



THOUGHT LEADERS IN SOCIAL WORK

CAPSTONE SHOWCASE

**Graduating DSW Students
Fall 2020 Cohort**

Friday, April 28, 2023

Barry University

Ellen Whiteside McDonnell | **School of Social Work**

**“ Our doctoral students
have launched pioneering
cutting-edge scholarship to
add to the knowledge base
of our profession. ”**

— Interim Dean Maria Teahan, Ph.D.
School of Social Work

Remarks from the Interim Dean



On behalf of the Faculty, Administrators and Staff of the School of Social Work allow me to welcome everyone to the Doctoral Symposium and to learn from and enjoy this Capstone Showcase that summarizes the final Capstone projects of our DSW Graduates.

Throughout these past three, turbulent years, our doctoral students have launched pioneering cutting-edge scholarship to add to the knowledge base of our profession including areas of neurobiology of trauma, intergenerational trauma and resiliency, criminal justice, differential diagnosis, marginalized communities and trauma-informed/specific interventions.

A special heartfelt “Thank you” to our amazing faculty who have mentored our doctoral students throughout their matriculation. They never faltered and demonstrated grace and integrity during these challenging times - allowing for the transformative and mutual process of learning to unfold.

We wish all of the participants and guests attending Barry University School of Social Work’s Doctoral Symposium to have a meaningful experience. Thank you for supporting our students in this academic endeavor.

Warm Regards,

Maria Teahan, Ph.D.
Interim Dean
School of Social Work

Remarks from the Doctoral Studies Director

The Fall 2020 DSW Cohort's collective Capstones represent a breadth and depth of intellect and passion. This year we are pleased to feature 24 sterling students and the presentation of their Capstone projects in this Capstone Showcase. In totality, this landmark scholarship represents the thought leaders that Barry University's School of Social Work is proud to produce.

The DSW students have drawn on three years of knowledge and skill development through the Trauma-Informed Leadership and Practice focus of the curriculum. This collection of "Practice Advances" represents their practice enhancements from clinical practice to national service delivery. They are submitting their Capstones as formal manuscripts to peer-reviewed journals for publication and dissemination.

We are very honored to have the students' Chairs and Second Readers steward them through this process. A special thank you to the faculty, administration, and the student's families, friends, and colleagues, who have been the "wind beneath their wings."

Watch this cohort. Outstanding scholarship, leadership, and impact will follow them where they go.

Warm Regards,

Mitch Rosenwald, Ph.D., LCSW
Professor and Director of Doctoral Studies
School of Social Work





SH'NIQUA LYNETTE ALFORD

Mitigating the Effects of the Strong Black Woman Stereotype: Application of the Black Woman's Strength in Wellness Models

The Strong Black Woman stereotype has been consistently linked to poor mental health outcomes for Black women and its endorsement leads to anxiety, depression, and stress. Black women unknowingly subscribe to this stereotype through the exertion of strength and independence found necessary to combat oppression and gendered racism. Utilizing an integrated conceptual framework that combines intersectionality, black feminism, and social constructivism theory, the Black Woman's Strength in Wellness Model is proposed. This treatment protocol combines therapist awareness, psychoeducation, culturally responsive psychotherapy, trauma-informed complementary interventions, and peer support to improve mental health outcomes for Black women.

Chair: Dr. McGhee

Second Reader: Dr. Guillory

ALFRED AUSTIN

Person-Centered Expressive Arts: An Intervention for Chronically Absent Students Living in Marginalized Communities

This Capstone highlights the educational inequalities between privileged families and families of color facing transgenerational oppression and associated trauma. Although some families pass on a tradition of higher education, oppressed families encounter difficulties such as poor school attendance, mental health crises, and dropping out. This practice advance aims to inform educators of the advantages of creating a Trauma-Informed and Responsive classroom to intervene with chronically absent students from low-income communities. If implemented consistently, the mindful techniques presented in this capstone can potentially enhance attendance, academic performance, and attitudes among young individuals who experience multiple forms of injustice.

