

Alicia Mendez
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EDUCATION

- | | |
|-----------------|--|
| 2023 (expected) | Doctor of Philosophy, Social Work
School of Social Work
Rutgers, The State University of New Jersey |
| 2019 | Master of Social Work (MSW)
School of Social Work
Rutgers, The State University of New Jersey |
| 2016 | Bachelor of Arts
Department of Psychology
University of Washington |
| 2014 | Associate of Arts (AA)
Department of Psychology
North Seattle Community College |

RESEARCH INTERESTS

Intergenerational trauma, post-traumatic growth, childhood sexual abuse, trauma-informed-care, child welfare services and policy, first-generation college students, minoritized students.

PUBLICATIONS

PEER REVIEWED

Bosk, E. A., Kautz, S. V., **Mendez, A.**, Hanson, K., Myers, A., & Radawich, J. (In press). Structural components for relational based organizational leadership. *Zero to Three*.

Mendez, A., Bosk, E. A., Keller, A. Williams-Butler, A., Hardan, T., & MacKenzie, M. (2023). Expanding the trauma-informed care measurement toolkit: An evaluation of the Attitudes Related to Trauma-Informed Care (ARTIC-45) scale with SUD workers in PIMH. *Behavioral Sciences*, 13(6), 471-484. <https://doi.org/10.3390/bs13060471>

DelJones, G M., Pomales, H., Rodriguez, E. Y., **Mendez, A.**, Bosk, E., & MacKenzie, M. (2022). Vaccine hesitancy and trauma-informed care: Developing a sensitive organizational response. *Zero to Three*, 42(3), 11-18. <https://www.zerotothree.org/resources/4327-vaccine-hesitancy-and-trauma-informed-care-developing-a-sensitive-organizational-response>

Bowden. C. F., Simmel, C., **Mendez, A.**, Yu, M., Neese-Todd, S., & Crystal, S., (2022). The

complexity of psychotropic medication prescription and treating trauma among youth in foster care: Perspectives from the lived experience. *Administration and Policy in Mental Health and Mental Health Services Research*. <https://doi.org/10.1007/s10488-022-01203-4>

Tiderington, E., Bosk, E. A., & **Mendez, A.** (2021). Negotiating child protection mandates in Housing First for families. *Child Abuse & Neglect*, 115, 105014. <https://doi.org/10.1016/j.chiabu.2021.105014>

Williams-Butler, A., Golden, K., **Mendez, A.**, & Stevens, B. (2020). Intersectionality and child welfare policy: Implications for Black women, children and families. *Child Welfare*, 98(4), 75-95. <https://www.jstor.org/stable/48623697>

Mendez, A. (2016). First-generation college students and adversity: Mechanisms of coping compared to continuing-generation college students. *McNair Scholars Journal*, 221-240. http://depts.washington.edu/uwmcnair/wp-content/uploads/2014/08/JournalSummer2016-TS-CL.pdf?_ga=2.123224203.1265223923.1664485966-255349849.1664485966

MANUSCRIPTS UNDER REVIEW

Williams-Butler, A., Cunningham, S., Ocampo, M. G., Guzman, K., & **Mendez, A.** (Revise and Resubmit). Understanding the expansion of social control and helping professionals as agents of the State: The passing of the Child Abuse Prevention and Treatment Act.

Bosk, E. A., **Mendez, A.**, Hardan, T., Williams-Butler, A., Mackie, T., & MacKenzie, M. (Under Review). Expecting less and getting it: The role of rejection sensitivity in feedback seeking and supervisory relationships in mental health services.

Bosk, E. A., Williams-Butler, A., **Mendez, A.**, Stroiman, A., Del Jones, G., Flynn, C., Pomales, H., & MacKenzie, M. (Under Review). Improving Caregiver Mental Health and Reducing Parenting Stress in a Family-Focused Substance Use Intervention.

Kautz, S. V., Bosk, E. A., **Mendez, A.**, & Pomales, H., (Under Review). Strategies and adaptations to an integrated substance use and infant mental health treatment program during COVID-19.

