

PhD Candidates on the Job Market

The University of Michigan School of Social Work’s doctoral programs train scholars in social work and a partner social science discipline. The candidates below expect to complete their degrees in the coming year and are seeking faculty and research positions. Each profile includes a CV and direct contact.

CANDIDATES

Olivia D. Chang	Joint PhD in Social Work and Psychology
Sunghyun Hong	Joint PhD in Social Work and Psychology · Expected 2027
Analidis Ochoa	Joint PhD in Social Work and Sociology · Expected 2027
Yuliya A. Shyrokonis	Joint PhD in Social Work and Psychology · Expected 2026

ABOUT THE JOINT PHD PROGRAM

The Joint PhD Program in Social Work and Social Science pairs doctoral training in social work with a full disciplinary degree in anthropology, psychology or sociology. Questions about a candidate’s progress toward degree can be directed to the doctoral program office by emailing ssw.phd.info@umich.edu.

[Learn more about the program](#)

Current version online: ssw.umich.edu/academic-programs/phd/graduates-on-job-market

Olivia D. Chang, MSW, MS

Joint PhD in Social Work and Psychology

Email ochang@umich.edu

CV [Curriculum Vitae \(PDF\)](#)



PUBLICATIONS

- Chang, O. D., Ma, J., Ward, K. P., McCoy, D. C., Boyle, E. H., & Grogan-Kaylor, A. (in press). How does context shape differences and changes in caregivers' engagement in psychosocial stimulation over time? Evidence from a cross national study. *International Journal of behavioral Development*.
- Chang, O. D., Ward, K. P., Pace, G. T., & Lee, S. J. (2025). Mothers' and fathers' pregnancy intentions and interparental conflict: Is there harm in ambivalency? *Journal of Interpersonal Violence*.
- Ma, J., Grogan-Kaylor, A., Ward, K. P., Boyle, E. H., Chang, O. D., & Pace, G. T. (2025). Spillover of macro-level violence to parental physical abuse of children in low- and middle-income countries. *Child Abuse & Neglect*.
- Ortega, R. M., Chang, O. D., Ortega, M. B., Teriberry, L., VanSickle, R., & Faller, K. C. (2025). What cultural humility teaches us about protecting children. *Child Protection and Practice*, 5.
- Katz, C., Katz, I., Attrash-Majjar, A., Jacobson, M., Chang, O. D., Collin-Vézina, D., Fouché, A., Kaawa-Mafigiri, D., Korbin, J. E., Levine, D. T., Maguire-Jack, K., Massarweh, N., Munir, A., Muñoz, P., Nieminen, I., Paavilainen, E., Priolo-Filho, S., Ståhlberg, M., Tiwari, A., Truter, E., Varela, N., Walker-Williams, H., & Wekerle, C. (2025). What Has COVID19 Taught Us about Safeguarding Children from Maltreatment? In E. Fernandez, P. Welbourne, B. Lee, & Ma, J.L.C. (Eds.), *The Routledge Handbook of Child and Family Social Work Research* 364-380. Abingdon, Oxon: Routledge International Books.
- Chang, O. D., Maguire-Jack, K., Marçal, K., Showalter, K., Park, Y., Machinga, R., Thibodeau, E., Murphy, C., & Klika, J. B. (2025). Childcare subsidy receipt and reduced emotional neglect: Examining parents' enhanced self-efficacy as a mediator. *Child Abuse & Neglect*, 159.
- Maguire-Jack, K., Bosetti, R., Chang, Y., Chung, Y., Pei, F., Showalter, K., Chang, O. D., Park, Y., Marçal, K., & Barnhart, S. (2025). Exposure to neighborhood violence, self-efficacy, and child maltreatment. *Child Abuse & Neglect*.
- Chang, Y., Chang, O. D., Stanek, C., Yoon, S., & Maguire-Jack, K. (2025). The protective role of school connectedness in the relationship between child maltreatment and internalizing symptoms for White, Black, Latino/Hispanic, and Multiracial youth. *Child Abuse & Neglect*.
- Marçal, K., Showalter, K., Park, Y., Maguire-Jack, K., Chang, O. D., Machinga-Asaolu, R., Thibodeau, E., Murphy, C. A., & Klika, J. B. (2025). Childcare subsidies and reduced intimate partner violence victimization: An unintended benefit. *Journal of Interpersonal Violence*.

- Gershoff, E. T., Lee, S. J., Lee, J. Y., Chang, O. D., & Taylor, C. A. (2025). Spare the dog, hit the child: Preliminary findings regarding parents' beliefs about spanking and hitting children. *Psychology of Violence*, 5(1), 76-84.
- Chang, O. D., Maguire-Jack, K., Marçal, K., Showalter, K., Park, Y., Machinga, R., Thibodeau, E., Murphy, C., & Klika, J. B. (2025). Childcare subsidy receipt and reduced emotional neglect: Examining parents' enhanced self-efficacy as a mediator. *Child Abuse & Neglect*, 159.
- Klika, J. B., Lee, J. Y., Chang, O. D., Kirsch, J., & Lee, S. J. (2025). Child maltreatment during COVID-19: Triangulating data across reporting sources. *Child Maltreatment*.
- Maguire-Jack, K., Chang, O. D., Smith, D. Y., Solomon, A., Van Berkel, D., & Spilsbury, J. C. (2024). Understanding parenting support in rural neighborhoods. *International Journal on Child Maltreatment: Research, Policy and Practice*.
- Chang, O. D., Ward, K. P., & Lee, S. J. (2024). Examining coping strategies and mental health during the COVID-19 pandemic: Evidence for the protective role of problem-focused coping. *Health and Social Work*.
- Lee, J. Y., Lee, S. J., Ward, K. P., Pace, G. T., & Chang, O. D. (2024). Shared parental responsiveness amongst fathers and mothers with low income and early child outcomes. *Family Relations*.
- Katz, C., Cohen, N., Attrash-Najjara, A., Glucklich, T., Jacobson, M., Varela, N., Priolo-Filho, S., Chang, O. D., Haffeejee, S., Kaawa-Mafigiri, D., Katz, I., Maguire-Jack, K., Massarweh, N., Tarabulsky, G., Levine, D. T., & Wekerle, C. (2024). The remote work of child protection professionals during COVID-19: A scoping review and thematic analysis. *Child Abuse & Neglect*.
- Katz, C., Attrash-Nahhar, A., Varela, N., Maguire-Jack, K., Chang, O. D., Fouché, A., Massarweh, N., Munoz, P., Priolo-Fillho, S., Walker-Williams, H., & Werkele, C. (2024). What was missed in child protection responses during COVID-19?: Perceptions of professionals from various countries. *Child Abuse & Neglect*.
- Chang, O. D., Chang, Y., & Maguire-Jack, K. (2024). Intervening in suspected child maltreatment: Parent's responses to and perceptions of maltreatment in a rural midwestern county. *Child and Adolescent Social Work Journal*.
- Maguire-Jack, K., Park, Y., Chang, O. D., Solomon, A., Quinn, J., Greenberg, S., Coggins, H., & Hinton, J. (2024). Findings from the Michigan EITC Access Project: ACEs prevention through economic intervention.
- Chang, O. D., Meier, H. C. S., Maguire-Jack, K., Davis-Kean, P., & Mitchell, C. (2024). Childhood Maltreatment and Longitudinal Epigenetic Aging. *JAMA Network Open*, 7, 7.
- Marçal, K. E., Chang, O. D., Park, Y., & Maguire-Jack, K. (2023). Material hardship in the postpartum year: Links to child maltreatment. *Child Abuse & Neglect*, 145, 106438.
- Maguire-Jack, K., Chang, O. D., Adalgais, K., & Leonard, J. (2023). Neighborhood risks and child maltreatment investigations: A comparison across urban and rural contexts. *International Journal of Child Maltreatment: Research, Policy, and Practice*, 6, 595-611.

