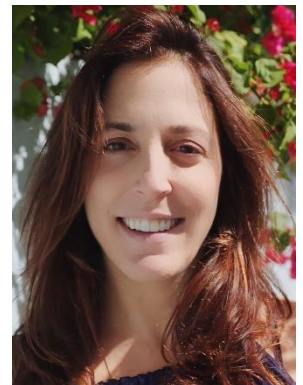




COUNCIL ON SOCIAL WORK EDUCATION
MINORITY FELLOWSHIP PROGRAM



**Council on Social Work Education
Minority Fellowship Program
2019–2020 Doctoral Fellows CV Booklet**

Message from the Director



Dear Colleagues:

Since 1974, doctoral fellows from the CSWE Minority Fellowship Program have tackled the behavioral health needs of racial/ethnic minority populations through practice, research, teaching, and policy promulgation.

This booklet highlights current fellows and recent alumni who are seeking social work faculty positions. Please take a moment to review the curriculum vitae and additional information regarding teaching, practice, and research experience and interests. I hope that you will consider contacting them regarding open faculty positions at your institution. Please note many of the fellows will be available for in-person meetings during the Annual Program Meeting in Denver, Colorado.

Now in our 45th year, the CSWE MFP works to increase the number of social workers committed to addressing the needs of racial/ethnic minority communities. Currently funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), talented doctoral students are selected to receive a fellowship from a highly competitive application process. MFP facilitates the retention, degree completion and career success of these fellows by providing financial support, specialized training, and mentoring. MFP fellows have demonstrated their commitment to social work education, research, and practice via their empirically based research, community-based research, program evaluation, peer-reviewed publications, teaching, and service to underrepresented communities, thereby fulfilling the MFP mission.

Sincerely,

A handwritten signature in black ink, appearing to read 'D. Nguyen' with a stylized flourish at the end.

Duy Nguyen, Ph.D.
Director, Minority Fellowship Program
Council on Social Work Education



cswe.org/mfp

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Victoria Aguilar

University of Pennsylvania

aguilarv@upenn.edu

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Victoria specializes in providing clinical care to children and their families who have experienced trauma in community-based and hospital settings.

Victoria's dissertation examines the impact of separation and reunification on Latino families who have crossed the U.S.- Mexico border without documentation. In particular, the study assesses attachment and service utilization following their reunification in the U.S.

Research & clinical interests

- Immigration
- Trauma
- Child Welfare
- Attachment
- Social Determinants of Health



Monique Holguin, LCSW

University of Southern California

mmholgui@usc.edu

[Access CV here](#)

Research & clinical interests

- Transition-aged youth
- Risk and Resilience
- Behavioral health service delivery
- Racial/ethnic health disparities
- Discrimination and service access

Monique's research agenda centers on enhancing behavioral health outcomes for transition-aged youth. Through her dissertation, Monique will use mixed methods and social network analysis to critically examine the role of resilience and social support in the relationship between discriminatory experiences and behavioral health outcomes for transition-aged youth. She will use the findings to develop, test, and implement culturally-responsive, resilience-focused behavioral health promotion interventions for transition-aged youth. As a LCSW and a community-participatory based researcher, Monique collaborates with administrators, practitioners and researchers to address health and behavioral health needs for diverse communities.

Monique has over 15 years of administrative and clinical experience with individuals ranging from youth and adults experiencing homelessness, children and youth entering into and out of the foster and/or juvenile justice systems, to individuals grappling with co-morbid and tri-morbid conditions in inpatient and outpatient health and mental health facilities. This experience enriches her research and reinforces her commitment to marginalized communities.

In the classroom, Monique incorporates Critical Race, Intersectionality, and Ecosocial theoretical frameworks and utilizes this lens to create a rich learning environment where students can critically examine the historical impact of systems, power, privilege and oppression on diverse communities and its significance to current service delivery and physical/behavioral health outcomes. Monique has served as a facilitator for the Assessment and Diagnosis of Mental Disorders course at the University of Southern California Suzanne Dworak-Peck School of Social Work, and as a guest speaker on Integrated Health Care at California State University Long Beach and California State University Northridge.



