

## STEPHANIE JO MARCHESE, MA, MAT, MSW, LICSW

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### PROFESSIONAL SUMMARY

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*A mental health professional with specializations in trauma treatment and coordinated care. 20 years serving high risk youth and families with commitment, compassion and bold vision and execution.*

### EDUCATION

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UNIVERSITY OF PENNSYLVANIA 2022 Doctor of Social Work, In Progress

UNIVERSITY OF SOUTHERN CALIFORNIA 2017 Master of Social Work  
Concentration: Community, Organization and Business Innovation (COBI)  
*Social Innovation and Policy Intervention COBI Fellow*  
*Dean's List*

SIMMONS COLLEGE 2005 Master of Arts in Teaching, Master of Arts (Gender/Cultural Studies)  
*Dean's Leadership Scholar*

UNIVERSITY OF GEORGIA 2001 Bachelor of Arts (History)  
*Dean's List*

### LICENSES, CERTIFICATIONS & AFFILIATIONS

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- ✓ DC Licensed Independent Social Worker (LICSW) March 2021
- ✓ Awarded one of 16 prestigious \$15,000 Fellowships for Social Innovation and Policy Intervention by USC School of Social Work (2015-2017)
- ✓ Extensive CEUs earned substance use, domestic violence, child abuse assessment, human sexuality and social work ethics and legal responsibilities
- ✓ Certified Substance Abuse and Mental Health Services Administration (SAMHSA) Youth Mental Health First Aid Responder
- ✓ Certified Domestic Violence Counselor and Advocate by the University of Southern California (USC)
- ✓ Certified Hospital-Based Violence Intervention Specialist by National Network of Hospital-based Violence Intervention Programs (NNHVIP)
- ✓ Specializations in TF-CBT, Seeking Safety, Anger Replacement Therapy, Trauma Therapy, elemental usage of DBT components and culturally-inclusive Psychotherapy
- ✓ A multi-state designated "Highly Qualified" Educator with 11 years professional/clear licensure working with high-risk youth and families (Massachusetts, California, District of Columbia)
- ✓ Certified User of national homelessness screening tools: (1) VI-SPDAT (2) TAY-SPDAT (3) Full SPDAT
- ✓ "Boston Teachers Write:" Writer's Fellowship Hosted by Boston Athenaeum (2008)
- ✓ "Pursuing Justice" A Teaching American History Grantee, Brandeis University (2007)
- ✓ Massachusetts "Commonwealth Fellow" (2006)
- ✓ Invited Participant of the Center for Special Education at Lesley University & the MA Advocates for Children's Trauma and Learning Policy to draft MA House Bill 595: *An Act Relative to Alternative Education*
- ✓ Board Member and Co-Editor of MP: An Online Feminist Journal (2005-2010)

## **PUBLICATIONS**

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Marchese, S.J. (2017, May 19). *From Clients to Colleagues: Supporting the Professional Development of Survivor Social Work Students*. [Conference Session] World Academy of Science, Engineering and Technology International Journal of Humanities and Social Sciences Volume 10, Issue 5. ICSW 2016: International Conference on Social Work. Paris, France.  
<https://publications.waset.org/abstracts/60769/from-clients-to-colleagues-supporting-the-professional-development-of-survivor-social-work-students>.

Marchese, S.J. (2017). *When Your Institution Is As Traumatized As Your Clients: Acute Trauma Social Work in a Safety Net Hospital*. [Conference Session] The Global Partnership for Transformative Social Work: The Vermont Group Conference.

“Meet the Startup Healing Trauma One Text at a Time” (August 31, 2017) Forbes Magazine. <https://www.forbes.com/sites/alanamatos/2017/08/31/meet-the-startup-healing-trauma-one-text-message-at-a-time/?sh=6918a7c1525c>.

Marchese, S.J. (2016). *The Politics of “Crazy-Making” and Control: A Reform Teacher’s Perspective*. University of Pennsylvania PennGSE: Perspectives on Urban Education. Volume 13, Issue 2.

