

Shantel D. Crosby, PhD, LMSW

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EDUCATION

Wayne State University, Detroit, MI

Ph.D. in Social Work **2016**

Dissertation Proposal Title: Evaluating Trauma-Informed Educational Practices with Trauma-Exposed, Female Students
Committee Chair: Dr. Angelique Day

University of Michigan, Ann Arbor, MI

MSW **2009**

Concentration: Interpersonal Practice/Mental Health
 Minor: Community Organizing

University of Michigan, Ann Arbor, MI

B.A. **2007**

Concentration: Psychology
 Minor: Urban and Community Studies

HONORS & COMPETITIVE AWARDS

Council on Social Work Education Minority Fellowship Program

Mental Health & Substance Abuse Doctoral Fellowship **2015-2016**

Wayne State University

King Chavez Parks Future Faculty Fellowship **2013-2016**

Wayne State University

Rumble Fellowship **2014-2015**

2012-2013

Graduate Exhibition, Wayne State University

2nd Place Presenter Award **2014**

RESEARCH EXPERIENCE

Wayne State University, Detroit, MI

Graduate Research Assistantship **2015-2016**

Assist Dr. Cheryl Somers on various quantitative and qualitative research projects.

Wayne State University, Detroit, MI

Graduate Research Assistantship

2013-2014

Assisted Dr. Angelique Day on the following quantitative and qualitative research projects: "Transition to Independence Program" (a pilot intervention study designed to increase college access and retention rates of foster care youth in post-secondary programs), "Trauma-Informed Teaching" (a pilot intervention study designed to improve education outcomes of traumatized court-involved youth), "Identity Theft" (a cross sectional study assessing the rate of identity theft victimization of foster care youth), and "APA Study" (a national cross sectional study looking at knowledge, ability, and capacity of campus-based counseling centers in providing services to foster care students). Developed Institutional Review Board applications, designed and standardized survey instruments, conducted literature reviews, facilitated focus groups, used SPSS and NVIVO software to conduct quantitative and qualitative data analyses, developed a mental health training curriculum for college staff working with foster care students, as well as other manuscripts for publication, and presented at state and national conferences.

Wayne State University, Detroit, MI

Research Assistant

2012-2013

Assisted Dr. Tam Perry on a mixed-method research study, "Assessing Practitioner Competence" (an assessment of practitioners assisting older adults with their housing needs). Developed Institutional Review Board application, designed survey instrument, conducted preliminary literature review, assisted with data collection, and presented at local and national conferences.

University of Michigan Detroit Initiative, Ann Arbor, MI

Research Assistant

2007-2009

Assisted Dr. Lorraine Gutierrez with facilitation of youth group interventions and youth focus groups; supervised undergraduate student researchers; worked on summary analysis of qualitative focus group data; assisted with SPSS data coding; composed census data profiles, observational event logs; interviewed subjects; assisted with transcription; assisted with literature review.

 ACADEMIC EXPERIENCE & TRAINING

University of Louisville, Louisville, KY
Assistant Professor **8/2016-Present**
 MSW Social Work Practice Methods

Wayne State University, Detroit, MI
Adjunct Faculty **9/2015-4/2016**
 MSW HBSE I: Micro Theory.
 MSW HBSE II: Diversity in a Multicultural Society (online).

Lawrence Tech University, Southfield, MI **5/2015**
Pedagogy Workshop Attendee
 Three-day training in evidence-based, innovative classroom techniques.

 SOCIAL WORK EXPERIENCE

Lincoln Behavioral Services, Redford, MI
Child & Family Clinical Therapist **2009-2012**

Community Care Services, Lincoln Park, MI
Clinical Social Work Intern **2007-2008**

 PEER-REVIEWED ARTICLES

Day, A., Curtis, A., Paul, R., Allotey, P.A., & **Crosby, S.** (in press). Timely health service utilization of older foster youth by insurance type. *Journal of Adolescent Health*.

Baroni, B., Day, A., Somers, C., **Crosby, S.**, Pennefather, M. (2016). The adoption of the Monarch Room as an alternative to suspension and expulsion in addressing school discipline issues among court-involved youth. *Urban Education*.

Crosby, S. (2016). Trauma-informed approaches to juvenile justice: A critical race perspective. *Juvenile and Family Court Journal*, 67 (1), 5-18.

Crosby, S., Somers, C., Day, A., & Baroni, B. (2016). Working with traumatized students: A preliminary study of measures to assess school staff perceptions, awareness, and instructional responses. *Journal of Therapeutic Schools and Programs*, 8 (1), 59-70.

Park, H., Yoon, J., & **Crosby, S.**, (2016). A pilot study of Big Brothers Big Sisters programs and youth development: An application of critical race theory. *Children and Youth Services Review*, 83-89.