Chair: Dr. LaPorte

Second Reader: Dr. Scott



MAYA BERRYHILL-PORTER

Improving The Family First Prevention Service Act of 2018 to Meet the Basic Needs of Families in Poverty

Child maltreatment is an urgent public health concern in the United States. There is a correlation between family, poverty, and child welfare. Families living in poverty are more likely to be investigated for maltreatment. Due to financial hardship classified as neglect, many poor children are removed from their homes, which punishes poverty. The Capstone suggests an innovative call to action to address poverty and child removal by incorporating the TIC core principle of safety into The Family First Preservation Act of 2018 by providing financial assistance and pre-petition preventative services to enhance the holistic well-being of low-income families.

Chair: Dr. Rosenwald

Second Reader: Dr. Scott

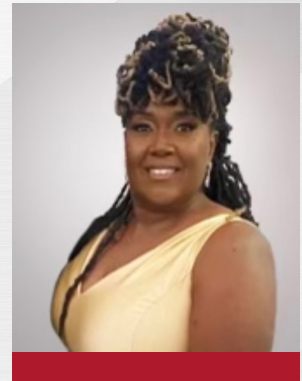
LIBIA CASAS

Using Fiction and Literature in Creating Empathy and Awareness of Historical and Intergenerational Trauma When Working with Hispanics/Latino

Political and economic turmoil in Latin America is increasing the number of migrants to the United States. This Capstone explores core Latino/Hispanic values and diversity within the Latino culture. The Capstone will define trauma-informed care, historical and intergenerational trauma and discuss how general and historical fiction can help social workers increase awareness of these terms. The concepts of empathy, theory of mind, and neurobiology will be discussed regarding the reading of general fiction. The novel *Cuban Roots* by Michael Pyle will be discussed to elaborate on family dynamics, historical and intergenerational trauma.

Chair: Dr. Smith

Second Reader: Dr. Foels





PATRICIA DANEHEY

The Migrant Worker: Employing Comic Ethnography to Reduce Isolation by Establishing Supportive Connections

An estimated 1.2 million non-documented migrant workers are in the United States, essential to the agricultural industry to fulfill domestic and international food supply requirements. They are half of all laborers in the dairy industry. Despite their contributions, this vulnerable population experiences significant challenges including fears and exploitation regarding immigration status, inadequate housing, food insecurity, no medical care, physically demanding and dangerous work, and deforming injuries. Significant trauma and family separation resulting in social isolation can impact their mental and physical functioning. This capstone addresses challenges, gaps in services, and employing comic ethnography to build connections and reduce social isolation.

Chair: Dr. Rowlands

Second Reader: Dr. Comerford

ERLANGE ELISME

Navigating Race-Based Trauma: Strategies for School Social Workers Supporting Minoritized Children in Predominantly White Schools

The Civil Rights movement of the 1960s marked a significant turning point in the lives of Black families of financial means as many relocated to suburban communities, searching for better schools to raise their families. There are detrimental effects racist policies have on minoritized students. School social workers are uniquely positioned to identify and address these impacts, as they often are the first professionals to observe the tell-tale signs of trauma. This Capstone is designed to provide a multi-tiered model to help assess and address the neurobiological consequences of discrimination in minoritized children attending predominantly white schools.

Chair: Dr. LaPorte

Second Reader: Dr. Ingram-Herring



ROBERT L. FENTON

Affirmative Here and Now Therapist Self-Disclosure in Trauma Informed Practice

Therapist self-disclosure (TSD) is a complicated issue to manage in ongoing clinical work. In order for TSD to be an effective clinical intervention, therapists need to understand the types of TSD and when this intervention might further the therapeutic process. This Capstone explores the types of TSD, identifies a gap in the existing literature, and outlines TSD effective use in trauma-informed clinical work. Affirmative TSD occurring in the here and now of the clinical encounter may foster the development of resilience, aid in normalizing responses to trauma, and promote improved self-management of the effects of trauma.

Chair: Dr. LaPorte

Second Reader: Dr. Rowlands

KIM L. GIBSON

The Art of Unmasking Racism with White Clinicians: From Bystander to Upstander

Racism has been woven into the fabric of American life for centuries, and social work practice is not immune to its pernicious effects. Recently, the field has acknowledged the need for White clinicians to become more culturally competent, leading to anti-racism training that attempts to address and acknowledge privilege and biases that interfere with providing ethical and just services. This Capstone examines reactions to anti-racism training in multi-racial group settings, identifies the absence of trauma-informed practices in such trainings, and proposes separate anti-racism training for different racial groups incorporating expressive art journaling as an effective method to educate White clinicians.

