

Xiao Ding, MSSA, LMSW
PhD Candidate
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EDUCATION

- May 2024 (expected) **Steve Hicks School of Social Work**
The University of Texas at Austin, Austin, TX
Dissertation title: *A School-Based Solution-Focused Tier 2 Crisis Group Intervention to Promote Youth Mental Health and Educational Outcomes: A Pilot Mixed Methods Study in Alternative High Schools*
Committee: Dr. Cynthia Franklin (Chair), Dr. Dianna DiNitto, Dr. Kirk von Sternberg, Dr. Beth Gerlach (external member)
- May 2018 **Jack, Joseph, and Morton Mandel School of Applied Social Sciences**
Case Western Reserve University, Cleveland, OH
Master of Science in Social Administration
Concentration in Mental Health and Children & Adolescents
- May 2015 **Hubei University, Wuhan, Hubei, China**
Bachelor of Arts in Broadcast and Television Journalism

HONORS, FUNDING AWARDS, AND FELLOWSHIPS

- 2023-2024 The Harry E. and Bernice M. Moore Dissertation Fellowship [The Hogg Foundation for Mental Health] (\$20,000)
(recipient)
- Summer, 2023 University of Texas at Austin Graduate School Summer Fellowship (\$8550)
- 2022-2023 The Solution-focused Brief Therapy Association Research Award (\$2500)
(recipient)
- Summer, 2022 University of Texas at Austin Graduate School Summer Fellowship (\$7500)
- Aug. 2021-
May 2022 Victor and Myra Ravel Social Work Scholarship in Children's Rights
The University of Texas at Austin (\$3000)
- Summer, 2021 University of Texas at Austin Graduate School Summer Fellowship (\$7500)
- April-Aug. 2021 RGK Center for Philanthropy Community Service CONNECT Fellowship
LBJ School of Public Affairs, The University of Texas at Austin (\$1400)
- Aug. 2019-
May 2020 Michael R. Daley Endowed Presidential Scholarship
The University of Texas at Austin (\$3000)
- May 2017 Ronald A. Steward Fund for International Study and Service Scholarship -
Ghana, Africa

Case Western Reserve University (\$1750)

Sep. 2016-
May 2018

Merit-based Mandel School Scholarship (\$29000)
Case Western Reserve University

RESEARCH INTERESTS

Evidence-based practice; mental health; children, youth, and families; solution-focused brief therapy; alternative high schools and restorative justice; social work education.

PEER-REVIEWED PUBLICATIONS (PUBLISHED OR IN PRESS)

1. **Ding, X.**, LaBrenz, C., Faulkner, M., Gerlach, B., & Nulu, S. (2023). Impact of Parents as Teachers on parenting-related protective factors: A pre- and post- evaluation. *Children and Youth Services Review*, <https://doi.org/10.1016/j.childyouth.2023.106834>.
2. **Ding, X.**, Lightfoot, E., Berkowitz, R., Guz., S., Franklin, C., & DiNitto, D. M. (2023). Characteristics and effectiveness of the practice of school social worker: A scoping review of published evidence 2000-2022. *School Mental Health*. <https://doi.org/10.1007/s12310-023-09584-z>
3. Franklin, C., **Ding, X.**, Kim, J., Zhang, A., Hai, A. H., Jones, K., ... & O'Connor, A. (2023). Solution-focused brief therapy in community-based services: A meta-analysis of randomized controlled studies. *Research on Social Work Practice*, <https://doi.org/10.1177/10497315231162611>.
4. Ball, B., Hoefler, S., **Ding, X.**, Sevillano, L., & Faulkner, M. (2023). Promoting healthy relationships in foster care – “If I had seen what a healthy relationship looks like, that would have changed my perspective.” *Violence Against Women*. In press. Assigned DOI: 10.1177/10778012231199106
5. **Ding, X.**, Faulkner, M., Franklin, C., Gerlach, B., Beer, M., Calbow, E., & Nulu, S. (2022). Assessing Texas school social work practice: Findings from the first statewide conference survey. *International Journal of School Social Work*, 8(1), 1. <https://doi.org/10.4148/2161-4148.1088>
6. Tierney, W. M., Auzenne, D., Cook, L., Jones, B., Mackert, M., Paydarfar, D., **Ding, X.**, Woods, J. M., & Kahlon, M. (2021). The importance of community impact as the fourth academic mission: A qualitative study. *Population Health Management*, 24(5), 610-615. <https://doi.org/10.1089/pop.2021.0004>.

MANUSCRIPTS UNDER REVIEW

1. Beauchemin, J., Krueger, D., **Ding, X.** (2023). A brief solution-focused video wellness intervention among undergraduate college students: An exploratory mixed-methods study. Manuscript under review.

