

## **James C. Caringi**

### **Work Address**

School of Social Work  
Jeannette Rankin Hall, University of Montana  
32 Campus Drive  
Missoula, MT 59812  
406-529-2839  
[james.caringi@umontana.edu](mailto:james.caringi@umontana.edu)

### **Home Address**

1302 Phillips Street  
Missoula, MT 59802  
406-529-2839  
[james.caringi@gmail.com](mailto:james.caringi@gmail.com)

## **EDUCATION**

- |              |  |           |
|--------------|--|-----------|
| <b>Ph.D.</b> | School of Social Welfare,<br>UAlbany, State University of New York                                     | May, 2007 |
|              | <i>Dissertation:</i> Secondary Traumatic Stress: A Study of New York State<br>Child Welfare<br>Workers |           |
| <b>M.S.W</b> | School of Social Work, Boston University   | May, 1995 |
| <b>B.A.</b>  | Political Science, UAlbany, State University of New York   | May, 1991 |

## **PRIMARY SPECIALIZATION AREAS**

- Research, policy, and practice related to trauma, secondary traumatic stress, complex posttraumatic stress disorder.
- Mixed methods and qualitative research, organizational change in public child welfare, energy psychology, and interactive teaching-learning methods.
- The impact of Adverse Childhood Experiences (ACEs).
- Participatory action research.
- Culturally-competent research, policies, and practices with Native American / Indigenous peoples.
- Adaptive and servant leadership in academia.

## **LICENSURE AND CERTIFICATIONS**

- State of Montana Licence of Clinical Social Work: 6/2010 to present
- State of Vermont License of Clinical Social Work: 1/2002 to present
- Critical Incident Stress Debriefing Certification: *Homer, AK 1/2002*
- Cornell Family Development Credential, Certified Trainer: *Anchorage, AK 9/01*
- EMDR-certified EMDRIA Training (Level I) 2-00, (Level II) Anchorage, AK 1/01

## ACADEMIC EXPERIENCE

- University of Montana**, Missoula, MT 8/07-present  
*Assistant / Associate Professor / Professor*, Responsible for course development, teaching, research / scholarship, and university service.
- University of Montana**, Missoula, MT 5/16-11/21  
*Chair*, Responsible for leadership of faculty and students as well as all operations of the School of Social Work.
- University of Montana**, Missoula, MT 6/10-8/15  
*MSW Program Director*, Responsible for leadership of faculty and students as well as all operations of the Masters of Social Work Program.
- University of Montana**, Missoula, MT 7/09-9/16  
*Coordinator of Qualitative Research, Institute for Educational Research and Service (IERS)*, Responsible for developing and implementing the qualitative, mixed methods, and community based participatory research methodology for entire research institute based in the School of Education. Coordinate efforts to prevent and treat secondary traumatic stress in those who treat trauma.
- UAlbany, State University of New York**, Albany NY 1/04- present  
*Part-time Lecturer*, Responsible for teaching BSW and MSW courses at the School of Social Welfare. BSW courses taught: Human Behavior in the Social Environment, and Practice. MSW courses taught; Human Behavior: Social Policy Practice and Analysis.
- UAlbany, State University of New York**, Albany NY 1/05- 9/08  
*Research Project Consultant*, Responsible for research and development on multi-year grants through the New York State Social Work Education Consortium. Involved in all aspects of the grant implementation and research process.
- UAlbany, State University of New York**, Albany NY 1/04 – 12/05  
*Graduate Research Assistant and Ph.D. Student*, Full time Ph.D. student and graduate research assistant at the School of Social Welfare. Graduate research assistantship which included assistance with the development, dissemination and collection of large scale workforce development surveys and qualitative interviews administered in public child welfare agencies. Performed quantitative and qualitative data analysis. Responsible for report writing of study findings.
- UAlbany, State University of New York**, Albany NY 9/03 – 1/04  
*Graduate Teaching Assistant and Ph.D. Student*, Full time Ph.D. student and graduate teaching assistant at the School of Social Welfare. Graduate teaching assistantship responsibilities included teaching Human Behavior in the Social Environment at the BSW level as well as serving on the undergraduate program committee.
- University of Alaska Fairbanks**, Juneau AK 2/02-7/03  
*Clinical Assistant Professor*, Bachelor of Social Work Program located at the University of Alaska Southeast, Juneau Campus. Taught on campus and via distance education. Taught classes including Introduction to Social Work, Practice, Policy, Human Behavior, and Substance Abuse at the BSW level. Developed the distance education program, advised students, recruited

students, developed new courses (e.g., advanced elective on social work and substance abuse treatment techniques), and provided community and university service.