Marchese, S.J. & Davidson, B. (2015). *USC’s School of Social Work Must Stop Acting Like A Bureaucracy And Take Up Community Activism*. NeonTommy Press at University of Southern California.  
<https://medium.com/neon-tommy/usc-s-social-work-students-must-stop-acting-like-bureaucrats-and-take-up-community-activism-206613ac12ae>.

Marchese, S.J. & Driscoll, K.D. (March 31-April 5, 2008) Under the Microscope, Yet Still Under the Radar: Domestic Violence in Same-Sex Relationships. International Foundation for Gender Education (IFGD) Conference. Tuscan, AZ.

Marchese, S.J. (2007). *May I, Please, Queer Your Kids? The New Queer Pedagogy*. MP: An Online Feminist Journal. Volume 1, Issue 5. <https://academinist.org/religion-politics-and-the-great-pumpkin>.

Marchese, S.J. (2005). *Mirror, mirror on the wall : femininity, radicalism, and queer pedagogy*. Simmons College Press. <https://libcat.simmons.edu/Record/b1369791>.

## **WORK EXPERIENCE**

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### **CHILD WELFARE SOCIAL WORKER, D.C. CHILD AND FAMILY SERVICES**

#### **AGENCY/ Washington, DC 2019- Present**

- Provides a variety of child welfare casework services to children and to families to investigate, assess and remediate situations, allegations and reports
- Conducts home visits to assess strengths and needs of families; contacts collateral source; reviews pertinent information; makes appropriate referrals
- Develops and implements case assessments and plans to re-mediate child abuse and neglect
- Responds to crisis situations and intervenes to address immediate problems
- Utilizes various counseling and therapeutic techniques in an attempt to address social, environmental, emotional and medical problems
- Maintains medical, physical, social and psychological histories; provides case management services to families, children and youth, both individually and in groups

- Provides assistance in seeking employment, housing, financial assistance and other services for assigned caseload
- Maintains statistical data which reflects an account of clients served, and the number and types of activities performed in order to provide services
- Serves as a member of an interdisciplinary team to provide written and oral case presentations regarding the impact of the child and/or the family's condition and the psycho-social implications.
- Identifies the needs and strengths of children and the families as they relate to the overall treatment plan
- Prepares a variety of reports; represents the CFSA at administrative reviews, court hearings and other meetings
- Coordinates implementation of court orders
- Maintains up-to-date case records for documentation of case activity, to include electronic case management data entry
- Participates in supervisory conferences for the purpose of case planning, sharing information on resources, developing specialized resources for clients and joint decision-making
- Attends administrative reviews and court hearings to provide status information regarding the child's and/or the families' psycho-social condition and CFSA compliance with recommendations contained in the case plan
- Assists in determining the appropriateness of established goals, services and/or permanency planning based on the status findings

#### **MENTAL HEALTH SPECIALIST- STREET-BASED OUTREACH, ST. JOSEPH CENTER/ Culver City, CA 2019**

- Provided ongoing case management services that will ensure successful permanent housing (including VI-Spdat Assessment)
- Implemented case management service plan goals, emphasizing coordinated strategies for addressing mental health/substance abuse issues, relapse prevention, medication management and any other risk factors that could impede permanent housing and provide ongoing assessment of client progress in attaining goal plan
- Provided mental health assessment and interventions to clients living with severe and chronic mental illness
- Performed initial comprehensive bio psychosocial assessment and develop a plan of intervention that addresses identified need for housing, on-going case management services, substance use treatment, mental health services, and coordination of needed community services utilizing harm reduction methods
- Accompanied clients to court appearances and to the magistrates' office when support and assistance is needed
- Provided employment assistance, housing referrals, health related assistance and in obtaining various forms of documentation to make clients "housing-ready"
- Worked with local law enforcement to build client safety
- Creatively used and developed community resources to broker and link clients to services. • Ensured all program data is accurate and entered into the appropriate program documentation system as contractually required. (HMIS, internal spreadsheet, CES, Clarity, etc.)