- Katz, C., Gluklich, T., Attrash-Najjar, A., Jacobson, M., Cohen, N., Varela, N., Priolo-Filho, S., Bérubé, A., Chang, O. D., Collin-Vézina, D., Fouché, A., Haffeejee, S., Katz, I., Maguire-Jack, K., Massarweh, N., O'Reilly, M., Tiwari, A., Truter, E., Veras de Andrade Vieira, R., Walker-Williams, H., Zibetti, M. R., & Werkele, C. (2023). The global impact of COVID19 on child protection professionals: A scoping review and thematic analysis. *Child Abuse & Neglect*.
- Katz, C., Attrash-Najjara, A., Cohen, N., Gluklich, T., Jacobson, M., Varela, N., Priolo-Filho, S., Bérubé, A., Chang, O. D., Collin-Vézina, D., Fouché, A., Haffeejee, S., Katz, I., Maguire-Jack, K., Massarweh, N., O'Reilly, M., Tiwari, A., Truter, E., Veras de Andrade Vieira, R., Walker-Williams, H., Zibetti, M. R., & Wekerle, C. (2023). Child protective services and out-of-home care for children during COVID-19: A scoping review and thematic analysis. *Child Abuse & Neglect*.
- Maguire-Jack, K., Solomon, A., Greenberg, S., Chang, O. D., Coggins, H., Schuster-Wachsberger, E., & Hinton, J. (2022). A novel strategy for increasing utilization of earned income tax credits and reducing adverse childhood experiences: The EITC access project. *International Journal on Child Maltreatment: Research, Policy and Practice*, 5, 473-486.
- Lee, S. J., Ward, K. P., Chang, O. D., & Downing, K. M. (2021). Parenting activities and the transition to home-based education during the COVID-19 pandemic. *Children and Youth Services Review*, 122, 105585.
- Lee, J. Y., Chang, O. D., & Ammari, T. (2021). Using social media Reddit data to examine foster families' concerns and needs during COVID-19. *Child Abuse and Neglect*, 121, 105262.
- Lee, S. J., Ward, K. P., Chang, O. D., & Downing, K. M. (2021). Parenting activities and the transition to Home-based education during the COVID-19 pandemic. *Children and Youth Services Review*, 122, 105585.
- Lee, S. J., Lee, J. Y. & Chang, O. D. (2020). Characteristics and lived experiences of modern stay-at-home fathers. In H. E. Fitzgerald, K. von Klitzing, N. Cabrera, J. Scarano do Mendonca, & T. Skjothaug (Eds.), *Handbook of fathers and child development: Prenatal to preschool*. 537-549. Springer.

HONORS AND AWARDS

YEAR	DESCRIPTION
2026 - Winter	School of Social Work Joint Doctoral Program Grant
2026 - Winter	Family Process Institute Dissertation grant
2025 - Winter	Department of Psychology NICHD T32 Training Grant
2025 - Sp/Su	Department of Psychology NICHD T32 Training Grant
2024 - Winter	John F. Longres Award in Psychology or Sociology
2024 - Winter	Department of Psychology NICHD T32 Training Grant
2024 - Sp/Su	Department of Psychology NICHD T32 Training Grant
2024 - Fall	W.K. Kellogg Family Endowed Fellowship
2024 - Fall	Henry J Meyer Scholarship Award
2024 - Fall	Department of Psychology NICHD T32 Training Grant

YEAR	DESCRIPTION
2023 - Winter	Ford Foundation Fellowship Honorable Mention
2023 - Winter	Life Paths Promising Scholar Award
2023 - Winter	Regent Fellowship
2023 - Fall	Department of Psychology NICHD T32 Training Grant
2022 - Fall	Regent Fellowship

Sunghyun Hong, MSW



Joint PhD in Social Work and Psychology · Expected 2027

Email hshong@umich.edu

CV [Curriculum Vitae \(PDF\)](#)

RESEARCH STATEMENT

As a behavioral and mental health equity scholar, my program of research is guided by two interconnected objectives: (1) examine how behavioral and neural mechanisms, relational processes, and sociocultural contexts operate together to shape developmental trajectories of risk and resilience in behavioral and mental health, and (2) translate empirical evidence into strategies for prevention and intervention that promote behavioral and mental health among adolescents and young adults disproportionately affected by systemic inequality.

My interdisciplinary scholarship, which spans social work, developmental psychology, neuroscience, and data science, demonstrates my capacity to generate theoretically grounded and methodologically rigorous empirical evidence while ensuring its relevance to practice and policy. During my doctoral training, I have established this program of research, with first authorship on 10 of 26 peer-reviewed articles and three additional manuscripts in press or under review. For example, two articles I published in *Social Work* build on findings from my empirical studies in Social Cognitive and Affective Neuroscience and Transcultural Psychiatry to develop integrative frameworks connecting empirical evidence with clinical practice. My work has been supported by a T32 Fellowship from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), the Rackham Merit Fellowship, and additional funding from the University of Michigan School of Social Work, Department of Psychology, and Michigan Institute for Data & AI in Society.

Approach to My Scholarship. Guided by Bioecological Systems Theory (Bronfenbrenner, 2007) and the Phenomenological Variant of Ecological Systems Theory (Spencer, 1995), I conceptualize development as unfolding through transactions among behavioral and neural mechanisms, relational processes, and sociocultural contexts within an interconnected system (Sameroff, 2010; Garcia Coll, 1996). This perspective is particularly important for understanding individuals who may experience both heightened vulnerability through the biological embedding of chronic stress and restricted access to adequate mental health care due to structural inequities. My work also considers how individuals display resilience by drawing on contextual resources to navigate these conditions. My scholarship therefore seeks to explain not only developmental risk but also how individuals and their contexts contribute to heterogeneous trajectories of resilience.

This perspective guides how I integrate neuroscience into my program of research. Developmental neuroscience has increasingly elucidated neural processes associated with behavioral and mental health, yet much of this work has developed within biomedical frameworks that can contribute to reductionist, deficit-oriented, or deterministic interpretations of neural differences. I respond to this tension by bringing a social work lens to the design, conduct, and interpretation of developmental neuroscience research.

Specifically, I draw on strengths-based and phenomenologically informed approaches to interpret neural differences within relational and sociocultural contexts, recognizing that such differences may reflect adaptation and resilience alongside vulnerability. In doing so, I aim to generate neuroscientific evidence that is both scientifically rigorous and contextually relevant to behavioral and mental health practice and policy.

Overview of My Dissertation. My dissertation, *Brain Development in Context: The Shaping of Risk and Resilience Across Adolescence and Young Adulthood in Lived Social Worlds*, exemplifies this approach. It focuses on adolescence and young adulthood, developmental periods marked by rapid biological maturation and expanding social contexts during which longer-term trajectories of behavioral and mental health begin to emerge. I employ a multimodal, mixed-methods design integrating neuroimaging, self-report measures, advanced statistical modeling, and qualitative interviews to contextualize behavioral and neural mechanisms within lived experience. The secondary quantitative data span more than 20 years of contextual and behavioral information from approximately 4,000 participants, many with histories of adverse childhood experiences. These data include a predominantly low-income subsample of families of color with neuroimaging data from approximately 200 participants at age 15 and 400 at age 21. Complementing these longitudinal data, I collected primary qualitative data through 12 one-on-one interviews with young adults who share demographic characteristics with the quantitative sample. My clinical research and practice in Chicago and Detroit, including as a fully licensed clinical social worker, further ground my research in the strengths and challenges of the communities with whom I have worked.

My dissertation advances two interconnected areas of my scholarship:

1. Clarifying associations between promotive contextual factors and neural mechanisms that may support positive developmental outcomes. My first line of research examines how relational processes, particularly positive relationships, shape developmental trajectories of behavioral and mental health. I have led and collaborated on studies investigating these processes using advanced quantitative methods, including multigroup structural equation modeling, generalized additive modeling, and latent profile analysis. In my dissertation, supported by an NICHD T32 Fellowship that provided two years of training in developmental neuroscience, I showed that maternal closeness was associated with fewer depressive symptoms, better social functioning, and more efficient and robust organization of structural brain connectivity. A key contribution of this work is demonstrating how positive relationships may become biologically embedded and contribute to adaptive developmental outcomes among adolescents growing up in contexts of adversity. By examining neural processes associated with positive relationships, this work advances a strengths-based approach to developmental neuroscience that extends beyond a focus on deficits.

2. Contextualizing neural correlates of developmental risk within the broader conditions in which they emerge. My second line of research examines behavioral and mental health outcomes by integrating neural and behavioral evidence with phenomenological evidence. One dissertation study uses person-specific functional connectivity to examine whether the organization of reward-related neural systems in adolescence prospectively predicts substance use and substance use disorders in young adulthood. A complementary qualitative study draws on interviews with young adults residing in low-income communities in Detroit to examine cannabis use, the most common form of substance use in the sample,

within the context of psychological distress, economic conditions, constrained access to mental health care, family and peer relationships, and the development of agency. Motivated in part by my clinical observations that young adults may use cannabis to self-manage depression and anxiety when access to mental health care is limited, the qualitative study provides a way to understand neural and behavioral findings alongside the lived contexts in which substance use occurs.