Chair: Dr. LaPorte

Second Reader: Dr. Garcia





ENNISIA HENDERSON

Integrating Care and Lifestyle Interventions for Polycystic Ovarian Syndrome: Guidance for Advanced Social Worker Practice

Polycystic Ovarian Syndrome (PCOS) is an endocrine disorder affecting millions of women, globally. There is an immense research base associating anxiety and depression with PCOS. Published data support the efficacy of lifestyle interventions for the treatment of mental health diagnoses, analogous to outcomes for the treatment of PCOS symptomatology, yet there is minimal guidance on integrated care of PCOS for social work practitioners. It is the intention of this practice advance to enhance social work practice with clients diagnosed with PCOS by offering valuable practical tools that aid in integrated trauma informed assessment and care.

Chair: Dr. Tedrow

Second Reader: Dr. Garcia

ANNA IRIZARRY-CARDONA

Fidelity and Evaluation of Trauma-Informed Care in School Matters

School systems and their stakeholders have been impacted by COVID-19, mass shootings, political unrest, and social injustices. Many school systems have limited resources to address the impact trauma has on academic achievement; formation of meaningful and collaborative relationships; and attainment of organizational strategic goals. Trauma-informed care (TIC) seeks to understand the widespread impact of trauma, foster relationships, and implement trauma-informed policies, practices, and programming that support all stakeholders. To contribute to the advancement of TIC in schools, this Capstone proposes frameworks, training, and evaluations that schools may use to confirm TIC fidelity and measure its impact on their stakeholders.

Chair: Dr. Levenson

Second Reader: Dr. Ferrante



KELLI KUZNIAR-BONEVENTO

Using Trauma-Informed Practice to Address the Needs of Immigrant Children in Florida Public Title One Schools Utilizing School Social Workers and Social Work Interns

Increasing numbers of undocumented immigrant children are enrolling in the Florida public schools. Often undocumented, immigrant children present with a unique trauma experience. This Capstone examines the trauma experienced by undocumented immigrant children, how this trauma experience may impede their emotional and academic growth, and the lack of community resources available due to the student's undocumented status. This Capstone reviews how social workers and social work interns can be utilized in the public school system to provide trauma informed support services for immigrant students.

Chair: Dr. Rowlands

Second Reader: Dr. Kolbe

WILLIESHA LIVINGSTON

A Proposal for Healing African American Adolescents Exposed to Community Violence: Utilizing Culturally Relevant Expressive Arts Interventions

The prevalence of community violence in the United States' most densely populated cities has contributed to an array of adverse social, emotional, behavioral, and physical health outcomes, disproportionately affecting African American adolescents. In addition, the impact of historical trauma and race-based exclusion from health, education, societal, and economic resources results in unique psychological issues from a cumulative trauma perspective, leading to distrust, interpersonal and intrapersonal challenges, and internalized distress due to an inability to effectively cope with their experiences. With the recommendations of trauma-informed, culturally relevant expressive arts, practitioners can create a safe space for psychological processing and building resilience.

Chair: Dr. Austin

Second Reader: Dr. Scott





CHRISTINA MCBRYDE

Family-Based Residential Treatment for Single Mothers Experiencing Substance Use Disorders in Child Welfare

The leading demographic of families in child welfare is single-mother households where the mother is experiencing substance use disorders. Children who reside in these households are at an increased risk of experiencing child maltreatment. Substance use disorders in single-mothers contribute to hundreds of thousands of children being removed from their homes and placed into out-of-home care. Removing children from their households is traumatizing for both children and mothers. Family-based residential treatment programs have demonstrated positive outcomes. Increasing accessibility to family-based residential treatment programs that are guided by trauma-informed care principles can help to mitigate family separations and traumas.