Patton, D., Leonard, P., Cahill, L., MacBeth, J., **Crosby, S.**, Brunton, D. (2016). "Police took my homie I dedicate my life 2 his revenge": Twitter tensions between gang-involved youth and police in Chicago. *Journal of Human Behavior in the Social Environment*, 26 (3).

Crosby, S. (2015). An ecological perspective on emerging trauma-informed teaching practices. *Children & Schools, 37* (4), 223-230.

Crosby, S., Day, A., Baroni, B., & Somers, C. (2015). School staff perspectives on the challenges and solutions to working with court-involved students. *Journal of School Health, 85* (6), 347-354.

Day, A., Somers, C., Baroni, B., **West*, S.,** Sanders, L. & Peterson, C. (2015). Evaluation of a trauma-informed school intervention with girls in a residential facility school: Student perceptions of school environment. *Journal of Aggression, Maltreatment & Trauma, 24* (10). 1086-1105.

Hong, J.S., Merrin, G.J., **Crosby, S.,** Hernandez-Jozefowicz, D., Lee, J., & Allen-Meares, P. (2015). Individual and contextual factors associated with immigrant youth's feeling unsafe in school: A social-ecological analysis. *Journal of Immigrant and Minority Health.*

Hong J.S., Voisin, D.R., & **Crosby, S.** (2015). A review of STI/HIV interventions for delinquent and detained juveniles: An application of the social-ecological framework. *Journal of Child & Family Studies, 24,* 2769-2778.

West*, S., Day, A., Somers, C., & Baroni, B. (2014). Student perspectives on how trauma manifests in the classroom: Engaging court-involved youth in the development of a trauma-informed teaching curriculum. *Children and Youth Services Review, 38,* 58-65.

BOOK CHAPTERS

Hong, J.S., & **West*, S.** (2014). Juvenile detention centers. In L.H. Cousins & J.G. Golson (eds.), *Encyclopedia of Human Services and Diversity* (pp. 764-766). Thousand Oaks, CA: Sage Publications, Inc. (Invited).

Hong, J.S., **Crosby, S.,** & Lee, J.M. (in press). The social ecology of crime. In C.J. Schreck, M.J. Lieber, K. Welch, & H.V. Miller (eds.), *Encyclopedia of Juvenile Delinquency and Justice.* Hoboken, NJ: Wiley-Blackwell.

PUBLICATIONS IN PROGRESS

Patton, D.U., Patel, S., **Crosby, S.,** Betlzer, S., Kharsa, M., Leonard, P., & McGill, D. (under review). The role of social media in urban-based community violence: Chicago youth and young adults navigating threats online. *Aggressive Behavior.*

Resko, S.M., Brown, S., Mendoza, N.S., **Crosby, S.D.,** & Gonzalez-Prendes, A. (under review). Perceived treatment needs among women with co-occurring substance use disorders and PTSD. *Research on Social Work Practice.*

Crosby, S.D., Day, A., Somers, C., Baroni, B., Patterson, D. (under review). Exploring the Benefits of a Trauma-Informed School Climate through the Voices of Female Youth. *Preventing School Failure: Alternative Education for Children and Youth.*

 POLICY BRIEFS & PROFESSIONAL REPORTS

Hong, J.S., Day, A., Lee, J.M, **Crosby, S.** (2015). Adolescents' reporting of bullying and peer victimization in school: What do they report and how can we respond? Final report to the School Community Health Alliance of Michigan.

Hernandez, L., Day, A., & **Crosby, S.** (2014). *State tuition waiver programs and education training vouchers for youth in foster care*. U.S.D.H.H.S. Children's Bureau and Wayne State University Transition to Independence Program Policy Report. Retrieved from http://www.tipwaynestate.org/uploads/1/3/8/9/13898085/state_tuition_waivers_and_etv-revised_2.27.15.pdf

 PEER-REVIEWED PRESENTATIONS

Crosby, S.D., Day, A., Baroni, B. (2016, November). *Examining Trauma-Informed Teaching through the Experiences of Court-Involved, Female Students*. Oral presentation accepted for the Council on Social Work Education Annual Program Meeting. Atlanta, GA.

Day, A., Baroni, B., **Crosby, S.**, Somers, C. (2016, October). *Teaching and Retaining Traumatized, Court-Involved Students: Promising Practices from the Field*. Workshop presented at the National Dropout Prevention Conference. Detroit, MI.

Patton, D., Leonard, P., Cahill, L., MacBeth, J., **Crosby, S.**, Brunton, D. (2016, March-April). *"Police took my homie I dedicate my life 2 his revenge": Twitter Tensions Between Gang-Involved Youth and Police in Chicago*. Poster presented at the Society for Research on Adolescence Annual Meeting. Baltimore, MD.