Future Directions. Building on my scholarship, I will continue to examine how behavioral and neural mechanisms unfold within relational processes and sociocultural contexts to shape developmental trajectories of risk and resilience in behavioral and mental health. My next step is to move further upstream to examine how structural conditions organize these developmental contexts and become biologically and behaviorally embedded over time. I will focus particularly on environmental exposures and economic policies that shape access to resources and opportunities relevant to internalizing symptoms and substance use. I will investigate the behavioral and neural mechanisms through which these conditions become developmentally consequential, with the goal of identifying potential targets for practice and policy. Across these areas, I will leverage multimodal and mixed-methods approaches while maintaining strengths-based and phenomenologically informed perspectives. As this program develops, I will strengthen the bridge between knowledge generation and translation through collaborations with community partners, practitioners, policymakers, and intervention and implementation scientists to inform strategies across individual, relational, and structural levels. I will pursue NIH career development and independent investigator awards, alongside private foundation funding, to support this program of research.

Collectively, my research program positions social work not simply as a field to which developmental and neuroscientific findings can be translated, but as an intellectual foundation that shapes the questions I ask, the methods I use, and the conclusions I draw about human development. By integrating developmental science, neuroscience, and data science with a social work lens grounded in a strengths-based person-in-environment approach that honors lived experience, I aim to generate knowledge that strengthens behavioral and mental health practice and policy for populations disproportionately affected by systemic inequality.

TEACHING STATEMENT

Teaching Philosophy. My teaching philosophy is that social work education should equip students to gain mastery of theoretical frameworks and empirical evidence while critically examining how knowledge is generated, interpreted, and applied within the lived contexts of individuals, families, and communities. I therefore view the classroom as a space where students not only acquire knowledge about human behavior and development but also cultivate the critical thinking and reflexivity needed to consider what that knowledge allows us to understand, whose experiences are represented within it, and how it can be thoughtfully applied. Drawing on my experience as the sole instructor of record for two terms of Contexts of Life-Course Development: Childhood, Adolescence, and Early Adulthood at the University of Michigan, as well as my experience as a fully licensed clinical social worker, I enact this philosophy through two guiding principles: (1) fostering critical inquiry and (2) cultivating cultural humility in understanding human development and social work practice.

1. Fostering Critical Inquiry

Students navigate an abundance of information shaped by rapidly evolving technologies, making the capacity to thoughtfully evaluate evidence increasingly important. I provide opportunities for students to engage with established and emerging theories and use these frameworks to interpret empirical findings, evaluate the strength of evidence, and distinguish what can and cannot be concluded from a given study. This approach is particularly important in social work, where empirical knowledge must ultimately be considered in relation to the lived realities, needs, and priorities of those with whom we work. I therefore encourage students to grapple with the relationship between empirically and phenomenologically informed knowledge rather than treating them as competing ways of understanding human experience. In my life-course development course, for example, students examined how developmental theories and empirical evidence inform cognitive, socioemotional, and behavioral development while considering how lived experience can add nuance to population-level findings. This process moves students beyond knowing what research finds toward asking when, how, and for whom that knowledge can inform social work practice.

I implement this principle by (1) developing course materials with clear scaffolding that distinguishes required from supplementary materials and spans foundational and emerging theories, diverse research methods, phenomenological perspectives, and historically underrepresented voices; (2) creating collaborative learning spaces where students critically examine how knowledge is generated, evaluate empirical evidence, and consider its implications for social work; and (3) providing multiple avenues for students to demonstrate mastery, guided by Universal Design for Learning principles.

2. Cultivating Cultural Humility

The classroom is an important space for students to grapple with how diverse lived realities contribute to heterogeneity in human development. Students enter the classroom with different identities, experiences, and positionalities that shape how they understand course material and the individuals and communities with whom they will work. Guided by cultural humility, I encourage students to reflect on how their own experiences and the perspectives represented and underrepresented within the classroom shape their understanding. Rather than positioning cultural competence as a body of knowledge to be mastered, I emphasize continued self-reflection, humility, and curiosity as practices that students carry into their professional work. In particular, I teach students to understand development through transactions among biological processes, interpersonal relationships, sociocultural contexts, and broader structural conditions. Students consider how universal developmental processes can coexist with substantial heterogeneity in developmental trajectories and how differences in lived contexts shape cognitive, socioemotional, and behavioral outcomes.

My clinical social work experience further informs how I translate these principles into professional practice. Drawing on my experience as a clinical social worker working with children, adolescents, and adults in individual and group settings, I incorporate strengths-based and trauma-informed perspectives that encourage students to understand individuals within the contexts of their lived experiences rather than through deficit-oriented interpretations. In doing so, I encourage students to approach clients and communities with curiosity and humility, recognizing both shared patterns in human development and the distinct lived contexts that shape individual experiences.

Teaching Experience. At the University of Michigan, I served as the instructor of record for two terms of an MSW-level course titled Contexts of Life-Course Development: Childhood, Adolescence, and Early Adulthood, primarily taken by students interested in direct social work practice. I independently taught more than 20 students each term. The course covered development from the prenatal period through young adulthood across physical, cognitive, and socioemotional domains, and I placed additional emphasis on brain development and sociocultural diversity. My average instructor evaluation increased from 4.1/5.0 in Fall 2024 to 4.8/5.0 in Fall 2025. Student feedback reflected the accessibility of my teaching, facilitation of discussion, and emphasis on critical reflection. One student noted that I “communicate[d] knowledge to the class in an understandable way,” while another highlighted my use of “examples of differential developmental experiences” and noted that I “facilitated discussion very well.” A third shared that the course “gave me new ways to think about development and self-reflect on my own cultural biases.”

Mentoring. Mentorship is central to how I support students’ academic and professional growth. I aim to help students build on their strengths, develop confidence, and experience a sense of belonging, particularly when navigating barriers created by inequities in higher education. I proactively reach out to students who may need additional support, recognizing that help-seeking is often shaped by familiarity with the expectations and hidden curriculum of higher education. Beyond mentoring students through office hours, I have served as an honors thesis advisor to three undergraduate psychology students and mentored three students from underserved backgrounds through the Undergraduate Research Opportunity Program. I have also informally mentored students across educational stages, from high school through doctoral training, in navigating research, graduate education, and transitions to subsequent career stages. Across these roles, I provide structured, individualized mentorship designed to support both immediate success and long-term growth.

Teaching Interests. I am prepared to teach across BSW, MSW, PhD, and DSW curricula, drawing on my complementary training as a developmental scientist and clinical social worker. At the undergraduate and master’s levels, I am prepared to teach foundational courses on human behavior and the social environment that integrate life-course, biological, relational, and sociocultural perspectives. My background in developmental neuroscience allows me to deepen students’ engagement with the biopsychosocial framework while situating developmental processes within relational and broader social contexts and structural conditions central to social work. Drawing on my experience as a fully licensed clinical social worker working with children, adolescents, and adults in individual and group settings, I am also prepared to teach direct practice courses grounded in cultural humility, trauma-informed care, and strengths-based approaches, as well as therapeutic modalities including attachment-focused, cognitive-behavioral, and mindfulness-based interventions. Leveraging my year-long fellowship in the Data and AI Intensive Research with Rigor and Reproducibility program, I am prepared to equip students to critically evaluate and responsibly use artificial intelligence across social work research, practice, and policy, considering both its applications and limitations, as well as broader issues of bias, confidentiality, data governance, and environmental impact. At the doctoral level, I am prepared to develop courses drawing on my interdisciplinary training in developmental science, neuroscience, mixed methods, and data science. For PhD students, I am particularly interested in how multimodal and interdisciplinary research can deepen theoretical and empirical understanding of human development and behavioral and mental health while strengthening research literacy across disciplines. For DSW students, I would extend this emphasis toward translating basic science into advanced social work practice. Across these courses, I aim to equip students

to navigate disciplinary boundaries intentionally, drawing on knowledge across fields to strengthen social work research, practice, and policy.