Matt Ignacio (Tohono O'odham)

University of Washington

matt717@uw.edu

[Access CV here](#)

Research & clinical interests

- Indigenous health and wellness
- Harm reduction and substance use and misuse interventions
- Opioid use and overdose prevention
- Workforce development training and education

As a tribal member of the Tohono O'odham Nation, Matt's research interests are focused on improving the health and wellness of American Indian/Alaska Native/Native Hawaiian people and communities. Matt's dissertation is rooted in community-based participatory research approaches and grounded in Indigenous theories and methodologies, exploring harm reduction prevention education among urban Native youth.

Matt's teaching approach has been cultivated with over 20 years of experience delivering evidence-based intervention trainings for behavioral and mental health providers, as well as developing culturally relevant trainings for service providers, informed by community wisdom and promising practices in the fields of HIV/STIs, harm reduction, social justice, and Indigenous approaches to health. Matt actively works to build safe learning spaces for the exchange of ideas in a respectful manner and relies on a variety of methods to instruct both social work practice and research courses.

Matt is committed to supporting strengths-based approaches to social work practice, education, and research, with an emphasis on healing and wellness.



Kynai Johnson, LICSW

The Catholic University of America

47johnson@cua.edu

[Access CV here](#)

Research & clinical interests

- Social justice education
- Positive identity formation
- Critical consciousness
- Transgenerational trauma

Kynai is passionate about social justice education. Kynai Johnson's dissertation focuses on the exploration of critical consciousness and positive identity formation within the social work profession. Grounded in anti-oppression paradigms, her study builds upon the concepts of feminist theory and critical race theory to explore critical consciousness relating to race, ethnicity, sexual orientation, and gender identity and expression.

In addition to facilitating trainings and workshops related to critical consciousness, Kynai has taught courses in Diversity as well as Assessment and Diagnosis for online and in seat BSW and MSW programs.

Kynai is a Licensed Independent Clinical Social Worker (LICSW) with over 15 years of community-based practice experience. Currently, she serves as the Director of Education and Workforce at LAYC, where she is responsible for grant management, program and staff development, and agency trainings related to LGBTQ Allyship, Race Equity, and Positive Youth Development.



Kenya Minott

University of Houston

krminott@central.uh.edu

[Access CV here](#)

Research & clinical interests

- Racial Equity Policy Advocacy and Assessment
- School Climate
- Anti-Racist Organizational Development
- Youth Civic Engagement

Kenya seeks to improve the social-political well-being for African American children, youth, and their families engages through practice, teaching and policy research that strengthens communities.

Applying her clinical practice experience working with children, adolescents, and their families, Kenya has 19 years' teaching experience at the undergraduate and graduate levels. In addition to traditional classroom teaching experience, Kenya has taught fully online courses using virtual course management platforms such as WebCT.

For her dissertation research, she is developing and evaluating the psychometric properties of a new scale to assess individual attitudes toward racial equity among educators.



Kendall L. Moody

Norfolk State University

Kendall.L.Moody@gmail.com

[Access CV here](#)

Research & clinical interests

- Health-related quality of life promotion among children with chronic illness
- Enhancing support systems for parental caregivers
- Mental health service delivery for low income, at-risk children and families

For over a decade, Kendall has provided mental health services to at-risk, low income, minority children and families. For the last seven years, he has worked in a hospital setting to improve mental health outcomes of children with chronic health conditions, such as sickle cell disease. His dissertation builds on his practice experience by examining the factors associated with health-related quality of life among children with sickle cell disease. This research seeks to bridge the gap between minority, at-risk children and families who struggle with mental health concerns and mental health service delivery.

As a field instructor since 2014, Kendall's teaching philosophy focuses on (1) enhancing the clinical skillset of social work students, (2) developing social worker students to be reflective and critical thinkers, and (3) empowering social work students to be innovative and creative in service delivery.



Judith L. Perrigo

University of Southern California

jlpleite@usc.edu

[Access CV here](#)

Research & clinical interests

- Global and Domestic Child Protective Services
- Young Children's Neurocognitive Development
- Early Childhood Education
- Children with Developmental Delays and Disabilities
- Underserved Ethnic Marginalized Children, Families and Communities

Judith L. Perrigo draws from her personal background as a Salvadoran immigrant and her professional applied clinical work (more than 15 years) with children and families to inform her scholarship. Judy's research focuses on the well-being of young children, birth to five years old, with an emphasis on prevention and early intervention (PEI) initiatives.