Hardan, T., Bosk, E. A., **Mendez, A.**, Williams-Butler, A., Julien, F. & MacKenzie, M. (In preparation). A relational workforce capacity approach investigating organizational attachment in child-welfare and family services implementing trauma-informed care.

Bosk, E. A., Kautz, S. V., Hanson, K. E., Radawich, J., Myers, A. J., **Mendez, A.**, Williams-Butler, A., & MacKenzie, M. (Under Review). In-Home Recovery protocol: A family-centered treatment approach to substance use.

MANUSCRIPTS IN PREPARATION

Mendez, A., Bosk, E. A., Tiderington, E., & Choy-Brown, M. (In preparation). Implementing

Housing First with child welfare involved families: 'Building the plane while we're flying it.'

Bosk, E. A., **Mendez, A.**, DelJones, G. M., & MacKenzie, M. (In preparation). Who parents the parents?

Kautz, S. V., **Mendez, A.**, Bosk, E. A., & Pomales, H. (In preparation). Strategies and adaptations to an integrated substance use and infant mental health treatment program during COVID-19.

RESEARCH REPORTS

Kautz, S. V., Bosk, E. A., & **Mendez, A.** (2022). *In-Home Recovery Quarterly Report: 1st and 2nd Quarter*. Report prepared for the New Jersey Department of Children and Families. Rutgers University School of Social Work. (43 pages).

Kautz, S. V., Bosk, E. A., & **Mendez, A.** (2022). *In-Home Recovery Quarterly Report: 2nd Quarter May – June 2022*. Report prepared for the New Jersey Department of Children and Families. Rutgers University School of Social Work. (42 pages).

Mendez, A., Bonds-Grocher, K., Taylor, M., & Washington, D. M. (2021). *Anti-racist pedagogy in social work doctoral education: A compilation of reports*. Report prepared for the Group for the Advancement of Doctoral Education in Social Work. (62 pages).

Bosk, E. A., Williams-Butler, A., Kautz, S. V., & **Mendez, A.** (2021). *In-Home Recovery program quarterly report-1st quarter, 2021*. Report prepared for the New Jersey Department of Children and Families. Rutgers University School of Social Work. (95 pages).

Mendez, A., Taylor, M., Grocher, K., & Washington, D. M. (2020). *2020-2021 Anti-racist pedagogy in social work doctoral education: BIPOC Meeting*. Report prepared for the Group for the Advancement of Doctoral Education in Social Work. (15 pages).

Padilla, Y., **Mendez, A.**, & Sevillano, L. (2020). *Ten ways to create racially equitable learning environments. Educator Resource of the Month. Center for Diversity and Social & Economic Justice*. The Center for Social Work Education. (2 pages).

Williams-Butler, A., **Mendez, A.**, & Bosk, E.A. (2020). *Care-Plus New Jersey baseline report*. Report prepared for CarePlus NJ. Rutgers University School of Social Work. (34 pages).

Bosk, E. A., Williams-Butler, A., Kautz, S. V., & **Mendez, A.** (2020). *In-Home Recovery program baseline data report*. Report prepared for the New Jersey Department of Children and Families. Rutgers University School of Social Work. (35 pages).

Williams-Butler, A., **Mendez, A.**, & Bosk, E. A. (2020) *Attachment, Self-Regulation, and Competency (ARC) evaluation preliminary quarterly report*. Report prepared for the Substance Abuse and Mental Health Services Administration. Rutgers University School of Social Work. (26 pages).

Mendez, A. (2019). *The Attachment, Self-Regulation, and Competency data input manual*. New Brunswick, NJ. Manual prepared for the Substance Use Trauma and Resilience Lab at Rutgers University School of Social Work. (20 pages).

Williams-Butler, A., **Mendez, A.**, & Bosk, E. A. (2019) *Attachment, Self-Regulation, and Competency (ARC) evaluation preliminary trend data*. Report prepared for The Center for Great Expectations Board of Directors. Rutgers University School of Social Work. (11 pages).