PUBLICATIONS

- Hong, S., Grogan-Kaylor, A., Kim, M., Saba, S., Bender, A., Yu, C. L., Fedina, L., & Herrenkohl, T. (2026). When empathy helps and hurts: Non-Linear associations between early childhood maltreatment history, empathy and self-harm thoughts. *Child Maltreatment*, 0(0).
- Hong, S., F. Cross, F. A. Hardi, D. Benson, C. R. Quinn, & D. C. Watkins. (2026). Maternal ethnic-racial enculturation: Implications for social skill development in early childhood. *Infant and Child Development*, 35(4), e70123.
- Hong, S., Ribaud, J. M., Safyer, P., Route, I. E., & Watkins, D. C. (2025). Advancing psychodynamic-based clinical social work practice to address structural trauma: Integrating neuroscience and attachment theory. *Social Work*, 70(2), 121-130.
- Wu, C., Hong, S., Cross, F., Sypher, I., McLoyd, V. C., Huntley, E., Hyde, L. W., Mitchell, C. & Monk, C. S. (2024). Increasing diversity in neuroimaging research: Participant-driven recommendations from a qualitative study of an under-represented sample. *Developmental Cognitive Neuroscience*, 70, 101474.
- Hong, S., Hardi, F., Tillem, S., Goetschius, L. G., McLoyd, V. C., Brooks-Gunn, J., Lopez-Duran, N. L., Mitchell, C., Hyde, L. W. & Monk, C. S. (2024). Mother-child closeness and adolescent structural neural networks: A prospective longitudinal study of low-income families. *Social Cognitive and Affective Neuroscience*, nsae083.
- Hong, S. H., Yu, C.-L., Rousson, A. N., Bender, A. E., Fedina, L., & Herrenkohl, T. I. (2024). Examining the association between trauma characteristics and adult depression and anxiety: Analysis of types, variety, repetition, and timing of past trauma. *Journal of Interpersonal Violence*, 39(3-4), 569-586.
- Hong, S. (2024). Trauma-informed cultural humility mental health practice: Centering history among African American Women. *Social Work*, 69(1), 64-72.
- Saba, S. K., Godwin, J., Hong, S., Pan, T., Chang, Y., Brindle, E., & Herrenkohl, T. (2023). Associations between childhood maltreatment and physiological dysregulation in adulthood: Methodological decisions and implications. *Child Abuse and Neglect*, 144, 106369.
- Hong, S., Hardi, F., & Maguire-Jack, K. (2023). The moderating role of neighborhood social cohesion on the relationship between early mother-child attachment security and adolescent social skills: brief report. *Journal of Social and Personal Relationships*, 40(1), 277-287.
- Maguire-Jack, K., Yoon, S., Chang, Y., & Hong, S. (2022). The relative influence of family and neighborhood factors on child maltreatment at critical stages of child development. *Children*, 9(2), 163.
- Hong, S., Satyshur, M. D., & Burnett-Zeigler, I. (2022). The association of mindfulness and depression stigma among African American women participants in a mindfulness-based intervention: A pilot study. *Transcultural Psychiatry*.

- Fedina, L., Hong, S., Rousson, A., Graham, L., Lee, J. O., & Herrenkohl, T. I. (2022). Childhood maltreatment and intimate partner violence perpetration in adulthood: An investigation into proximal and distal risk factors across the life course. *Journal of Family Violence*, 39(2), 247-258.
- Herrenkohl, T. I., Roberto, K., Fedina, L., Hong, S., & Love, J. (2021). Prospective study on child abuse and elder mistreatment: Assessing direct effects and associations with depression and substance use problems during adolescence and middle adulthood. *Innovation in Aging*, 5(3), 1-8.
- Herrenkohl, T. I., Fedina, L., Hong, S., Lee, O., & Saba, S. (2021). Associations between prospective and retrospective measures of child abuse and self-reported adult health at midlife. *Child Abuse and Neglect*, 120, 105203.
- Maguire-Jack, K., Yoon, S., & Hong, S. (2021). Social cohesion and informal social control as mediators between neighborhood poverty and child maltreatment. *Child Maltreatment*, 27(3), 334-343.
- Herrenkohl, T., Hong, S. & Verbrugge, B. (2020). Advancing trauma-informed programs in schools: Recommendations to advance systems change. *APSAC Advisor*, 32(1), 10-16.
- Burnett-Zeigler, I., Satyshur, M., Hong, S., Yang, A., Wisner, K. & Moskowitz, J. (2019). Acceptability of a mindfulness intervention for depressive symptoms among African-American women in a community health center: A qualitative study. *Complementary Therapies in Medicine*, 45, 19-24.
- Burnett-Zeigler, I., Hong, S., Waldron, E., Maletich, C., Yang, A., Moskowitz, J. & Wisner, K. (2019). A mindfulness based intervention for low-income African American women with depressive symptoms delivered by an experienced instructor versus a novice instructor. *Journal of Alternative and Complementary Medicine*, 25(7), 699-708.
- Herrenkohl, T., Hong, S. & Verbrugge, B. (2019). Trauma-informed programs based in school: Linking concepts to practices and assessing the evidence. *American Journal of Community Psychology*, 64, 373-388.
- Waldron, E., Hong, S., Moskowitz, J. & Burnett-Zeigler, I. (2018). A systematic review of the demographic characteristics of participants in US-based randomized controlled trials of mindfulness-based interventions. *Mindfulness*, 9(6), 1671-1692.
- Burnett-Zeigler, I. E., Waldron, E. M., Hong, S., Yang, A., Wisner, K. L. & Ciolino, J. D. (2018). Accessibility and feasibility of using technology to support mindfulness practice, reduce stress and promote long term mental health. *Complementary Therapies in Clinical Practice*, 33, 93-99.
- Burnett-Zeigler, I., Satyshur, M., Hong, S., Yang, A., Moskowitz, J. & Wisner, K. (2016). Mindfulness based stress reduction adapted for depressed disadvantaged women in an urban Federally Qualified Health Center. *Complementary Therapies in Clinical Practice*, 25, 59-67.
- Hong, S. & Burnett-Zeigler, I. (2016). The frequency of PTSD and sub-threshold PTSD among African American women with depressive symptoms in a disadvantaged urban neighborhood: Pilot study. *Journal of Racial and Ethnic Health Disparities*, 4(6), 1069-1073.

PRESENTATIONS

YEAR	DESCRIPTION
2024	Hong, S., Michael, C., Hardi, F., Tillem, S., Brooks-Gunn, J., McLoyd, V. C., Mitchell, C., Hyde, L. W. & Monk, C. S. (2024) Interpersonal Support, Functional Brain Architecture, and Internalizing Symptoms during Adolescence. Poster presentation at the Organization for Human Brain Mapping, Seoul, South Korea.
2024	Hong, S., Irish, K., & Koval, M. (2024) Transdisciplinary Research for Addressing Complex Social Issues: Moving Towards Interdisciplinary Collaboration between Social Work and Neuroscience to Tackle Grand Challenges. Roundtable at the Society for Social Work and Research, Washington, D.C.
2023	Hong, S., Hardi, F., Benson, D., Maguire-Jack, K. (2023) Child and Adolescent Social Skills: Examining the Role of Mothers' Ethnoracial Identity Attachment and Birthplace. Poster presentation at the Society for Research in Child Development, Salt Lake City, Utah.
2023	Hong, S., Safyer, P., & Ribaudo, J. (2023) Rethinking "Evidence": Bridging Neuroscience and Psychodynamic Theory to Address Interpersonal and Structural Trauma. Roundtable at the Society for Social Work and Research, Phoenix, AZ.
2023	Hong, S., Rutte, I., Harris, E., & Staller, K. (2023) Advancing Ecological Systems Theory in Social Work Theory and Practice: Integrating History and Place into an Ecological Framework. Roundtable at the Society for Social Work and Research, Phoenix, AZ.
2023	Hong, S., Hardi, F., Tillem, S., Goetschius, L.G., McLoyd, V. C., Brooks-Gunn, J., Lopez-Duran, N.L., Mitchell, C., Hyde, L.W. & Monk, C.S. (2023) Associations of Mother-Child Closeness, Adolescent Symptomatology and Structural Brain Networks. Oral presentation for The Flux Society Congress, Santa Rosa, CA.
2022	Hong, S., Yu, C. L., Rousson, A. N., Bender, A., Fedina, L. & Herrenkohl, T. I. (2022) Exploring the impact of adversity across the life span on internalizing symptoms in adulthood: Analysis of types, repetition, variety, and timing of past adversity. Poster presentation at the Society for Social Work and Research, Washington, DC.
2022	Hong, S., Hardi, F., Maguire-Jack, K. (2022) Linking mother's ethnoracial identity and educational attainment to adolescent's social skills: The mediating role of early child attachment security. Oral presentation at the ResilienceCon, Virtual due to COVID-19.