#### **TRAUMA SOCIAL WORKER/CO-COORDINATOR, HOWARD UNIVERSITY/ Washington, D.C. 2017-2018**

- Developed a groundbreaking, innovative program named **TRIUMPH** (A Trauma Recovery Initiative: Utilizing Multiple Paths to Healing) in order to provide extensive clinical and case management supports to survivors of violent assaults in a hospital-based setting
- Provided evidence-based clinical interventions to underserved at-risk populations, namely male

survivors of violence, LGBTQIA+ individuals, sexual assault survivors and survivors living with complex trauma

- Coordinated outreach efforts with families, incl. facilitating caregiver support groups and advocacy regarding DC Victim Compensation Program
- Linked clients and families to community-based resources after extensive clinical support during acute phase of trauma recovery
- Coordinated advocacy meetings regarding rights of police-interfacing hospitalized patients
- Developed and assessed efficacy of **TRIUMPH** model for Project-CHANGE research study, particularly in regard to treatment approaches/tools and quality of study design

#### **MSW INTERN/DIRECTOR OF COACHING, MINDRIGHT/ Washington D.C. 2017**

- Developed a trauma-informed/value-based training module implemented in partnering organizations and MindRight
- Conducted the training of all Student Support Coaches (12+ plus hours of intense training and assessment)
- Created and implemented evaluative tools linked to agency's escalated trauma procedures, included two-tiered youth support approach
- MindRight Tier Two Support Provider for escalated and/or advanced trauma cases providing de-escalation, stabilization and linkage services
- Facilitated teacher trainings with various school partners regarding the impact of trauma on learning and alternative response strategies
- Developed evidence-informed assessment tools, ie. Student Profiles, Trauma Environment Checklist
- Researched and implemented culturally competent coaching content for youth recovering from trauma
- Established agency collaborations with Ronald H. Brown College Preparatory High School
- Initiated interventions regarding organizational culture and intentional debriefing/processing method

#### **MSW CLINICAL INTERN, GREEN DOT PUBLIC SCHOOLS/ Inglewood, CA 2015-2016**

- Conducted psychosocial assessments of at-risk youth (14-18) living with trauma to identify clinical risk areas: maintained a caseload of 5 clients and provided trauma-focused treatment
- Arranged and co-led conferences with parents and their children to discuss concerns and link to community mental health services, including advocacy for student needs in IEP and 504 meetings
- Facilitated therapy group for teens exposed to trauma
- Successfully linked LGBTQ youth to community-based resources, as well as forming inter-community partnerships with school in addition to other community health resources for highest at-risk students
- Trained in DMH assessment, treatment sequence and documentation

#### **LEAD TEACHER, JOHN MUIR CHARTER SCHOOLS/ Los Angeles, CA 2013-2014**

- Developed an innovative collective strategic plan with student leaders that increased schools's Average Daily Attendance to 92%!
- Lead program-wide curriculum development and served as a mentor teacher to new staff
- Key member of school IEP leadership team successfully advocating for special needs resources
- Created and implemented a Social Science curriculum with measurable results (credit recovery, independent study skills, integrating personal and mental health objectives, essay-writing, critical thinking and reading)

#### **TEACHER, (BOSTON PUBLIC SCHOOLS)/ Boston, MA 2005-2008**

- Created an innovative teaching strategy that successfully blended life skills instruction, psycho-social development theory, and scholastic achievement
- Coordinated school-wide improvement plans, such as college preparation services and service learning projects

- Implemented numerous community outreach student activities, including letter-writing campaigns, student political participation in Boston through personal State House invitation, as well as real-life opportunities for students to testify at the State House regarding trauma-informed reform

**RESIDENTIAL COUNSELOR, SULLIVAN & ASSOCIATES/ Northampton, MA 2002-2003**

- Assisted in coordinating care for adults living with traumatic brain injuries
- Provided excellent outreach services that increased clients' abilities to remain
- Served as integral member of clients' wrap-around service support network
- Advocated on behalf of clients' housing, financial, and socioemotional needs
- Excelled in de-escalation techniques and liaison with family and legal entities
- Administered and trained in CPR, First Aid, and Medication Administration

**COMMUNITY OUTREACH COORDINATOR, AMERICORPS/ Lowell, MA 2001-2002**

- Service provider for Cambodian refugee youth community
- Increased opportunities for refugee youth through service-learning activities that increased their sense of belonging to a new community and co-facilitated school-wide community activities, such as Family Day and a cultural luncheon event for the students, their families, and staff