Simmel, C., Bowden, C., Greenfield, B., Logue Conroy, R., **Mendez, A.**, Yu, M., & Arnold-Berkovits, I. (2019). *Summary report of the kinship navigator formative evaluation project in New Jersey*. Report prepared for the New Jersey Department of Children and Families. Rutgers University School of Social Work. (134 pages).

Mendez, A., Bosk, E. A., & Tiderington, E. (2019). *Report of the Keeping Families Together interviews with front-lines staff*. Report prepared for the New Jersey Department of Children and Families. Rutgers University School of Social Work. (67 pages)

Simmel, C., **Mendez, A.**, Postmus, J. L., Berrios, J., & Goldberg, S. (2017). *Summary report on the QuickCents for youth evaluation project*. Report prepared for the New Jersey Department of Children and Families. Rutgers University School of Social Work. (185 pages).

PRESENTATIONS

PEER-REVIEWED

Mendez, A., Treitler, P. Kautz, S., Bosk, E., Bowden, C., & Crystal, S. (2023). Application of rapid analysis methods in qualitative social work and health research. Poster presentation at the Annual Society for Social Work and Research Conference, Washington, DC.

Bosk, E. A., Kautz, S. V., **Mendez, A.**, & Pomales, H. (2023). *Not just for clients: A model for organization relationship-based practice*. Paper presentation at the Annual Society for Social Work and Research Conference, Washington, DC.

Bosk, E. A., Williams-Butler, A., **Mendez, A.**, Stroiman, A., DelJones, G., Pomales, H., Julien, F., & MacKenzie, M. (2023). *An innovative integrated intervention to treat trauma, substance use and parenting*. Paper presentation at the Annual Society for Social Work and Research Conference, Washington, DC.

Mendez, A., Berger-Cardoso, J., Boyd, R., Kim, M., Pryce, J., & Sarantakos, S. (2022). *Perspectives on abolition: Social work's role in and response to the abolitionist movement*. Doctoral student symposium at the Annual Meeting for Society for Social Work and Research, Washington, DC.

Bacas-Atlas, S., Agha, E., Hogg, L., **Mendez, A.**, & Garcia-Perez, J. (2022). *Gatekeeping as a*

mechanism of systemic racism: BIPOC student perspectives. Round table at the Annual Society for Social Work and Research Conference, Washington, DC.

DelJones, G., Pomales, H., Rodriguez, E., Bosk, E. A., & **Mendez, A.** (2022). *In it together: An organizational framework for trauma-informed vaccine decision making*. Poster presentation at the Annual Society for Social Work and Research Conference, Washington, DC.

Bosk, E. A., Hardan, T., Mendez, A. MacKenzie, M., Mackie, T., & William-Butler, A., (2022). *Expecting less and getting it: The role of rejection sensitivity in feedback seeking and supervisory relationship in mental health services*. Poster presentation at the Annual Society for Social Work and Research Conference, Washington, DC.

Mendez, A., & Treitler, P. (2021). *Applying rapid analysis methods in qualitative social work research*. Poster presentation at the 67th Annual Program Meeting of the Council on Social Work Education.

Bacas-Atlas, S., & **Mendez, A.** (2021). *Impending intergenerational trauma for Latinx immigrant families: Implications for social workers*. Oral Presentation at the 67th Annual Program Meeting of the Council on Social Work Education.

Mendez, A., Belkin-Martinez, D., Brade-Stennis, K., Khetarpal, R., & Walton, Q. (2021). *Social work's response to collective trauma*. Doctoral student symposium at the Annual Meeting for Society for Social Work and Research, Washington, DC.

Mendez, A. (2021). *First-Generation college students turned doctoral students: Support needed and received*. Poster session at the Annual Society for Social Work and Research Conference, Washington, DC.

Mendez, A. (2021). *Examining the health and wellbeing of racial and ethnic minority youth: The role of multiple contexts and experiences*. Oral presentation at the Annual Society for Social Work and Research Conference, Washington, DC.