Chair: Dr. Rosenwald
Second Reader: Dr. Steen

TAMARA AUGUSTIN NOEL

The Women Life Enrichment Program: A Church-Based Collaborative Against IPV Among Haitian Christian Women

Intimate Partner Violence (IPV) is a significant public health and social issue of epidemic proportion and most prominent among women. The vulnerability of Haitian women as part of several marginalized groups makes them susceptible to IPV. Like many Black women, Haitian women turned to their church and their clergy for help in dealing with IPV. Scholarly literature lacks in ways that the Haitian Christian church can provide compassionate support to all affected by IPV. This Capstone suggests the women's life enrichment program (WLEP), a collaborative of social workers and the church, as a means of mitigating IPV within the Haitian Christian church.

Chair: Dr. Nowakowski-Sims
Second Reader: Dr. Ferrante



PHILLIP RIDDICK

Parenting Through Change: The Role of Co-Parenting Interventions for Parental Cohesiveness

Custody and visitation proceedings are an overlooked opportunity to provide an intervention that can lead to positive outcomes for children and families despite unforeseen circumstances. The impact that unhealthy coparenting patterns have on families is far greater than what is realized. This Capstone looks at different programs that have been implemented, along with a review of theories that have been found to be effective when working with coparenting families. It proposes an intervention that can improve the relationship, involvement, and outcomes of families in coparenting situations. With this intervention, court involvement will be decreased while family cohesiveness increases.

Chair: Dr. Smith

Second Reader: Dr. Alicea

KASHERA GUY ROBINSON

The Intersectionality of Racism and Poverty: An Examination of Intergenerational Trauma and its Connection to Chronic Absenteeism Among Black School-Aged Youth

Each year in the United States, approximately 16% of the student population is chronically absent from school; one of the largest racial percentages in this group is comprised of Black youth. Intergenerational traumas and constant exposure to abject poverty can impact any child's willingness to attend school, as is the case with many Black youth. The use of long-term, culturally responsive interventions with chronically absent Black youth including mentoring, Check and Connect, and Cognitive Behavioral-based therapies show promising results in the effort to reverse this trend.

Chair: Dr. McMahon

Second Reader: Dr. Thompson





SEAN ROMANKSI

Trauma-Informed Supervision for Residential Care Staff: A Model Inspired by COVID-19

Challenges operating residential care facilities have been exacerbated by the COVID-19 pandemic and Great Resignation. Residential care staff are experiencing staffing shortages, amplified client treatment needs, and symptoms of trauma and burnout. As organizational dynamics have an impact on employee performance and retention, trauma-informed approaches and organizational culture can inform quality agency practices. While literature exists related to trauma-informed practices at the client and organization levels, little exists at the supervision level. This practice advance is offered related to the application of trauma-informed supervision for staff support and retention in residential settings as well as other service delivery models..

Chair: Dr. Ferrante

Second Reader: Dr. Levenson



BIANCA RUDGE

Fatherhood Programming for Black Incarcerated Fathers

The study of Black incarcerated fathers is limited in scholarly literature. Many correctional programs receive little attention to the needs of Black imprisoned fathers and their specific rehabilitation. Current research is beginning to unveil the importance of father involvement in the lives of children and the negative impact children suffer due to paternal incarceration. Forensic social workers should be equipped with practice interventions specific to the unique needs of Black incarcerated fathers. Fatherhood programs can become more prescribed and prevalent within jail settings while using a trauma-informed care framework and culturally competent approach within forensic social work practice.

Chair: Dr. Alicea

Second Reader: Dr. Finley

URAINA LEKIA SCOTT

Adapting Emotionally Focused Therapy for Polyamorous Partners Seeking Relationship Satisfaction

Adapting Emotionally Focused Therapy for poly-partners (EFTPP) can fill a significant service gap, given their limited representation in research, and the denial of certain services due to stigma, discrimination, bias, and prejudice. The concept of EFTPP through a trauma-informed lens will be demonstrated through an illustration of best practices, and a case example highlighting how EFTPP can be implemented within the stages of Cycle De-escalation, Changing Interaction Patterns, and Consolidation and Integration.