**University of Alaska Anchorage, Kenai Peninsula College, Homer, AK** 1/99-5/02  
*Adjunct Instructor and Practicum Coordinator* for Human Services Associates Degree Program. Taught in Social Work, Psychology and Human Service departments. Courses taught included: Introduction to Human Services, Counseling Skills, Ethics, Multicultural Issues, Social Issues, and Welfare Policy at the bachelors level.

### AWARDS AND DISTINCTIONS

- University of Montana Outstanding Faculty Mentor 5/16
- William J. Reid Dissertation Fellowship 5/06
- Keynote Speaker, School of Social Welfare BSW Graduation, 5/06  
 State University of New York at Albany (Selected by the graduating class for this honor.)
- Recipient of Indian Health Service Contract 2/00-5/02

### FUNDED RESEARCH

**Co-investigator** 08/01/2021 – 7/31/2022  
*Community-engaged research to promote SARS-CoV-2 vaccine uptake in Montana's American Indian and rural communities* NIH, (NIGMS) 3 P20 GM130418-02S1  
*PI and Center Director: Curtis Noonan, Ph.D*

In this project, the team will conduct interviews with vaccinated and unvaccinated American Indian (AI) and rural adults in Montana to identify reasons for SARS-CoV-2 vaccine hesitancy and vaccine confidence, and conduct a survey of Montana medical providers on readiness to incorporate and promote SARS-CoV-2 vaccination within primary care settings. From this work, we will identify culturally specific and community competent provider- and health systems-level strategies for increasing SARS-CoV-2 vaccine uptake in AI and rural adult populations. (\$206,130)

**Co-Investigator (Survey Design and Qualitative Research):** 2020-2025  
 Center for Population Health Research: 1P20GM130418 National Institutes of Health (NIGMS)  
*PI and Center Director: Curtis Noonan, Ph.D*

The CPHR supports epidemiological and mathematical modeling approaches to better understand risk and resilience factors for children's health outcomes and to translate this knowledge to disease prevention strategies that are developed for, adapted to, and tested in rural communities (\$10,000,000).

**Principal Investigator:** 2017-2018  
 University of Montana 2+2 Program. Project goal: Encourage tribal students to build on their community college experience, including an associate's degree and pursue a bachelor's degree, with the objective of filling vacancies within the BIA and tribal human service programs with students from the community. A second goal of this project is to evaluate the program and use what is learned to expand the reach of the 2+2 program to more Tribal and community colleges in the State of Montana (\$79,943).

**Coordinator of Qualitative Research:** 2012-2016  
 National Native Children's Trauma Center. Department of Health and Human Services (DHHS)- Substance Abuse / Mental Health Services Administration (SAMHSA), 5U79SM058145. *PI: van den Pol*. Project goal: To determine the effectiveness of an evidenced based trauma intervention in reducing symptoms of trauma in native youth. This was a four-year continuation of a previous SAMSHA grant focussing on training Indian Health Service mental health professionals (\$2,400,000).

**Principal Investigator:** 2012-2016  
 Transforming Tribal Child Protective Services (TTCPS) (ACF: 90CO1056). Project goal: To create trauma informed child welfare systems in Indian Country. This grant contained an implementation science study to determine the effectiveness of five evidence-based interventions to address traumatic stress in Native Children (\$3,200,000).

**Coordinator of Qualitative Research:** 2011-2014  
 Sister Nations Empowerment Project (SNEP). Department of Health and Human Services (DHHS)- Substance Abuse / Mental Health Services Administration (SAMSHA) (SNEP:1U79SM060451). *PI: van den Pol* Project goal: Reduce the incidence and prevent suicide in native youth (\$1,200,000).