Gale, A., & **Mendez, A.** (2021). *Examining the effectiveness of a college access program for Black and Latinx youth*. Symposium session at the Annual Society for Social Work and Research Conference, Washington, DC.

Williams-Butler, A., Golden, K., **Mendez, A.**, & Stevens, B. (2021) *Using intersectionality to understand key federal policies regarding Black children receiving child welfare services in the United States*. Oral presentation at the European Scientific Association on Residential & Family Care for Children and Adolescents (EUSARF). Zurich, Switzerland.

Williams-Butler, A., Golden, K., & **Mendez, A.** (2020). *Historical and policy contexts for Black children receiving child welfare services*. Symposium session at the Annual Society for Social Work and Research Conference. Washington, DC.

Bowen, C., **Mendez, A.**, Simmel, C., Neese-Todd, S., & Crystal, S. (2020). *What are we*

treating? The complexity of addressing trauma in mental health treatment for youth in foster care. Symposium session Chaired by C. Simmel in the Annual Society for Social Work and Research Conference. Washington, DC.

Bosk, E. A., **Mendez, A.**, Ruisard, D., & Hokanson, K. (2020). *Who parents the parents? Examining approaches of frontline staff in an integrated substance use disorder and parent-infant mental health treatment program.* Symposium session in the Annual Society for Social Work and Research Conference. Washington, DC.

Mendez, A. (2019) *Digging deeper: Addressing what teenage pregnancy prevention is missing.* Oral presentation at the Krueckberg Doctoral Conference in Urban Studies, Urban Planning, and Public Policy, New Brunswick, NJ.

Mendez, A., Brady, L., & Shoda, Y. (2018) *Culture and coping: first-generation college students' use of indirect coping strategies.* Poster presentation at the Annual Meeting for Society for Social Work and Research, Washington, DC.

Mendez, A., & Brady, L. (2016). *What does independence look like for first-generation college students?* Poster presentation at the Society for Personality and Social Psychology in San Diego, CA.

Mendez, A. (2015). *What does independence look like for first-generation college students? The role of family in independence.* Poster presentation at the Ronald E. McNair National Conference, Milwaukee, WI.

INVITED PRESENTATIONS

Mendez, A., Bonds-Grocher, K., Taylor, M., & Washington, D. M. (2020). *Anti-racist pedagogy in social work doctoral education: A series led by and created for doctoral students.* BIPOC students session. Oral presentation and discussion virtually hosted by The Group for the Advancement of Doctoral Education in Social Work.

Mendez, A., Bonds-Grocher, K., Taylor, M., & Washington, D. (2021). *Anti-racist pedagogy in social work doctoral education: A series led by and created for doctoral students.* All student session. Oral presentation and discussion virtually hosted by The Group for the Advancement of Doctoral Education in Social Work.

Mendez, A., Bonds-Grocher, K., Taylor, M., & Washington, D. (2021). *Anti-racist pedagogy in social work doctoral education: A series led by and created for doctoral students.* Student and faculty session. Oral presentation and discussion virtually hosted by The Group for the Advancement of Doctoral Education in Social Work.

RESEARCH FUNDING AND AWARDS

2022

Award for Anti-Racist Leadership and Service

	The Group for the Advancement of Doctoral Education in Social Work, \$625
2021	Student Award for Leadership and Service The Group for the Advancement of Doctoral Education in Social Work, \$1,500
2021	SECC Dissertation Research Funding Award The Society for Research in Child Development, \$2,000
2016 - 2018	Graduate School of Excellence Diversity Fellowship, Rutgers, The State University of New Jersey, \$26,000
2017	School of Graduate Studies Conference Travel Award, Rutgers, The State University of New Jersey, \$1,000
2016	Psychology Honors Distinction Program University of Washington
2015	Ronald E. McNair Fellowship University of Washington
2007	Outstanding Contributions to Highline Thunderword Newspaper Highline Community College
2006	Outstanding Contributions to Highline Thunderword Newspaper Highline Community College