MANUSCRIPTS IN PROGRESS

1. Farmer, L. G., **Ding, X.**, Lee, M. Y., Franklin, C., Black, B. (2023). Quality indicators and expected outcomes for social work PhD programs: Perceptions of social work students, faculty, and administrators. Manuscript in preparation.
2. **Ding, X.**, Hai, A. H., Moore, J. (2022). The spiritual self: A grounded theory study of the role of spirituality and religion in the professional lives of social work scholar. Manuscript in preparation.
3. Guz, S., **Ding, X.**, Sucher, K., Nachbaur, M., Sharif-Kazemi, H., Goff, C., Salinas, E., Covington, E., Franklin, C. (2022). A comprehensive scoping review of the alternative high school literature. Manuscript in preparation.
4. **Ding, X.**, Fuentes, J., Kim, S., Padilla., Y. How does positive school climate work as a protector for fragile family youth? A school social work perspective. Manuscript in preparation.
5. Urbis, A., **Ding, X.**, Faulkner, M. Foster youth liaisons on university campuses: Characteristics and implication for child welfare policy. Manuscript in preparation.
6. **Ding, X.**, Guz, S., Sucher, K., Nachbaur, M., Sharif-Kazemi, H., Goff, C., Covington, E., Franklin, C. Psychosocial interventions and effectiveness working with “at-risk” alternative high school youth: A systematic review and meta-analysis. Manuscript in preparation.
7. **Ding, X.**, & Franklin, C. Preparing successful next generation school social work practitioners: The current status of CSWE-accredited programs.

BOOK CHAPTERS

1. **Ding, X.**, Zeng, W., Franklin, C., Nowicki, J. (in press). A solution-focused approach to crisis intervention. In C. Franklin, M. B. Harris, & P. Allen-Meares (Eds.), *The school service sourcebook (3rd Ed.)*. Oxford University Press.
2. Gerlack, B., Faulkner, M., **Ding, X.** (in press). Program evaluation in schools. In C. Franklin, M. B. Harris, & P. Allen-Meares (Ed.), *The school service sourcebook (3rd Edition.)*. Oxford University Press.
3. Franklin, C. & **Ding, X.**, Kim, J.S. & Tripodi, S. (2022). Solution focused brief therapy interventions for at-risk students in school. In K. Corcoran, & A. R. Roberts (Eds.) *Social workers' desk reference, (4th Edition)*, Oxford university Press.

BOOK CHAPTERS IN PROGRESS

1. **Ding, X.**, Franklin, C., Kim, J. Solution-focused crisis intervention with youth and families. American Psychological Association. In preparation.
2. **Ding, X.**, Franklin, C., & Webb, L. Exemplar: Strategies to get started in your school. In M. Stark & L. Metcalf (Eds.) *Solution focused strategies for school leaders: A principal's guide*. In preparation.

TECHNICAL REPORTS

1. Stormann, C., Flannery, D., Walker, T., Goldner, A., **Ding, X.** (2018). *Out of school time annual program report for the Cuyahoga County Family and Children First Council*. Cleveland, Ohio: Begun Center for Violence Prevention Research and Education, Jack, Joseph, and Morton Mandel School of Applied Social Sciences, Case Western Reserve University.
2. Stromann, C., Walkers, T., **Ding, X.** (2018). *Teen pregnancy prevention program for the Cuyahoga County Family and Children First Council*. Cleveland, Ohio: Begun Center for Violence Prevention Research and Education, Jack, Joseph, and Morton Mandel School of Applied Social Sciences, Case Western Reserve University.
3. Stormann, C. Flannery, D., Walker, T., Goldner, A., **Ding, X.** (2017). *Closing the achievement gap: Students of Promise for the Cuyahoga County Family and Children First Council*. Cleveland, Ohio: Begun Center for Violence Prevention Research and Education, Jack, Joseph, and Morton Mandel School of Applied Social Sciences, Case Western Reserve University.
4. Stormann, C., Walker, T., **Ding, X.** (2017). *Youth advocacy and leadership coalition for the Cuyahoga County Family and Children First Council*. Cleveland, Ohio: Begun Center for Violence Prevention Research and Education, Jack, Joseph, and Morton Mandel School of Applied Social Sciences, Case Western Reserve University.

