voices from the Girls of Cambodian Minority Communities*. Cambodia: Women Peace Makers.

Nicolaidis, C. (2022, May 11-14). "Content Validity – role of stakeholder input and

co-production of item content" (presentation) as part of Special Interest Group on "Improving Patient Reported Outcome Measures (PROMs) in Autism Research: Bridging the Gap Between Advanced Psychometric Techniques and Stakeholder Priorities." Annual Meeting of the International Society of Autism Research; Austin, TX

Trinidad, A.M.O. (2022, May 31-Jun 4). *Facilitating Wayfinding in Social Work Education: A Pinay Scholar Warrior of Kapu Aloha and Mahalaya's Roles and Responsibilities*. Panel Session on "Envisioning Decolonial Futures through Unsettling Settler Colonial Education: Transformational Indigenous Praxis Model," 34th Annual National Conference on Race & Ethnicity in Higher Education (NCORE 2022), Portland, OR.

JUNE 2022

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YOUR FUNDING SUPPORTS HUNDREDS OF SCHOOL OF SOCIAL WORK STUDENTS

BY CHRISTIAN STEINMETZ

PhD student **Lielah Leighton** sees her research endowment as more than a simple financial award. "It is also a vote of confidence in my abilities, and an affirmation that my doctoral work has value to the social work field more broadly," said Leighton of the John F. Longres Dissertation Research Endowment, "As a first-generation Black Pinay who is a non-traditional student, this support makes all the difference."

To help students like Leighton achieve their potential, \$337,715 was awarded to School of Social Work students in the last year across scholarships, tuition remissions, student emergency funds, and a veteran emergency fund. Hundreds of students who apply for support are still in financial need each year,

so the school continues to seek scholarship benefactors.

SCHOLARSHIPS

Scholarships alone went to 75 students in 2020 – 2021. These include scholarships for social work students who work with organizations that service some of the most marginalized within our community.

For example, in exchange for financial support, participants in the Child Welfare Education Program agree to work for the Department of Human Services/Children and Families for a minimum of one year following their graduation. In addition, the program prepares its graduates for employment and assists them with the job application and search process. "Although my

schedule and work demands were challenging," said one alum, "I could not have done this program without CWEP accommodations."

The Maybelle Clark MacDonald Endowed Scholarship is another scholarship for School of Social Work students. With funding from it, MSW student **Olivia K. Bormann** says her debt burden has eased so she can be the "ultra-involved student" she didn't get to be as an undergraduate. "I want to do it all," Bormann says, from teaching and research assistantships to engaging with various centers across campus.

TUITION REMISSION

Another type of funding the school facilitates is the partial tuition remission program available to MSW students. Knowing that unforeseen challenges can impact and impede academic success, the program offers a discretionary fund that can provide some relief from financial hardship. In 2020 – 2021, 52 students out of 119 applicants received a tuition remission, with a total of \$59,000 awarded.

STUDENT EMERGENCY FUND

Recognizing that our students may experience many challenges while pursuing higher education, the school also distributes a Student Emergency Fund each year. It's not uncommon for students to struggle with issues like homelessness, food insecurity, unemployment, mental health struggles, hospitalizations, and the loss of child care.

Sometimes they're working multiple jobs, living paycheck to paycheck, and possibly even facing eviction, living with the constant stress of not knowing how they'll afford tuition.

"I have utilized the Student Emergency Fund at least twice during my time as a student in the School of Social Work," said one MSW student, "During these times, I was either between housing, between jobs, or waiting for financial aid to come through. Having access to the emergency funds has been such a relief for me because I cannot ask my parents for money because they are both unemployed. With this emergency fund I was able to purchase groceries when I would have gone without."

Originally developed through grassroots organizing in 2011, the Student Emergency Fund was formally established in 2016. Since then it's awarded a total of \$35,690 to 410 unique students. Made up entirely of generous donations from SSW faculty, staff, alumni, and other individual donors, the Student Emergency Fund provides eligible students with a one-time gift of \$100 via direct deposit or check. This gift is not intended to pay for tuition, fees, fines, or the cost of attendance. In 2020 – 2021 it awarded a total of \$12,200 to 150 unique students.

"I'm so grateful that the gifts were available," said one PhD student, "Because I was able to access healthy food, it saved me from a hospital stay due to my inability



to control my blood sugar. It also helped me cover my transportation costs. The funds are a lifesaver and I'm forever grateful to those that donated them."

VETERAN EMERGENCY FUND

"Life hits us with unexpected hardships at a moment's notice," said MSW graduate **India Wynne**, "There are medical issues that have arisen in my life that were unexpected. The hardship funding will allow me to pay for needs that I have physically and relieve some of the stress that comes along with those needs."

Wynne's referring to another hardship fund, specifically for eligible students who identify as a veteran and experience financial hardship. Similar to the Student Emergency Fund, this Veteran Emergency Fund is made up of donations from SSW faculty, staff, alumni, and other individual donors and isn't intended to pay for tuition, fees, fines, or cost of attendance. The one time \$500 gift from the fund is received via direct deposit or check, with 9 unique students receiving a total of \$6,500 since it was founded in 2021.

"2020-21 was a difficult year for many if not all of us," said MSW student David Arwood II, "At the beginning of January, it became apparent that I would not be getting the kind of experience that I needed from my original internship. At that time, with the help of money from the Veteran's Fund I was able

to make the decision to move to an unpaid internship. This switch enabled me to get the proper experience, and I am proud to say that I am now a Certified Alcohol and Drug Counselor candidate, with enough hours and education to test for the certificate."

Scholarships, tuition remissions, the Student Emergency Fund, and the Veteran Emergency Fund all support hundreds of School of Social Work students every year. To help sustain the higher education aspirations of hundreds of remaining students, please consider contributing to or establishing a scholarship or endowment. More information on how to do this can be found through the PSU Foundation.



Scan this code or visit pdx.edu/social-work/giving to make a gift to the School of Social Work.

BY THE NUMBERS



Ranked among the top 12% of Schools of Social Work



RATED #1 online MSW macro degree by Social Work Degree Center



Ranked #1 for social mobility in Oregon



Research funding: \$10 million



36.5% of internships are paid



GPA Average: 3.62



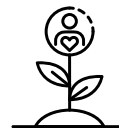
4 programs offered: BSW, CYFS, MSW, & PHD



1,368 students
241 BSW, 224 CYF
687 MSW, 42 PHD



430 degrees granted 2021-2022



95% MSW persistence rate



51.5% BIPOC students



\$888 average alumni giving rate



280,000 hours of learning, service & community engagement to the state of Oregon every year



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of Social Work

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