TEACHING INTERESTS and EXPERIENCE

Summer 2022	Diversity and Oppression Rutgers, The State University of New Jersey School of Social Work
Spring 2022	Adolescents Risk and Resilience Rutgers, The State University of New Jersey School of Social Work
Fall 2021	Confronting Anti-Black Racism Rutgers, The State University of New Jersey School of Social Work
Spring 2021	Developed ‘Confronting Anti-Black Racism’ Class and Syllabus Rutgers, The State University of New Jersey School of Social Work

Spring 2020	Basics of Research Rutgers, The State University of New Jersey Undergraduate Division of Diversity, Inclusion, and Community Engagement
Fall 2019	Graduate Education Preparation I Rutgers, the State University of New Jersey Undergraduate Division of Diversity, Inclusion, and Community Engagement
Fall 2019	Graduate Education Preparation II Rutgers, the State University of New Jersey Undergraduate Division of Diversity, Inclusion, and Community Engagement

ACADEMIC SERVICE

2020 - 2022	Doctoral Student Director at Large Board Member , Society for Social Work Research, Washington, DC.
2020 - 2022	Chair , Doctoral Student Committee. Society for Social Work Research, Washington, DC.
2020 - 2021	The Group for the Advancement of Doctoral Education in Social Work , Co-Facilitator and Co-Creator of Anti-Racist Pedagogy in Social Work Doctoral Education: A series led by and created for doctoral students.
2020	Contributor , Council for Social Work Education Task Force to Advance Anti-Racism, Alexandria, VA.
2019 - 2020	Graduate Student Mentor , Ronald E. McNair, TRIO Programs, Rutgers, The State University of New Jersey
2018-2019	Co-President , Doctoral Student Association, School of Social Work
2017	Peer Mentor , School of Social Work, Ph.D. Program
2016	Founder & Coordinator , Research Literacy, Child Welfare and Well-Being Research Unit, Rutgers, The State University of New Jersey
2015	TRAC Peer Mentor , Transfer Student Academic Community, School of Psychology, University of Washington

RESEARCH EXPERIENCE

- 2017 - 2022
- Integrating Substance Abuse Treatment with Trauma Informed Practice, Evaluation of the Center for Great Expectations introduction of the ARC Model**
 Co PIs: Michael Mackenzie and Emily Bosk, Rutgers, the State University of New Jersey
 New Brunswick, NJ
Title: Project Director
Description: Support the PI in the mixed methods data evaluation of a 5-year program funded by the Substance Abuse and Mental Health Services Administration. This evaluation is examining the integration of trauma informed care into residential mommy and me treatment facilities. Develop and collect all qualitative interviews with staff, and clients. Analyze clinical and staff quantitative data, as well as write quarterly reports.
- 2019 - 2022
- In-Home Recovery Evaluation**
 PI: Emily Bosk, Rutgers, the State University of New Jersey
 New Brunswick, NJ
Title: Project Director
Description: Help design and implement the evaluation of an innovative pilot program seeking to improve outcomes for parents who have substance use disorder and are parenting a child under 36 months. Facilitate data collection trainings, coordinate meetings between stakeholders, and code and analyze quantitative and qualitative data documenting the processes.
- 2019 - 2021
- Negotiating Competing Mandates in Family Supportive Housing**
 Co PIs: Emily Bosk and Emmy Tiderington, Rutgers, the State University of New Jersey
 New Brunswick, NJ
Title: Project Director
Description: Facilitated the processes, implementation, and analysis of data collection for the first evaluation of New Jersey's Keeping Families Together (KFT) model. This model offers supportive housing for child-welfare involved families who experience barriers to housing stability. I conducted and open-coded all 75 qualitative interviews, and gathered and analyzed other quantitative data. As coordinator I also wrote up each report, including the final report given to the Department of Children and Families.
- 2018 – 2019
- Kinship Navigator Project**
 PI: Cassandra Simmel, Rutgers, the State University of New Jersey
 New Brunswick, NJ
Title: Research Assistant
Description: Conducted case record review including caregiver records in

both paper and electronic form. The goal of the project was to identify best practices that serve children and families involved in the New Jersey Kinship Navigator program and suggest program modifications as needed per results of the record review. Following data collection and analysis a final report was created for the Department of Children and Families.