**Coordinator of Qualitative Research:** 2010-2012  
*The University of Montana Safe Schools Center, Department of Justice (DOJ-COPS) –*, 2009CKWX0632. *PI: van den Pol*. Project goal: To evaluate the effectiveness of safe schools training (\$400,000).

**Coordinator of Qualitative Research:** 2009-2012  
*The University of Montana Readiness and Emergency Management Grant, Dept. of Education, (UM-REM), Q184T090022. PI: van den Pol*. Project goal: To evaluate the effectiveness of emergency management training (\$499,900).

**Coordinator of Qualitative Research:** 2009-2014  
 Office of Juvenile Justice and Delinquency Programs (OJJDP) Field Initiated Research and Evaluation (FIRE) community based participatory action research grant (FIRE: 2009-TY-FX-0010) *PI: van den Pol*. Project goal: To determine the effectiveness of an evidence based trauma intervention in reducing symptoms of trauma and violent behavior in native youth. Another goal of this research is to identify levels of secondary traumatic stress in providers who work with traumatized youth. This was a community based participatory action research project (\$550,000).

**Principal Investigator:** 2008-2014  
 United States Children's Bureau/National Child Welfare Workforce Institute Child Welfare Trainee grant (NCWWI: M2009-446). Project goal: To develop traineeships for social work students interested in child welfare. A secondary goal of this research was to identify the incidence of STS as well as contributing and mitigating organizational factors that contribute to STS levels (\$550,000).

**Coordinator of Qualitative Research:** 2007-2012  
 National Native Children's Trauma Center. Department of Health and Human Services (DHHS)- Substance Abuse / Mental Health Services Administration (SAMHSA), 5U79SM058145. *PI: van den Pol*. Project goal: To determine the effectiveness of an evidenced based trauma intervention in reducing symptoms of trauma in native youth (\$2,400,000).

**Coordinator of Qualitative Research:**

2007-2012

Native Youth Rising: Trauma-Informed Youth and Family Services for Substance Abuse Prevention and Intervention (OJJDP) 2007-JL-FX-0041. *PI: van den Pol*. Research goal: Determine the effectiveness of an evidence based trauma intervention in reducing symptoms of trauma, substance abuse, and substance abuse in native youth (1,000,000).

**PUBLICATIONS**Refereed Journals & Book Chapters

- Coombs NC, Campbell DG, Caringi J. A qualitative study of rural healthcare providers' views of social, cultural, and programmatic barriers to healthcare access. *BMC Health Serv Res*. 2022 Apr 2;22(1):438. doi: 10.1186/s12913-022-07829-2.
- Coombs, N. C., Meriwether, W. E., Caringi, J., & Newcomer, S. R. (2021). Barriers to healthcare access among U.S. adults with mental health challenges: A population-based study. *SSM – population health*, 15, 100847. <https://doi.org/10.1016/j.ssmph.2021.100847>
- Newcomer, S., Caringi, J., Jones, B., Coyle, E., Schehl, T., and Daley, M. (2020). A mixed methods analysis of barriers and facilitators of human papillomavirus vaccination among adolescents in Montana. *Public Health Reports*.
- Pearlman, L. A., Caringi, J., & Trautman, A. R. (2020). New perspectives on vicarious traumatization and complex trauma. In J. D. Ford, & Courtois, C. A. (Eds.), *Treating complex traumatic stress disorders in adults, second edition: Scientific foundations and therapeutic models* (pp. 189-306). The Guilford Press.
- Sweeney, B., & Caringi, J. (2020). Addressing secondary traumatic stress in trauma-informed schools. In E. Rossen (Ed.), *Supporting and educating traumatized students: A guide for school-based professionals (2 edn)* (pp. 313-324). Oxford University Press.
- Lawson, H. A., Caringi, J. C., Gottfried, R., Bride, B. E., & Hydon, S. P. (2019). Educators' secondary traumatic stress, children's trauma, and the need for trauma literacy. *Harvard Educational Review*, 89(3), 421-447.
- Middleton, J. S., Bloom, S. L., Strolin-Goltzman, J., & Caringi, J., (2019) Trauma-informed care and the public child welfare system: The challenges of shifting paradigms: Introduction to the special issue on trauma-informed care. *Journal of Public Child Welfare*, 13(3), 235-244.
- Lang, J., Ake, G., Barto, B., Caringi, C., Little, C., Baldwin, M., ... Connell, C. (2017). Trauma screening in child welfare: Lessons learned from five states. *Journal of Child and Adolescent Trauma*, 10, 405-416.
- Caringi, J., Hardiman, E., Weldon, P., Fletcher, S., Devlin, M., & Stanick, C. (2017). Secondary traumatic stress and licensed clinical social workers. *Traumatology: An International Journal*, 23(2), 186-195.
- Caringi, J., Hardiman, E. R., Weldon, P., Fletcher, S., Devlin, M., & Stanick, C. (2016). Secondary traumatic stress and licensed clinical social workers. *Traumatology*, 23(3), 186-195.