HONORS AND AWARDS

YEAR	DESCRIPTION
2027 - Winter	Rackham One-term dissertation fellowship
2025 - Winter	Vivian A. and James L. Curtis Fellowship
2025 - Winter	Rackham Merit Fellowship
2025 - Fall	Vivian A. and James L. Curtis Endowed Scholarship

YEAR	DESCRIPTION
2025	Data and AI Intensive Research with Rigor and Reproducibility Program Scholarship Recipient
2024 - Winter	Department of Psychology NICHD T32 Training Grant
2024 - Sp/Su	Bobbe & Jon Bridge Award for Engaged Scholarship
2024 - Sp/Su	Department of Psychology NICHD T32 Training Grant
2024 - Fall	Henry J Meyer Scholarship Award
2024 - Fall	Rackham Merit Fellowship
2023 - Winter	School of Social Work Joint Doctoral Program Grant
2023 - Winter	Department of Psychology NICHD T32 Training Grant
2023 - Sp/Su	Department of Psychology NICHD T32 Training Grant
2023 - Fall	Department of Psychology NICHD T32 Training Grant
2022 - Fall	Department of Psychology NICHD T32 Training Grant
2021 - Winter	John and Penny Tropman Conference Travel Grant
2021 - Winter	John F. Longres Award in Psychology or Sociology
2021 - Sp/Su	ISR-Rackham Summer Training Award
2021 - Fall	W.K. Kellogg Family Endowed Fellowship
2020 - Winter	Rackham Merit Fellowship
2019 - Fall	Rackham Merit Fellowship

Analidis Ochoa, MPP, MSW



Joint PhD in Social Work and Sociology · Expected 2027

Email aoch@umich.edu

CV [Curriculum Vitae \(PDF\)](#)

RESEARCH STATEMENT

As an interdisciplinary social work scholar, my research agenda is unified by an interest in how economic insecurity is experienced by disadvantaged communities, its effects, and how policy can play a role in alleviating social problems. Bridging scholarship on poverty & inequality, financial well-being, health & aging, medicine, science & technology, and social welfare policy, my research exemplifies the importance of meeting the Grand Challenge goal of reducing extreme economic inequality.

Emerging Economic Coping Strategies Amidst Rising Economic Insecurity— I was drawn to studying the market for human blood plasma by my interest in how people in the U.S. cope with financial precarity. While journalists and poverty scholars offer anecdotal accounts of people relying on earnings from plasma donation to mitigate financial hardship, empirical studies have not examined this phenomenon. Unlike in most countries, Americans can earn hundreds of dollars each month by giving blood plasma up to twice per week at for-profit plasma collection centers. While for-profit plasma centers have existed in the United States for decades, blood plasma collections have been on the rise since the Great Recession. Ten million plasma collections in 2005 jumped to 53 million collections in 2019. In this context, my research focuses on paid plasma donation as an economic coping strategy.

In a pre-dissertation project, I was lead author of a paper that uses spatial regression analysis to examine the demographic and socioeconomic characteristics of the communities in which for-profit plasma collection centers situate. In the absence of data on donor characteristics (donor data is proprietary), the aim of this study was to better understand the communities in which blood plasma donors reside. I built an original data set that joined the addresses of 629 FDA licensed for-profit plasma collection centers (as of May 2017) with census-tract level data from the American Community Survey (ACS) 2011-2015 (5-year estimates). We used logistic regression to compare the characteristics of census tracts with and without plasma centers. Published in the *Journal of Sociology and Social Welfare* in 2021, our paper revealed that plasma centers were overrepresented in high poverty, urban communities where racial/ethnic minorities reside. While findings suggested that paid plasma donation serves as an economic coping strategy for poor Americans, a limitation of this study was that it did not rely on the accounts of actual donors.

My dissertation, *Blood Veins for Hire: Social Inequality and the Growing Market for Human Blood Plasma*, expands on my prior research and examines the proliferation of the blood plasma industry over time, including how the expansion of this industry is linked to economic insecurity. This work contends with how people leverage their bodies as an income-generating tool amidst rising economic insecurity. In doing so, my work grapples with how advancements in biotechnology that promise to ameliorate health conditions associated with longevity and aging can also perpetuate social inequality. Uncovering how technological innovation can exacerbate existing inequalities and create new ones is a necessary step to advancing

policies that protect the health and well-being of disadvantaged populations throughout the life course. My research has been funded by the Federal Reserve of Boston, the Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD), the University of Michigan Rackham Pre-Doctoral Fellowship, and Poverty Solutions, among others.

While paid plasma donation has existed in the U.S. for decades, the practice has a fraught history. During the 1960s-90s, centers tended to be situated in skid rows, inside prisons, and along the US-Mexico border. As such, the practice came to be associated with low-income men (particularly blacks and Latinos), including alcoholics, drug abusers, and the homeless. The industry's reliance on high-risk populations to procure blood plasma resulted in the tainted blood scandal of the 1980's-90's, a global tragedy that led to tens of thousands of patients contracting HIV and/or Hepatitis from contaminated blood products. The scandal further stigmatized the practice of paid blood plasma donation and the industry associated with it. Yet, biotechnological innovation in the 21st century expanded therapeutic uses of human blood plasma and transformed the industry. With population aging, advancements in the blood plasma therapeutics sector offer immense potential in treating a range of complex chronic diseases. Consequently, demand for plasma derived medicines has skyrocketed. The blood plasma industry has expanded blood plasma collections in the US, the nation with the least restrictive plasma collection regulations in the world, and where over 70% of the world's blood plasma is procured. As investment in research and development of blood plasma products accelerates, a key detail that is often overlooked is that production of these therapeutics hinges on procuring millions of liters of human blood plasma.

This mixed methods study examines donors' experiences and their rationales for becoming paid plasma donors, as well as the geographic expansion of plasma centers throughout the US. I collected 300 survey responses and conducted 36 semi-structured interviews with paid plasma donors between September 2021 and February 2024. Analysis of this data provides insight on the structural factors that influence people's decisions to give plasma, how earnings are used, the side effects donors experience, how the process of giving plasma works, how the industry's framing of plasma donation as a "donation" shapes the donor's perception of the transaction, and the extent to which donors view plasma donation as a job. To complement these data, I created a dataset that joins demographic, social, and housing data from the ACS 2019-2023 (5-year estimates) with the addresses of over 1,200 active plasma centers (as of May 2026) to examine the characteristics of the locations into which plasma centers have expanded since May 2017. The number of centers has doubled since then.

Findings from my spatial analysis reveal that racial and ethnic minority populations (Black non-Hispanic, Hispanic alone, and other) as well as foreign born populations are overrepresented in census tracts with plasma centers. Moreover, centers are expanding into areas with higher median incomes. Survey respondents from households earning less than \$10,000 per year (21.7% of respondents) to over \$100,000 per year (20% of respondents) expressed that economic insecurity and/or the "bad economy," characterized by inflation and the high cost of food, gas, rent, student debt, and other basic living expenses, motivated their decision to give plasma. Respondents often described aggregating the number of hours they spent at a plasma center and dividing it by the amount of compensation they received to calculate their "hourly wage"—rationalizing paid donation as form of work.

Donors often experience short-term side effects, such as blackouts and fatigue. They also worry that frequent plasma donation will carry long-term health consequences. Given the vital role blood plasma plays in the immune system, donors worry that frequent donation will make them more susceptible to illness as they get older. Despite experiencing side effects, donors often continued giving blood plasma because they needed the money. This study reveals that expanded use of blood plasma donation as an economic coping strategy is indicative of a deeper set of social and economic issues in the U.S.—rising economic insecurity, the changing nature of work, and the decline of the middle class. I plan to publish several papers and a book based on my dissertation research.