2017

**Comparative Effectiveness of State Psychotropic Oversight Systems
Center for Health Services Research on Pharmacotherapy, Chronic
Disease Management and Outcomes**

Co PIs: Stephen Crystal & Cassandra Simmel, Rutgers, the State
University of New Jersey
New Brunswick, NJ

Title: Research Assistant

Description: Research assistant supporting primary data collection and analysis for 3-year project funded by the Patient-Centered Outcomes Research Institute (PCORI) regarding state policy approaches to psychotropic medication oversight for children served by child welfare systems.

2016 - 2017

Evaluation of QuickCents Program for Youth

PI: Cassandra Simmel, Rutgers, the State University of New Jersey
New Brunswick, NJ

Title: Research Assistant

Description: Research assistant supporting primary data collection and analysis for a 2-year project funded by New Jersey Department of Children and Families regarding financial education and training program for transition age youth in foster care.

2015 - 2016

Shoda Lab

School of Social Psychology, University of Washington
Seattle, WA

Title: Research Assistant

Description: Research assistant supporting primary data collection and analysis of a mixed methods study evaluating first-generation college students experience in undergraduate.

2015 - 2016

UW's Center for Anxiety and Traumatic-Stress

School of Clinical Psychology, University of Washington
Seattle, WA

Title: Lab Assistant

Description: Research assistant recruiting and implementing a pilot study examining the cortisol levels of a non-clinical population who experienced severe trauma.

PRACTICE EXPERIENCE

- 2021 - Present **Copper Mountain College**
Joshua Tree, CA.
Title: Counselor
Description: Meet with students to establish course and graduation plans. Respond to students in crisis, on-call basis. Establish a Dreamer Resource Center for undocumented students attending Copper Mountain College. Coordinate community relations with local businesses and organizations.
- 2017 - 2019 **Center for Great Expectations**
Somerset, NJ
Title: Clinical Administrative Assistant
Description: Support the clinical director by grant writing and writing quarterly reports for the National Child Traumatic Stress Network grant. Coordinate and implement organization and statewide trainings of ARC (Attachment, Regulation, and Competency). Plan and execute the annual Trauma Conference in New Jersey by applying for state and national continuing education credits, coordinating with presenters, and more than 150 attendees.
- 2015 – 2016 **Domestic Abuse Women’s Network**
Title: Crisis Hotline Support
Description: Answered crisis line for women experiencing any form of violence. Used clinical skills to comfort survivors and create safety plans. Scheduled intakes for survivors seeking shelter.

PRACTICE EXPERIENCE

- 2021 - Present **Copper Mountain College**
Joshua Tree, CA.
Title: Counselor
Description: Meet with students to establish course and graduation plans. Respond to students in crisis, on-call basis. Establish a Dreamer Resource Center for undocumented students attending Copper Mountain College. Coordinate community relations with local businesses and organizations.
- 2017 - 2019 **Center for Great Expectations**
Somerset, NJ
Title: Clinical Administrative Assistant
Description: Support the clinical director by grant writing, and writing quarterly reports for the National Child Traumatic Stress Network grant. Coordinate and implement organization and state wide trainings of ARC (Attachment, Regulation, and Competency). Plan and execute the annual Trauma Conference in New Jersey by applying for state and national continuing education credits, coordinating with presenters, and more than 150 attendees.

2015 – 2016

Domestic Abuse Women's Network

Title: Crisis Hotline Support

Description: Answered crisis line for women experiencing any form of violence. Used clinical skills to comfort survivors and create safety plans. Scheduled intakes for survivors seeking shelter.

PROFESSIONAL MEMBERSHIPS

Society for Social Work and Research (SSWR)

Society for Research in Child Development (SRCD)

National Association of Social Workers (NASW)

Council for Social Work Education (CSWE)