- Caringi, J., Stanick, C., Trautman, A., Crosby, L., Devlin, M., & Adams, S. (2015). Secondary traumatic stress in public school teachers: Contributing and mitigating factors. *Advances in School Mental Health Promotion*, 8(4), 244-256.
- Cross, S., Dry Water-Whitekiller, V., Norris, D., Caringi, J., Trautman, A. & Holder, L. (2015). NCWWI tribal traineeship programs: Promoting diversity in the child welfare workforce. *Journal of Social Work Education*, 51(2), 225-238.
- Caringi, J. & Lawson, H. (2014). Conceptualizing a trauma informed child welfare system for Indian Country. *Journal of Family Strengths*, 14(1).
- Claiborne, N., Auerbach, C., Lawrence, C., McGowan, B., Lawson, H., McCarthy, M., ... Caringi, J. (2014). Design teams as an organizational intervention to improve job satisfaction and worker turnover in public child welfare. *Journal of Family Strengths*, 14(1).
- Caringi, J., Klika, B., Zimmerman, M., Trautman, A., & van den Pol, R. (2013). Promoting youth voice in Indian country. *Children and Youth Services Review*, 35(8), 1206-1211.
- Lawrence, C., Strolin-Goltzman, J., Caringi, J. Claiborne, N., McCarthy, M., Butts, E., & O'Connell, K. (2013). Designing evaluations in child welfare organizations: An approach for administrators. *Administration in Social Work*, 37(1), 3-13.
- Caringi, J. & Lawson, H., & Devlin, M. (2012). Planning for emotional labor and secondary traumatic stress in child welfare organizations. *Journal of Family Strengths*, 12(1).
- Lawrence, C., Strolin-Goltzman, J.S., Caringi, J., Claiborne, N., McCarthy, M., Butts, E., & O'Connell, K. (2012). Designing evaluations in child welfare organizations: An approach for administrators. *Administration in Social Work*, 37(1), 3-13.
- Whitekiller, V., Cahn, K., Craig-Oldsen, H., & Caringi, J. (2012). Social Work Education in Tribal and Urban Indian Child Welfare Settings. In M. McCarthy, K. Briar-Lawson, & N. Dickenson (Eds.), *Centennial of the Children's Bureau: The Children's Bureau: Shaping a century of child welfare practices, programs and policies*. New York: NASW Press.
- Caringi, J. & Lawson, H. (2012). Developing, continuously improving, and disseminating culturally-appropriate workplace policies to prevent and mitigate secondary traumatic stress among child welfare workers. *Child Welfare 360: Secondary Trauma and the Child Welfare Workforce*. Minneapolis, MN: University of Minnesota Press.
- Borntrager, C., Caringi, J., van den Pol, R., Crosby, L., O'Connell, K., Trautman, A., & McDonald, M. (2012). Secondary traumatic stress among school personnel. *Advances in School Mental Health Promotion*, 5(1), 38-50.
- Caringi, J. & Hardiman, E. (2011). Secondary traumatic stress among child welfare in the United States. *International Journal of Child and Family Welfare*, 14(2).
- Pearlman, L.A., & Caringi, J. (2009). Vicarious traumatization and complex trauma. In C.A. Courtois & J.D. Ford (Eds.), *Complex traumatic stress disorders: An evidence-based clinician's guide*. New York: Guilford Press.