As a social worker committed to equity and social justice, my findings advance social work research, practice, and policy by raising awareness of the ethical, societal, and health implications associated with people using plasma donation as an economic coping strategy amidst rising inequality, a shifting labor market, and an aging population. To amplify awareness in the public discourse and among policymakers, I have engaged in public scholarship. As a Visiting Fellow with the Boston Federal Reserve, I worked on a policy brief on how paid plasma donation was emerging as an economic coping strategy in the New England area, one of the wealthiest regions in the United States. In addition, widespread interest in my research on the blood plasma industry has allowed me to engage with various domestic and international media outlets. In 2022, I was featured in a digital media story titled “Why So Many Companies Want U.S. Plasma.” To date, the video has been viewed over 600,000 times. As an invited guest on the *Bed of Lies: Blood* podcast series produced by The Telegraph, I was able to reach the UK audience (2021). Through a live interview on Wisconsin Public Radio (2022), I reached an audience in a state where for-profit plasma centers are expanding rapidly. As an assistant professor, I will continue to engage in public scholarship and policy advocacy.

The Indirect Benefits of Safety Net Programs— In a collaborative project with Robert Manduca and Catalina Anampa Castro, we examine how safety net programs are distributed spatially and how they impact regional inequality. Published in *Social Service Review* and selected as a finalist for the Frank R. Breul Memorial Prize, awarded to the best article published in the journal each year, this paper uses county level data from the Bureau of Economic Analysis (BEA) to examine how social transfer programs reduce regional income inequality. Based on measures of personal income transfers from programs such as the Earned Income tax Credit (EITC), the Supplemental Nutrition Assistance Program (SNAP), and other income maintenance benefits, we create a measure for total income transfers and use simulations to see how much interregional inequality there would be if not for transfer programs and if the Child Tax credit of 2021 were expanded. We show that social transfers reduced interregional inequality in 2019 by 12 percent, equivalent to reversing 28.6 percent of the growth in pretransfer inequality since the 1970s. We argue that while safety net programs have the primary goal of reducing economic insecurity for different population groups, they have the indirect benefit of reducing geographic inequality—a benefit that is not always recognized, either in public discourse or in the cost-benefit analyses used to estimate the efficacy of the programs.

Expanding Critical Epistemologies in Social Work: Conceptualizing Benevolent Exploitation— I will contribute to the literature on critical social work by developing a theoretical paper that uses the case of the blood plasma industry to explore the concept of benevolent exploitation. This work applies a critical approach to understanding how corporations foster oppressive systems. Examination of the relationship

between blood plasma donors and plasma centers reveals an interaction where a for-profit corporation leverages benevolence to justify and set industry norms. By exalting how the corporation contributes to social good, it limits opposition from affected parties, thus perpetuating inequality and intensifying exploitation. The plasma industry's reference to the sale and collection of blood plasma as a donation—a charitable contribution rather than a financial exchange—is just one example. By framing the exchange as a donation, donors are less likely to dispute low compensation rates. In turn, the pharmaceutical industry has successfully lobbied the FDA to increase the volume of plasma extraction per donor per donation, while maintaining, or at times lowering, donor compensation rates. Donors have no choice but to succumb to new regulations or seek an alternative economic coping strategy. Paradoxically, benevolence is the mechanism that facilitates exploitation. This work contributes to critical epistemologies in social work and extends the discourse on exploitation.

As an interdisciplinary scholar, I look forward to continuing to develop a research agenda that contends with emerging issues at the intersection of poverty & inequality, health & aging, medicine, science & technology, social welfare policy, and critical social work.

TEACHING STATEMENT

As a former middle school teacher, I realized early on that students are more open to learning when they see how content applies to them and the world they live in. This understanding motivates my equity-focused, student-centered, and critical pedagogical approaches. I have served as a graduate student instructor for 3 semesters and as a middle school teacher for 3 years. In my teaching, I aim to 1) develop students' analytic, critical thinking, and research skills, 2) enhance their written and oral communication skills, and 3) challenge and expand their worldview. As an assistant professor, I will draw from my background as an underrepresented student, K-12 public school educator, and graduate student mentor to connect with students from diverse populations. Through teaching, I will cultivate an understanding of social welfare policy, health & aging, and how critical epistemologies contribute to anti-oppressive frameworks in social work theory and practice.

Teaching Philosophy. My experience both as a low-income student parent navigating R1 institutions and as a former public school teacher has shaped my commitment to incorporating equity-focused, student-centered, critical pedagogical approaches in my teaching. As a middle school teacher in Miami, FL, I connected with my predominantly Black and Latino students by incorporating culturally responsive teaching practices. In this context, teacher-moderated rap battles simultaneously showcased learning gains via content-specific lyrics, while also sparking interest in the physical sciences. This experience, coupled with my background as a non-traditional student, informs why I view the college student from a holistic perspective. Apart from pursuing higher education, students have complex identities and responsibilities that inform how they engage in the classroom. Thus, my course policies aim to be inclusive of the needs of students with diverse abilities and life circumstances. This may include meeting over Zoom, providing flexible deadlines, recording a lecture, or connecting students with resources to help them navigate challenging situations. Moreover, fostering an inclusive and equitable learning environment also means making course material accessible and assignments manageable. As a graduate student instructor for Law and Society, I began each class by distilling core concepts from weekly readings. As one student noted in a

course evaluation “I appreciate that Analidis had a PowerPoint and the discussion was very structured and went over the readings. This method was helpful in filling a lot of holes in my understanding of the readings and making sure everyone was on the same page.”

Having an equity-focused pedagogical approach applies to the selection of content used in class and how it is discussed. Being in an undergraduate learning environment that routinely overlooked my own culture and lived experiences, I intentionally diversify the curriculum to respond to students’ experiences. I have observed the benefits of this approach first-hand in my middle school classes and undergraduate discussion sections. In both contexts, class discussions were richer and deeper when all students were engaged as learners, and the effects were borne out in corresponding assessments. As a graduate student instructor for Law & Society, I incorporated intersectional pedagogy when leading discussions. One memorable discussion revolved around an article that revealed that the decision to seek legal recourse stemmed from a sense of entitlement, and that women were more likely to bring cases to court. To offer an alternative perspective, I incorporated media coverage on white women calling the police on people of color to stimulate a dynamic conversation that challenged students’ notions of privilege, power, race, gender, and socioeconomic status. Including a perspective that deviated from the reading resonated with the experience of the students of color in the classroom who may not have initially connected with the reading. Students reflected on how this added perspective was not a contradiction to the reading, but a supplement that highlighted why certain groups of people felt more comfortable seeking legal recourse than others. By validating the diverse experiences people have with law enforcement, I inherently also promoted a sense of belonging among students from underrepresented backgrounds.

As an interdisciplinary social work scholar, I draw from varied disciplinary discourses to cultivate students’ understanding of how social mechanisms contribute to oppression and injustice and to develop their ability to critically consume information. Assignments are an essential tool in supporting the development of these vital skills. To illustrate the importance of these competencies, I created an assignment that required students to deconstruct a peer-reviewed scientific journal article that had been funded by the pharmaceutical industry. When a student turned in an AI-generated literature review, I used it as a teachable moment. I challenged my students to consider what AI can do (e.g. summarize the research question, methods, and results), and what AI cannot do (e.g. consider who funded the study and whether this could impact the research design, and thus the results and implications of the study). Re-evaluating the study from a critical lens highlighted the limitations of AI, the importance of critical thinking skills, and the problematic role the pharmaceutical sector plays in shaping the creation of medical knowledge.

Mentorship. As a teacher-scholar, I am passionate about and motivated to mentor students. Strong mentorship relationships in college can be incredibly formative—mentors can stay connected with former students throughout their lives. To date, I remain in touch with my college mentors, scholars who believed in me more than I believed in myself. Influenced by this experience, I regularly seek opportunities to mentor students. In particular, my experiences in higher education give me unique knowledge to support minoritized students through the hidden curriculum of academia. While I have mentored undergraduate students in a variety of capacities, the most meaningful has been through the Sociology Undergraduate Research Opportunity (SURO) program, which allows undergrads to work as research assistants (RA) on a doctoral student’s projects.

A highlight of doing innovative, interdisciplinary research has been the ability to attract and collaborate with talented undergrads from a range of disciplines and backgrounds. I have mentored 9 students in disciplines ranging from neuroscience to public policy in a lab-style environment. This context is conducive to incorporating scaffolded learning opportunities, allowing student interests and skills to evolve over time. RAs and I met weekly to discuss the work completed, challenges confronted, and next steps. Meetings allowed students to learn from their peers about different methods and aspects of the project they (and I) were working on. As students took on new tasks, I connected them with campus resources and/or invited them to join me in attending trainings to perform certain tasks. For instance, when I met with a geospatial librarian with expertise in working with demographic data in ArcGIS, I invited students interested in developing spatial analysis skills to the meetings. When I did in-person recruiting at a plasma center, I invited students to join me. Working on a novel, mixed methods project has given me the ability to leverage student interests and skills in a way that is mutually beneficial.