ORAL PRESENTATIONS

1. **Ding, X.**, Gerlach, B., Franklin, C., Beer, M., Calbow, E., Nulu, S., Faulkner, M. (2022, January). *Personal and professional impact: Findings from the Texas School Social Work Covid Impact Survey*. Society for Social Work and Research, Washington, DC., United States.
2. Franklin, C., Black, B., Farmer, G., L., Lee, M., **Ding, X.** (2022, January). Symposium: *The current state and future directions for doctoral education*. Society for Social Work and Research, Washington, DC., United States.
3. Padilla, Y., Kalman, N., Szto, P., Calicdan-Apostle, G., Frinere-Sandoval, N., **Ding, X.** (2022, November). Connect Session: *How to bring international content into your social work courses: Teaching module and readings*. CSWE 68th Annual Program Meeting, Anaheim, CA, United States.
4. Franklin, C., Black, B., Farmer, G., L., Lee, M., **Ding, X.** (2022, November). Panel: *Critical conversations on PhD education: The revised GADE quality guidelines*. CSWE 68th Annual Program Meeting, Anaheim, CA, United States.
5. Franklin, C., Farmer, G., L., Lee, M., Black, B., **Ding, X.** (2021, November). Panel: *A revision of the GADE quality guidelines for Ph.D. programs*. CSWE 67th Annual Program Meeting, Orlando, FL, United States.

6. Chen, Q., **Ding, X.**, Guerra, Z. (2021, May). *Outcomes and effectiveness of psychoeducation for advanced cancer caregivers: A scoping review*. 2021 Multinational Association of Supportive Care in Cancer Annual Conference.

POSTER PRESENTATIONS

National/International

1. **Ding, X.**, Guz, S., & Franklin, C. (2023, January). *A scoping review of the empirical literature on alternative high schools*. Society for Social Work and Research [SSWR], Phoenix, AZ, United States.
2. **Ding, X.**, *How should we prepare social workers ready for schools? Lessons from CSWE-accredited social work programs*. (2023, March). School Social Work Association of America. [SSWAA], Broomfield, CO, United States.
3. **Ding, X.**, *Characteristics and outcomes of school social work services: A scoping review of published evidence 2000-2022*. (2023, March). School Social Work Association of America. [SSWAA]. Broomfield, CO, United States.
4. Ball, B., Hoefler, S., **Ding, X.**, Sevillano, L., & Faulkner, M. (2022, January) “*No one ever really sat down with me*”- *Missed opportunities to learn about relationships and sexuality in the foster care system*. Society for Social Work and Research [SSWR], Washington, DC., United States.
5. **Ding, X.**, Franklin, C., Faulkner, M. (2021, November). *Using state data to advocate for school social work education and practice*. Council on Social Work Education [CSWE] 67th Annual Program Meeting, Orlando, FL, United States.
6. **Ding, X.**, LaBrenz, C., Faulkner, M., Gerlach, B., & Nulu, S. (2021, January). *Impact of parents as teachers on parenting-related protective factors: A pre- and post- evaluation*. Society for Social Work and Research [SSWR], virtual conference.

ACCEPTED

7. Franklin, C., **Ding, X.** (2023, October). *Solution-focused brief therapy in community-based services: A meta-analysis of randomized controlled studies*. CSWE 69th Annual Program Meeting Atlanta, GA, United States.

Local/Regional

8. **Ding, X.**, Walker, T., & Stormann, C. (2018, April). *Examining the results and implications: YALC 2017 Youth Summit program*. Research ShowCASE, Cleveland, OH. United States.
9. Goldner, A., & **Ding, X.**, & Stormann, C. (2018, April). *Examining the results and implications: Youth Opportunities Unlimited program*. Research ShowCASE, Cleveland, OH. United States.

RESEARCH EXPERIENCE

Jun. 2021-
May 2023

Graduate Research Assistant (with Dr. Beth Gerlach)
Texas Institute for Child & Family Wellbeing, Austin, TX

“Texas School Social Work Network”

- Promoted the Texas School Social Work Network by co-hosting workshops on ethics, social justice, and brief interventions.
- Organized timely resources to create newsletters for Texas school social service practitioners.

Dec. 2020-
Jan. 2023

Co-PI (Co-PI: Samantha Guz)
University of Chicago; University of Texas at Austin

“Systematic Review and Meta-Analysis: Interventions and Characteristics of the Freestanding Alternative High Schools in the United States”

- Acted as a peer mentor for graduate research assistants to offer training on the procedures of systematic review including data gathering, screening and coding.
- Co-hosted bi-weekly/monthly group meetings to address challenges and provide feedback to graduate research assistants.
- Developed review protocol and co-registered the data repository.
- Conducted literature search, selected studies that met final criteria, and appraised the studies critically.
- Drafted grant proposal to continuously fund the project as Co-PI
- Synthesized and interpreted the results rigorously in a series of scientific peer-reviewed articles in progress.