- Strolin-Goltzman, J.S, Lawrence, C., Auerbach, C., Caringi, J., Claiborne, N., Lawson, H., ... Shim, M. (2009). Design teams: A promising organizational intervention for improving turnover rates in the child welfare workforce. *Child Welfare*, 88(5), 149-168.
- Caringi, J. (2008). Secondary traumatic stress and child welfare. *International Journal of Child and Family Welfare*, 11(4), 172-184.
- Strolin-Goltzman, J.S., McCarthy, M., Lawson, H., Smith, B., Caringi, C., & Bronstein, L. (2008). Should I stay or should I go? A comparison study of intention to leave among public child welfare systems with high and low turnover rates. *Child Welfare*, 87(4), 125-143.
- Caringi, J., Lawson, H., Strolin, J., McCarthy, M., Briar Lawson, K. (2007). Child welfare design teams as interventions to reduce turnover and facilitate organizational change. *Research on Social Work Practice*, Vol. X No. X.
- Strolin, J.S., McCarthy, M. & Caringi, J. (2006). Causes and effects of child welfare workforce turnover: Current state of knowledge and future directions. *Journal of Public Child Welfare*, 1(2), 29-52.
- Lawson, H., McCarthy, M., Briar-Lawson, K., Miraglia, P., Strolin, J.S, & Caringi, J. (2006). A complex partnership to optimize and stabilize the public child welfare workforce. *Professional Development: The International Journal of Continuing Social Work Education*, 9(3), 122-139.

*In progress:*

- An Online Curriculum for Educators: Support for Teachers Affected by Trauma (STAT), Rahmanian Koushkaki, S; Vona, P; Hydon, S., Caringi J; Wong, M., Tang, L, Kataoka, S.

Books

- Lawson, H., Caringi, J., Pyles, L., Jurkowski, J., & Bozlak, K., (2015) Participatory Action Research, New York: Oxford University Press

Unpublished Technical Reports

- Strolin, J.S., McCarthy, M., Smith, B., Lawson, H., Bronstein, L. & Caringi, J. (2005). A comparison of counties with high and low workforce turnover. Albany, NY: Social Work Education Consortium
- McCarthy, M., Claiborne, N., Lawson, H., Strolin, J., Caringi, J., & Houston, D. (2004) New York State low turnover county workforce retention study phase 3: executive summary of s survey of 12 county systems with low turnover rates. Albany, NY: Social Work Education Consortium.

## CLINICAL EXPERIENCE

**University of Montana Clinical Psychology Center, Missoula, MT** 10/13 – 5/16  
*Psychotherapist*, Provide pro-bono psychotherapy to youth and families who have experienced proximal trauma using the Child and Family Traumatic Stress Intervention (CFTSI).

**Chugachmiut, Homer / Nanwalek / Port Graham, AK** 5/99-5/02  
*Community Health Development Coordinator*, Supervised village based providers, offered technical and clinical direction regarding mental health issues. Assisted village chief and counsel in formulating and implementing mental health goals for native village. Provided direct psychotherapy services to adults, families, children and groups in the clinic, home, and schools of the villages.

**Community Mental Health Center, Homer, AK** 2/00-6/00  
*Clinician III*, Responsible for individual, family, and group psychotherapy and psycho social assessments with adults, children adolescents and families. Hourly/contractual position.

**Community Mental Health Center, Homer, AK** 5/96-4/99  
*Clinician II*, Responsible for individual, family, and group psychotherapy and psycho social assessments with adults, children adolescents and families. Provided services to remote Alaska Native population. Assisted in developing and implementation of clinical aspects of a wilderness therapy program to adolescents and their families. Performed on-call duties and emergency services at the mental health center, South Peninsula Hospital, and the Homer, AK Police Station. Supervised Bachelors level case managers and hourly providers. Assisted in developing administrative procedures and policies for the agency.