Day, A.G., **Crosby, S.D.**, Baroni, B. (2016, January). *The Adoption of the Monarch Room As an Alternative to Suspension and Expulsion in Addressing School Discipline Issues Among Court-Involved Youth*. Poster presented at Society for Social Work and Research Annual Conference. Washington, DC.

Hong, J.S., Merrin, G.J., **Crosby, S.**, Hernandez Jozefowicz, D., Lee, J.M., & Allen-Meares, P. (2016, January). *Factors Associated with Immigrant Youths' Perceptions of School Safety: An Application of the Social-Ecological Framework*. Paper presented at Society for Social Work and Research Annual Conference. Washington, DC.

Resko, S.M., Brown, S., Mendoza, N.S., **West*, S.D.**, Gonzalez-Prendes, A. (2015, January). *Perceived Treatment Needs Among Women with Co-Occurring Substance Use Disorders and PTSD*. Oral presentation accepted for the Society for Social Work and Research Annual Conference. New Orleans, LA.

Crosby, S. & Day, A. (2014, November). *Teaching Court-Involved Students: A Trauma-Informed Perspective*. Workshop presented at the Michigan Association of School Social Workers Annual Conference. Williamsburg, MI.

Peterson, C.D., **Crosby, S.D.**, Baroni, B.A. (2014, August). *Trauma-Informed Collaborations to Support the Education Well-Being of Youth Placed in Residential Care*. Workshop presented at the U.S. Children's Bureau's National Pathways to Adulthood Convening. Philadelphia, PA.

West*, S., Day, A., Somers, C., Baroni, B. (2014, April). *Evaluating a Trauma-Informed Teaching Intervention for Court-Involved Youth*. Poster presented at the University of Michigan Health System's Adolescent Initiative Conference on Adolescent Health. Ann Arbor, MI.

West*, S., Day, A., Somers, C., Baroni, B. (2014, March). *Evaluation of a Trauma-Informed Teaching Intervention*. Poster presented at the Society for Research on Adolescence Annual Meeting. Austin, TX.

Press, S., **West*, S.**, Day, A. (2014, March). *Transition to Independence Program: A Model for Fostering the Academic Success of Foster Care Alumni*. Poster presented at the University of Michigan Depression Center Conference. Ann Arbor, MI.

Resko, S.M. and **West*, S.** (2013, October). *Public Perception of Adolescent Marijuana Use: Results of a Statewide Survey*. Oral presentation accepted for the University of Michigan Health System's annual Social Work Research Symposium. Ann Arbor, MI.

Valeriani, J., **West*, S.**, and Perry, T. (2013, October). *Assessment of Practitioner Competence: Supporting Older Adults and Their Housing Needs*. Poster presented at the University of Michigan Health System's annual Social Work Research Symposium. Ann Arbor, MI.

West*, S., Day, A., Baroni, B. (2013, October). *Trauma in the Classroom: Student Perspectives from Court-Involved Youth*. Poster presented at the University of Michigan Health System's annual Social Work Research Symposium. Ann Arbor, MI.

INVITED PRESENTATIONS

Crosby, S., Baroni, B., & Day, A. (2015, May). *Educationally Reclaiming Throw-Away Kids: Trauma-Informed Approaches to Supporting Students*. Workshop presented at the Fostering Success Michigan 4th Annual Statewide Summit. Lansing, MI.

Crosby, S. (2015, January). *Trauma-Informed Teaching: Exploring the Perceptions of Court-Involved Youth*. Webinar presented at the Center for Fostering Success Best Practice, Best Fit Webinar Series for Fostering Success Michigan. Online.

Crosby, S. & Day, A. (2014, September). *Helping Foster Care Students to be Successful on a College Campus*. Wayne State University Transition to Independence CEU workshop presented for Wayne State University Counseling and Psychological Services staff. Detroit, MI.

West*, S., Day, A., Somers, C., Baroni, B. (2014, March). *The Educational Well-Being of Court-Involved Youth: Evaluating a Trauma-Informed Teaching Intervention*. Poster presented at the Wayne State University Graduate Exhibition. Detroit, MI.

PROFESSIONAL/COMMUNITY MEMBERSHIPS & SERVICE

<i>American Psychological Association, Section on Child Maltreatment</i> Member	2016
<i>Council on Social Work Education</i> Member	2015-Present
<i>Society for Social Work & Research</i> Member	2014-Present
<i>Springer</i> Manuscript Reviewer Current Psychology	2015
<i>Elsevier</i> Manuscript Reviewer Children & Youth Services Review	2013
<i>Graduate College of Social Work, University of Houston</i> Manuscript Reviewer Perspectives on Social Work Journal	2013