Student contributions have strengthened the quality of my research, pushing me to consider perspectives I otherwise would not have contemplated. For instance, when a first-generation, public policy student was tasked with investigating policies governing blood plasma collections outside the U.S., her insightful analysis pushed me to consider how EU policy has historically shaped the market for human blood plasma in the US, thus expanding my understanding of the industry and strengthening the quality of the study. Through her involvement in this project, this student discovered an untapped passion for research. Over the past few years, I have supported her by engaging in conversations about her career goals and writing letters of recommendation. This year she will graduate with an MPH from Emory. In my role as assistant professor, I look forward to continuing to develop my teaching and mentoring skills through my work with undergraduate and graduate students, postdoctoral scholars, and eventually new assistant professors.

PUBLICATIONS

Ochoa, A., Shaefer, L., & Grogan-Kaylor, A. C. (2021). The interlinkage between blood plasma donation and poverty in the United States. *The Journal of Sociology and Social Welfare*, 48(2), 56-71.

HONORS AND AWARDS

YEAR	DESCRIPTION
2027 - Winter	Gupta Values Scholarship
2026 - Winter	John F. Longres Award in Psychology or Sociology
2025 - Winter	Bouchet Graduate Honor Society
2025 - Winter	Rackham Predoctoral Fellowship
2025 - Sp/Su	Rackham Predoctoral Fellowship
2024 - Winter	Irene & William Gambrill Fellowship
2024 - Fall	Rackham Predoctoral Fellowship
2022 - Winter	Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)

YEAR	DESCRIPTION
2022 - Winter	NIH Traineeship, University of Michigan Population Studies Center
2022 - Fall	GSRA - Poverty Solutions
2022	2022 Next Generation Initiative Awards from the Institute of Social Research
2021 - Winter	Rosemary Sarri Endowed Scholarship
2021 - Fall	NIH Traineeship, University of Michigan Population Studies Center
2021 - Fall	Vivian A. and James L. Curtis Endowed Scholarship
2021 - Fall	Eunice Kennedy Shriver National Institute of Child Health and Human Development (NICHD)
2020 - Winter	Joint Doctoral Program Grant
2019 - Winter	Clara P. and Larry E. Davis Scholarship
2018 - Winter	Rackham Merit Fellowship
2017 - Winter	Rackham Merit Fellowship
2017 - Sp/Su	Faculty Allies for Diversity Manuscript Writing Fellowship
2017 - Fall	Rackham Merit Fellowship
2017 - Fall	W. K. Kellogg Family Foundation Fellowship
2016 - Fall	Rackham Merit Fellowship
2016 - Fall	Bobbe and Jon Bridge Award

Yuliya A. Shyrokonis, MSW, MS



Joint PhD in Social Work and Psychology · Expected 2026

Email yuliyaas@umich.edu

CV [Curriculum Vitae \(PDF\)](#)

RESEARCH STATEMENT

My program of research focuses on understanding multiple forms of interpersonal violence and their correlates, outcomes, prevention, and treatment. My substantive training is in intimate partner violence (IPV) and sexual violence (SV) research, with a focus on demographic correlates and mental health outcomes of violence victimization. I have also expanded my research focus to include military violence and its effects on servicemembers, veterans, and civilians. As a doctoral candidate in the University of Michigan's Joint PhD Program in Social Work and Clinical Psychology, I draw on interdisciplinary theoretical and methodological approaches. Together with my practice experience at Domestic Violence Intervention Services, Inc. and the Restorative Justice Institute of Oklahoma, these perspectives help deepen my understanding of different forms of violence. The ultimate goal of my research program is to develop cross-cutting strategies to prevent violence and treat its consequences through the application of restorative justice and critical feminist principles to veteran and civilian mental health interventions around IPV, SV, and military violence.

During my doctoral studies, I established a strong foundation in quantitative IPV and SV survey-based research to identify differential patterns of violence vulnerability and document unmet survivor needs. I published five peer-reviewed manuscripts on these topics, three of which were first-authored, and have one second-authored manuscript under review. This work included a first-authored scoping review of research on SV on college campuses with a focus on racial/ethnic, sexual, and gender minority student experiences (Shyrokonis et al., 2025). Results showed an increased risk of SV victimization among cisgender women and sexual and gender minority students, as well as a lack of standardization in sampling procedures and survey measures and a dearth of research on SV perpetration. To build on these findings, I plan to develop and test standardized campus SV measures that use evidence-based SV self-report items as well as community-supported understandings of intersectional identity.

Additionally, I led two papers focused on documenting violence survivors' experiences with legal and social service systems in the context of the COVID-19 pandemic. I analyzed data from a statewide survey administered to Michigan IPV survivors in June-August 2020 to examine IPV survivors' formal and informal service utilization, and found that many survivors were unable to access formal services due to pandemic lockdowns (Shyrokonis et al., 2024). Through logistic regression analyses, we discovered that married and Asian and Pacific Islander (API) respondents were the least likely to seek either formal or informal help. Using the same survey data, I examined IPV survivors' experiences with decarcerated (ex-)partners, and found that decarceration during the pandemic successfully targeted individuals who went on to help and not harm their (ex-)partners and/or families. However, nearly half of respondents were not notified of their partner's release, and about one-third of respondents experienced harm from a decarcerated partner.

(Shyrokonis et al., 2022). I would love to build on this work through future research to understand potential drivers of these discrepancies and strategies for their reduction, as well as to develop everyday and public health emergency protocols that better attend both to the safety of IPV survivors and the rehabilitation of in/decarcerated individuals.

In addition to my work on IPV and SV, my substantive area of research also includes military and war-related violence. As a first-generation Ukrainian immigrant, my interest in this area developed as a result of the full-scale Russian invasion of Ukraine in 2022 and the impact it had on my extended family, including multiple family members whom I helped to evacuate from Ukraine. This experience led me to apply my expertise in IPV toward studying the impacts of wartime violence and its drivers, manifestations, and effects on servicemembers, veterans, and civilians. I contributed to a structural equation modeling (SEM) analysis of a survey of Ukrainian college students that found that adverse childhood experiences (ACEs) predicted subsequent IPV victimization and PTSD, and that this relationship was partially mediated by other lifetime traumatic events (Burlaka et al., 2025). Given the context of ongoing armed conflict in Ukraine, these findings stress the importance of addressing the impact of ACEs and IPV on individuals' mental health alongside war-related trauma. I am very interested in future research that develops, tests, and implements such programming.

Although IPV and SV are generally studied by disparate researchers and social scientific areas than military violence, in practice these experiences often co-occur and build on one another. Not only can individuals experience multiple forms of violence throughout the life course, but vulnerability to multiple types of violence is also differentially related to intersectional social positionalities. As such, I believe that focusing my research on IPV, SV, and military violence in concert will lead to key insights and a fuller picture of human experiences of violence victimization, perpetration, rehabilitation, and healing. One way I bridge the gaps between these areas of study is through overarching frameworks such as critical feminist theory, which attends to how oppression based in intersectional sexual, gender, racial/ethnic, and other identity elements influences who perpetrates what violence toward whom, how cultural and structural contexts perpetuate that violence, and how that violence may be denormalized and reduced.

My dissertation research uses a critical military research framework, which integrates critical feminist and postcolonial thought to understand the functions of imperialism, white supremacy, and other interconnected oppressions in military norms, institutions, and engagements, as well as the pervasive role of militarism in diverse aspects of everyday life. My dissertation centers around the construct of moral injury, which refers to the shame, guilt, and other psychological outcomes of experiencing or perpetrating behavior that violates one's deeply held moral beliefs. I am utilizing data from the Army Study to Assess Risk and Resilience in Servicemembers (Army STARRS), a nationally representative sample of United States military servicemembers and veterans, to investigate the relationship between combat experiences, moral injury, and mental health outcomes using a longitudinal SEM approach. This work will contribute to knowledge about the moral aspects of how servicemembers make sense of their participation in military violence and how this contributes to mental health symptomatology. I hope for my dissertation findings and subsequent work to inform the development of veteran moral injury treatment that improves mental health while honoring individuals' moral processing and helping to situate their experiences within larger organizational, political, and cultural contexts.