**Youth Contact Incorporated, Hillsboro, OR** 8/95-4/96  
*Youth and Family Social Worker (Placed at Hillsboro High School)*.  
 Developed and led psychotherapy/ psychoeducational groups; provided assessment, crisis intervention, individual and family counseling, as needed. Addressed issues ranging from substance abuse, depression, eating disorders, domestic violence, attention deficit disorder, suicidal ideation and other needs of the student population. Developed programs, trainings and retreats for students and staff.

**Fetal Alcohol Assessment Team, Kenai Peninsula, AK** 1/00-4/02  
 Appointed to state sponsored assessment team to provide assessments and treatment recommendations to individuals and families needing such specialized services. Trained by Children's Hospital Seattle / University of Washington staff in a specialized multidisciplinary approach.

**Critical Incident Stress Debriefing Team, Homer AK** 10/96- 4/02  
 Member of the Homer Fire Department's team responsible for debriefing first responders to area crisis and disasters.

## SELECTED SERVICE ACTIVITIES

### Selected Extra Service Activities:

- *University Program Prioritization / APASP*: Fall 2017 – Spring 2018
- *Open Educational Resources (OER) Task Force* (Appointed by the Provost): Spring 2018
- *UM Academic Advising Council*: Spring 2018



- Davidson Honor's College Task Force (Appointed by the Provost): Spring 2018
- Interprofessional Education Didactics Committee: Fall 2018 – Spring 2019
- College of Health Research Mentor: Fall 2020-present
- Neural Injury Center Advisory Board: Spring 2018-2019, 2021-present
- College of Health Research Advisory Committee: Spring 2018-Present
- External Tenure Reviews: Fall 2017-present
- Department of Psychology Hiring Committee: Fall 2019 – Spring 2020
- Missoula City Council Pandemic Mental Health: Fall 2020
- School of Public and Community Health Sciences Faculty Hiring Committee: Fall 2019
- Program innovations: Dual degrees, public / private partnerships, online MSW program option: 2018-present
- School of Public and Community Health Sciences Faculty Evaluation Committee: Fall 2020
- Support and contribution to anti-racist practices and policies: Fall 2020 – present
- Associate Vice Provost for UM Online Hiring Committee: Summer 2021

## CONSULTATIONS

**Court Consultant:** 2020-present

*Consultant and Expert Witness:* Provide expert consultation with multiple court systems regarding the impact of trauma and Adverse Childhood Experiences (ACEs) on individuals, families, and communities.

**Content Consultant:** 2014-present

*Treatment Services Adaptation Center for Resiliency, Hope, and Wellness in Schools. PI: Wong, M.* University of Southern California. SAMHSA.

**Methodological Consultant:** 2016-2020

*Food for a Long Life: A Community-based Intergenerational Project.* Children, Youth and Families at Risk (CYFAR) Sustainable Community Project. Co-Principal Investigators: Dr. Shannon Jarrott and Dr. Holly Dabelko-Schoeny. The Ohio State University, United States Department of Agriculture. National Institute of Food and Agriculture. \$1,279,811.

## EDITORIAL REVIEW

- Child Welfare: Child Welfare League of America
- Child and Youth Services Review: Elsevier Science
- Families in Society: Alliance for Children and Families
- Journal of Consulting and Clinical Psychology: American Psychological Association Publishing
- Journal of Education for Students Placed at Risk: Taylor and Francis Publishing
- Journal of Family Violence: Springer Publishing
- Journal of Mixed Methods Research: Sage Publishing
- Journal of Public Child Welfare: Taylor & Francis (Editorial Board Member)
- Journal of Social Work Education: Taylor and Francis Publishing
- Traumatology: American Psychological Association Publishing
- Trabajo Social: National University of Columbia
-