Chair: Dr. Austin

Second Reader: Dr. White

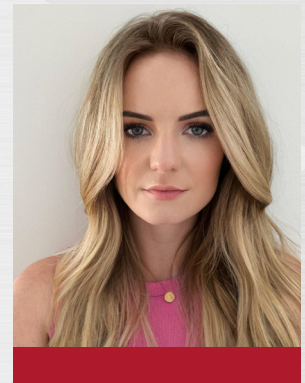
KATERI SMITH

Promoting Trauma-Informed Care Practices in Police Administration

Police officers often face traumatizing events that may cause emotional damage and negatively impact their performance. Existing mitigation approaches by police administration can be inadequate in addressing the negative impact associated with these traumatizing events. An established framework to mitigate the adverse consequences of emotional distress and trauma among police officers is missing in the literature. There are unintentional barriers to help-seeking among police officers, as well as the importance of promoting mental health wellness with police. Trauma-informed care policies should be implemented to ensure trauma education, stigma alleviation, peer support, preventative measures, and improved mental health for police officers.

Chair: Dr. Levenson

Second Reader: Dr. Ferrante





RUBY TORRES

Trauma-Informed Practices for Professional Support (TIPSS) for Staff Retention and Continuity of Care

Trauma-informed care practices have been essential in treating clients impacted by trauma. Many organizations have adopted these practices to build a trauma-informed culture. However, more attention should be paid to the necessity for trauma-informed care with staff. The Trauma-Informed Practice for Professional Support (TIPSS) training was developed through the use of Substance Abuse and Mental Health Services Administration (SAMHSA) and Invest in Me, Prioritize, Act, and Assess Connect and Thrive (IM-PAACT) frameworks to train supervisors in organizations to become a trauma-informed workforce that promotes self-care practices for staff well-being, staff retention, and continuity of care (COC)

Chair: Dr. Levenson

Second Reader: Dr. Smith

D. SHANTÉ WASHINGTON

A Balancing Act: Trauma-Focused Approach to Child Welfare Partnering with the Media

The media has incessantly scrutinized public child welfare practices, if not explicitly disparaged them. This Capstone examines how public child welfare agencies can partner with the media to improve the public's perception of child welfare practices and child safety. Through a trauma-focused framework, public child welfare agencies would partner with local media outlets for media-related training and education to foster more proactive media outreach strategies for child welfare professionals. This Capstone places child welfare at the forefront of innovation, which could increase the relevance of social work knowledge and practice, especially as it applies to child welfare.

Chair: Dr. Rosenwald

Second Reader: Dr. McGhee



CHARLENE BURRELL WHITE

Strengthening the Ranks: Maintaining the Nation's Defense Through the Integration of Trauma-Informed Care to Optimize Resilience and Help-Seeking

The military often prioritizes coping with combat and service-related trauma when building resilience. Despite this, an alarming number of service members have pre-existing unaddressed adverse childhood experiences (ACEs). This Capstone aims to a) highlight the impact of ACEs on service members, more specifically Trainees' mental health and attrition rates, b) discuss how elements of trauma-informed responsive practices and principles can cultivate resilience, and c) provide practices to inform the United States Air Force basic military Trainees and mental health clinicians through education, the utilization of ACEs and the integration of a trauma-informed care framework in assessment and resiliency training.

Chair: Dr. Nowakowski-Sims

Second Reader: Dr. Duncan

EMILY D. WILSON

Combating Elder Social Isolation: Translation of Research to Practice by Utilizing Prevention Screenings by Medical Professionals

Elder social isolation can have negative impacts on the physical and emotional well-being of an individual. It can increase feelings of depression, loneliness, and anxiety. Despite research indicating the benefits of group interventions, older adults are not connected to the few programs that exist. Medical professionals should be screening for elder social isolation during routine medical visits. Older adults can be connected to resources prior to any life-threatening effects. This Capstone focuses on translating the research on the positive effects of group interventions into practice, by utilizing preventative screenings by medical professionals to connect older adults to the needed resources.

Chair: Dr. Tedrow

Second Reader: Dr. Shtompel



NOTES

Barry University

Ellen Whiteside McDonnell | **School of Social Work**
11300 NE 2nd Avenue, Miami, FL 33161
barry.edu/ssw