Building on my dissertation work, as an early-stage faculty member, I plan to continue studying war-related moral injury in military, veteran, and civilian populations. I have begun a second study using the Army STARRS in which I am examining the relationship between moral injury and military turnover. I am also utilizing The Veterans Metrics Initiative Transitioning Veterans Survey (TVMI TVS) to examine the relationship between military sexual violence and harassment and moral injury. Further, I am collaborating on a qualitative research project focused on the experiences of Russian migrants living in Azerbaijan that relate to moral injury and political refusal. Our team used a hybrid inductive-deductive thematic coding approach to analyze this qualitative data and I am currently coauthoring a manuscript reporting our findings, which include poignant participant descriptions of the role of moral processing and political refusal in decisions to migrate (Gonzalez Benson et al., 2026). I plan to leverage both my quantitative and qualitative methodological and analytical skills to advance the field's understanding of war-related moral injury, contributing to theoretical and demographic knowledge about this topic and strengthening prevention and intervention targets and approaches.

I have a proven track record of obtaining funding to support my research agenda and academic pursuits. I have obtained 12 internal awards, five of them research awards, altogether totaling \$44,770. As an early-career faculty, I will continue this trajectory by seeking both internal and external funding for my research. I plan to first seek internal pilot funds to gather pilot data and then use the results thereof as preliminary data in support of larger state or federal funding opportunities such as the National Institute of Mental Health Exploratory/Developmental Research Project Grant (parent R21). I am also excited about leveraging potential partnerships with university and community-based veteran, IPV, and SV prevention and intervention initiatives that share my goal of violence prevention and treatment.

TEACHING STATEMENT

My teaching approach is collaborative, aiming to leverage and center not only my own, but also my students' expertise, including professional, research, clinical, and lived experience relating to course content. I aim to create a space where students feel comfortable to share personal experiences, ask difficult questions, and sit with uncertainty and ambivalence, all of which are of significant relevance to careers in social work. I also strive to be open about the limits of my own knowledge and areas of ambivalence. When students ask questions that I cannot answer, I make sure to research the relevant topic(s) and provide follow-up information and/or resources at a later time. Ultimately, I aim to create a collaborative and inclusive classroom space that leverages a diversity of resource types and empowers students to critically engage with both academic and non-academic content.

My graduate-level teaching experience includes two terms as the sole Instructor of Record of the foundational MSW course Behavioral, Psychosocial and Ecological Aspects of Health, Mental Health and Disease at the University of Michigan (UM) and two terms as the Teaching Assistant of the foundational PhD courses Statistical Methods in Social Science I & II. Additionally, I have one full year of high school English instruction experience in Burgas, Bulgaria, which has contributed to my understanding of teaching to younger students and those for whom English is a second language. I have taught in in-person, hybrid, and online synchronous and asynchronous formats and have experience navigating the unique strengths and demands of each of these modalities as both instructor and student. In my UM student course

evaluations, students have consistently rated my teaching as excellent and/or above the departmental and university medians.

When creating course content, I aim for inclusive teaching based in Universal Design for Learning (UDL) principles. This approach involves presenting information and assignments in a range of formats, giving students freedom to choose their forms of engagement, and tying content to students' interests and experiences to enable students with differing abilities, skills, and positionalities to participate and learn more fully. I have also recently been learning about the Equity-focused Teaching (EfT) framework developed by the UM Center for Research on Learning and Teaching. EfT works to increase equity by challenging norms that privilege some students' learning over others and replacing them with more equitable expectations through transparency, student input, thoughtful structure, and reflexivity on the part of the instructor. I hope to incorporate more EfT elements in my instruction in future.

In order to demonstrate the value of different epistemologies and forms of knowledge production, I include knowledge sources from both within and beyond academia, while helping to develop my students' capacities to critically evaluate sources and content. As an interdisciplinary researcher, I use frameworks such as intersectionality theory and critical feminist approaches to guide and interpret my research and scholarship. As an instructor, I work to integrate these frameworks into course content when appropriate, supporting students in critically examining social systems and norms, understanding the impact of history and culture on our everyday lives, and imagining ways of structuring the social world and relating to one another that address current issues.

Additionally, a timely consideration is the importance of extending one's own and students' critical thinking to the ubiquitous presence of artificial intelligence (AI) in the classroom. I support students who wish to use AI in identifying ways in which it can be helpful as well as deleterious, with attention to the fact that these differ across tasks, over time as AI develops, and between different AI tools. For example, I believe AI can be useful for proofreading content, but that using it to create writing means surrendering choices about what to include and exclude and how material ties together. This can both fundamentally alter the resulting material and rob the writer of the opportunity to deeply engage with the topic and gain insight through the writing process. To support students in limiting AI use, I try to identify the reasons a student may use AI and address these needs in other ways, for instance by providing additional assignment time, instructional support, alternative assignment formats, and/or structured time to work on classwork. I look forward to integrating these approaches with evolving university and departmental guidance on AI. Beyond AI, I also strive to bring other emerging technologies and current events into the classroom when appropriate in order to integrate material with real-world issues.

I believe that quality social work education can be highly impactful for students and their future clients and areas of research. It is also an ongoing learning experience for the instructor that deepens their understanding of both classroom dynamics and the topics being taught. I greatly look forward to the opportunity to teach diverse classrooms of students as they prepare to enter the social work field or to engage with it in new ways, and to evolve my skills as a social work educator in the process.

PUBLICATIONS

- Burlaka, V., Shyrokonis, Y., Burlaka, J., Syvodie, I., Serdiuk, O., & Javanbakht, A. (2025). Adverse childhood experiences and Posttraumatic Stress Disorder among Ukrainian college students: Mediating role of intimate partner violence and lifetime trauma experiences. *Current Psychology*, 44, 10795-10806.
- Shyrokonis, Y., Royer, M., Fedina, L., Bender, A., Herrenkohl, T., Tolman, R., & Nichols, D. (2025). Campus sexual violence victimization and perpetration experiences in racial, gender identity, and sexual orientation minority student subpopulations: A scoping review. *Trauma, Violence, & Abuse*, 0(0).
- Shyrokonis, Y., Peitzmeier, S., Ward, M., Fedina, L., Tolman, R., & Herrenkohl, T. (2024). Help-seeking and service utilization among survivors of intimate partner violence during the COVID-19 pandemic. *Violence Against Women*, 0(0), 10778012231222491.
- Shyrokonis, Y., Fedina, L., Tolman, R., Herrenkohl, T., & Peitzmeier, S. (2022). Perceptions of partner decarceration among survivors of intimate partner violence during the COVID-19 pandemic. *Journal of Urban Health*, 99, 887-893.
- Fedina, L., Shyrokonis, Y., Backes, B., Schultz, K., Ashwell, L., Hafner, S., & Rosay, A. (2022). Intimate partner violence, economic insecurity, and health outcomes among American Indian and Alaska Native men and women: Findings from a national sample. *Violence Against Women*, 29(11), 2060-2079.
- Shyrokonis, Y. (2021). Op-Ed; Ancient Solutions to Current Problems: The Case for Restorative Justice. *Michigan Journal of Public Affairs*.
- Shyrokonis, Y. (2021). Op-Ed; Police Qualified Immunity is a Dangerous Loophole. *Michigan Journal of Public Affairs*.
- Shyrokonis, Y. (2020). Op-Ed; EU citizenship, but no shoes: the Roma of Bulgaria. *Open Democracy*.
- Shyrokonis, Y. (2020). Restorative justice with domestic violence offenders. *Community Psychology*.

PRESENTATIONS

YEAR	DESCRIPTION
2026	Shyrokonis, Y. (2026) Society for Social Work Research Conference, Washington, DC
2024	Shyrokonis, Y., Royer, M., Fedina, L., Bender, A., Herrenkohl, T., & Tolman, R. (2024) Campus Sexual Assault Victimization and Perpetration Experiences in Racial, Gender Identity, and Sexual Orientation Student Subpopulations: A Scoping Review
2022	Police Violence Against Women and Transgender Emerging Adults: Findings from a Nationally Representative U.S. Sample, Charlotte, NC. 2022 Nursing Network on Violence Against Women International Conference

HONORS AND AWARDS

YEAR	DESCRIPTION
------	-------------

2025 - Winter	Rackham Doctoral Intern Fellowship
2024 - Winter	Clara P. and Larry E. Davis Scholarship
2023 - Winter	Rosemary Sarri Endowed Scholarship