## SELECTED NATIONAL CONFERENCE PRESENTATIONS

### Refereed

- Caringi, J., Hardiman, E., Weldon, P., Buck, E., (2011, Jan) Symposium: *An Examination of Occupational Health Phenomena: Secondary Traumatic Stress, Compassion Fatigue, and Burnout Among Social Workers in Montana* "Occupational health phenomena associated with providing services to traumatized populations" (Symposium) Presented to the Society for Social Work Research; 15<sup>th</sup> Annual Conference. Tampa, FL.
- Caringi, J., Hardiman, E., (2010, Nov) *Secondary Traumatic Stress in Licensed Clinical Social Workers* Presented to the American Public Health Association Annual Program Meeting; 138<sup>th</sup> Annual Conference. Denver, CO.
- Caringi, J. (2008, Nov). Incorporating Action Research in Advanced Masters Level Research Courses. Council on Social Work Education Annual Program Meeting. Philadelphia, PA
- Caringi, J. & McCarthy, M. (2008, Oct) *Preparing Facilitators for Child Welfare Design Teams*. Presented to the National Staff Development and Training Association. Atlanta, GA.
- Strolin, J.S. & Caringi, J. (2007, Jan) *The Effects of an Organizational Intervention on Child Welfare Agency Climate and Workforce Stability*, Presented to the Society for Social Work Research; Bridging Disciplinary Boundaries, 11<sup>th</sup> Annual Conference. San Francisco, CA.
- Lawson, H., Caringi, J. & Strolin, J.S. (2006, Oct). *Academically-based community scholarship: a case example involving doctoral students' leadership of research-based, organizational design teams*. Presented to the Sixth International Service Learning Conference. From Passion to Objectivity: International and Cross-disciplinary Perspectives on Service Learning Research. Portland, OR.
- Caringi, J. & Strolin, J.S. (2006, Feb) *Child welfare workforce retention: from empirical research to practice innovation - Part I*. Presented to the Council on Social Work Education 2006 Annual Program Meeting. Chicago, IL.
- Strolin, J.S. & Caringi, J. (2006, Feb) *Child welfare workforce retention: from empirical research to practice innovation - Part II*. Presented to the Council on Social Work Education 2006 Annual Program Meeting. Chicago, IL.
- Strolin, J.S., McCarthy, M., Lawson, H., Smith, B., & Caringi, J. (2006, Jan) *Public child welfare workforce turnover: a comparison between public agencies with high and low turnover. Presented to the Society for Social Work Research; Meeting the Challenge: Research in and With Diverse Communities*, 10<sup>th</sup> Annual Conference. San Antonio, TX.
- Caringi, J., Strolin, J.S., Lawson, H., McCarthy, M., & Briar-Lawson, K. (2005, June). *Child welfare design teams as interventions to reduce turnover and facilitate organizational change*. Presented to the International Social Work Practice Research Conference. Albany, NY.

Lawson, H., Caringi, J. & Strolin, J.S. (2005, April). *Public child welfare workforce recruitment and retention: a longitudinal participatory research initiative*. Presented to the 15<sup>th</sup> National Conference on Child Abuse and Neglect. Boston, MA.

McCarthy, M., Lawson, H., Brady, P., Caringi, J., Thompson, E., Strolin, J.S., & Briar-Lawson, K. (2005, Oct). *Designing, implementing, and evaluating a research-driven retention model in New York State public child welfare organizations*. Presented to the Child Welfare Workforce Development and Workplace Enhancement Institute, Children's Bureau Meeting, Washington, DC.

### PROFESSIONAL AFFILIATIONS

American Public Health Association	11/10-present
National Association of Social Workers	9/93-present
Society for Social Work Research	12/05-present
Council on Social Work Education	12/05-present

### PROFESSIONAL SERVICE

**Chairperson NASW Homer Branch, Homer, AK** 9/97- 2/02  
 Began a branch of the National Association of Social Workers (NASW) in Homer, AK with a colleague. Met monthly regarding professional issues. Responsible for administration of all group activities.

**NASW Social Action Committee, Homer, AK** 12/96-2/03  
 Homer representative to the state committee. Organized and lobbied around social issues pertaining to mental health, human rights, empowerment of all socio-economic classes and cultural groups, and other NASW issues. Instrumental in the development and passing of a bill to bring about multi-level social work licensure (currently in place) for the State of Alaska.