Her dissertation explores the role of parental involvement among low-SES students, preschool through second grade, who are closing the low/high-SES achievement gap. The strengths-based, two-phase explanatory sequential mixed methods dissertation enhances the existing longitudinal and experimental study, the NIDDK-funded Chicago Heights Early Childhood Center (CHECC) (PI: Samek). Access to the CHECC infrastructure, along with a multidisciplinary dissertation committee enables Judy to have a rich, unique, and transdisciplinary perspective. Public health implications of her dissertation highlight possible points of intervention to improve early childhood education programs that benefit low-SES preschool students.

Additionally, Judy has taught graduate-level practice and research courses in the USC Keck School of Medicine and USC Suzanne Dworak-Peck School of Social Work.



Charlene Poola

Arizona State University

charlene.poola@asu.edu

[Access CV here](#)

As a clinical social worker, Charlene has provided counseling, suicide and substance abuse prevention services to American Indian communities in the southwest for over ten years. Her practice experience informs her dissertation that explores how American Indian Behavioral Health organizations adapt evidence-based treatments. This research aims to ensure cultural relevancy for their clients. In addition, she has worked with tribal behavioral health organizations to apply for state and federal funding to enrich their workforce through organizational development and continuing education.

Since 2007, Charlene has given trainings and guest lectures on culturally based services for American Indian clients and will teach a course on Human Behavior and the Social Environment in Spring 2020. She provides clinical supervision to MSW students seeking licensure and has been a field consultant. Through her years of experience writing practice-based research grants her focus is to enhance behavioral health systems that serve Indigenous communities.

Research & clinical interests

- Culturally adapted interventions
- Evidence-based treatments for Indigenous communities
- Workforce development strategies for rural communities
- American Indian behavioral health program development



Stephanie "Rachel" Speer

University of Denver

Rachel.speer@du.edu

[Access CV here](#)

Research & clinical interests

- Mental health and Trauma
- Parenting and Intergenerational Transmission of Risk
- LGBTQ Communities of Color
- Intersectionality

A mixed methods researcher, Rachel is committed to applying rigorous methodology to understand the lived experiences of people from marginalized communities. Her dissertation is a cross-sectional secondary data study assessing the relationship between adverse childhood experiences (ACEs) and paternal warmth, identifying if and how racial identities moderates this relationship, and determining if depression, anxiety, and physical health mediate this relationship. Through her research, Rachel's goal is to disrupt the intergenerational effects of inequality and inequity for many marginalized communities mindful of intersecting identities (e.g., communities of color, queer communities, people with disabilities, and those with disadvantaged social class)

A Licensed Clinical Social Worker since 2011, she has clinical and administrative experience in a range of mental health settings including outpatient, school-based, integrated care, tele-health, intensive in-home services, and emergency evaluation.

She has independently taught foundation and elective courses in the Human Behavior and the Social Environment and Direct Practice sequences. Her teaching includes direct experience facilitating online courses, which is enriched by supplemental workshops on online pedagogy.



Carolina Villamil Grest

University of Southern California
cvillami@usc.edu

[Access CV here](#)

Research & clinical interests

- Behavioral health disparities
- Latinx adolescents, young adults
- Hispanic children & families
- Mental health and substance use
- Interpersonal violence

The well-being of immigrant children and families is a critical human rights and social justice issue. Grounded in five years of post-MSW clinical experience with immigrants facing violent interpersonal relationships, combined with structural and political barriers to employment, and housing and financial instability, Carolina's research examines risk and protective factors of behavioral health disparities and the consequences of adverse childhood experiences among U.S. Latinx youth.

Carolina's dissertation examines the influence of adverse childhood and discrimination experiences among 1st, 2nd, and 3rd generation U.S. Latinx youth and comorbid substance use and mental health outcomes. Further, Carolina has conducted qualitative interviews with 40 participants from the longitudinal study to explore similarities and differences in the life experiences of 1st, 2nd, and 3rd generations youth. Findings suggest there are significant changes in household dynamics between first and third generation U.S. Latinx youth. Her dissertation will serve as the basis for future intervention research to prevent and reduce behavioral health disparities among Latinx youth.

Carolina's teaching experience spans the BSW and MSW levels as she has taught courses such as Human Behavior in the Macro Environment and Social Work Practice with Children and Families across Settings. In the classroom, Carolina aims to create a learner-centered and inclusive environment that sparks critical thinking and empowers passionate future social workers.