Jul. 2020-
Mar. 2022

PI-Proxy (PI: Dr. Cynthia Franklin)
The University of Texas at Austin, Austin, TX

“Group for The Advancement of Doctoral Education in Social Work (GADE) Quality PhD Guidelines Revision”

- **Phase I of the study** (July 2020- February 2021)
 - Served as a member of the GADE PhD taskforce with national social work leaders to update knowledge on social work PhD education.
 - Attended, coordinated, and prepared meeting agendas for regular GADE taskforce meetings.
 - Reviewed and edited the GADE Social Work PhD Programs Quality Survey.
 - Designed and programmed the survey using the Qualtrics survey platform.
 - Assisted with survey distribution through national listservs and provided operation and maintenance for the survey.
 - Created PowerPoint presentation slides for the GADE board member meeting.
- **Phase II of the study** (March 2021- January 2022)

- Conducted data collection, data cleaning and data management for the project.
- Used Mplus software to conduct exploratory factor analyses (EFA).
- Collaborated with the GADE taskforce to assign labels to group items into different quality categories.
- Applied multivariate analyses to examine and interpret the difference of quality perception by institutes and roles of the participants.
- Drafted results from descriptive data analyses to inform the conceptualization of the 2022 GADE PhD Quality Guidelines.

Summer 2021

CONNECT Summer Research Fellow

RGK Center for Philanthropy and Community Service

Lyndon B. Johnson School of Public Affairs, Austin, TX

“Powerful Social Services Help Break the Poverty Cycle: Using SSM as a Measurement”

- Conducted exploratory thematic analysis on qualitative data from the Literacy Coalition of Central Texas (LCCT) using Nvivo software.
- Used SPSS to perform paired sample t-tests to analyze LCCT’s self-sufficiency matrix (SSM) data on participants’ change after program completion.
- Summarized findings using mixed-methods inquiry approach and generated slide deck to communicate with stakeholders.
- Outlined ways to improve the use of SSM data, highlighting the importance of social services in breaking the cycle of self-efficacy and of generational poverty.
- Set recommendations for future fundraising strategies and program evaluation.

Feb. 2021-
Jun. 2021

Co-PI (PI: Dr. Monica Faulkner; Co-PI: Dr. Beth Gerlach)

Texas Institute for Child & Family Wellbeing, Austin, TX

“COVID-19 Impact on School Social Work Services Survey”

- Created survey questions measuring the impact of mental health and social service delivery during COVID-19.
- Designed and programmed the survey and the incentive mechanism for distribution.
- Led project as project leader throughout the research process, including data collection, management, analysis, and distribution.
- Hosted meetings with research collaborators on a regular basis.
- Collaborated with colleagues and conducted presentations as the lead author regarding the change of needs, use of social services, and innovative practice during Covid at local and national conference.
- Performed nonparametric tests and thematic analyses to examine the COVID impact on service providers based on localities.
- Generated infographic page to promote publicity through social media.

- Dec. 2019-
May 2020
- Child Welfare Research Fellow***
Texas Institute for Child & Family Wellbeing, Austin, TX
“Texas School Social Work Survey” (PI: Dr. Monica Faulkner)
- Edited official announcement to support the launch of the Texas School Social Work Network (TSSWN).
 - Assisted with survey design and programming.
 - Promoted survey distribution by creating electronic outreach card with QR code.
 - Delivered oral presentation to TSSWN members about findings, examining Texas school social workers’ positions and attitudes towards statewide school certificates and continuing education.
 - Authored a manuscript as the lead author to fulfill the gap in literature regarding the current status of school social work practice in Texas over the past three decades.
- Summer, 2021
- “Program Evaluation: Austin Angles Foster Care Program”** (PI: Dr. Monica Faulkner)
- Attended regular evaluation meetings with the Austin Angels team for needs assessment for the program evaluation.
 - Conducted a literature review for the program evaluation, including searching and summarizing scholarly articles.
 - Utilized Excel, PowerPoint, and Mendeley software to organize compiled literature and develop the Logic Model for the project.
 - Served as a consultant for the interview and data collection plan.
- Jan. 2021
- “Experiences of Expectant and Parenting Youth in Foster Care”**
Anne E. Casey Foundation &
Texas Institute for Child & Family Wellbeing, Austin, TX
- Reviewed and programmed survey for distribution via Qualtrics platform.
- May 2020-
Dec. 2020
- Graduate Research Assistant*** (with Dr. Barbara Ball)
Texas Institute for Child & Family Wellbeing, Austin, TX
“Learning about Healthy Relationships: Experiences of Foster Youth and Alumni”
- Developed codes and refined the project’s coding system.
 - Coded individual interview data from young adults formerly in foster care, focusing on their perceptions and experience of healthy relationships.
 - Conducted thematic and narrative data analyses using the *Dedoose* software.
 - Conceptualized themes related to healthy relationship development among foster youths who are or were in the foster care system.
 - Created an outline for a mixed-methods data analysis.
 - Generated charts and tables for quantitative data findings using Excel.

Summer 2020

Graduate Research Assistant (PI Dr. Franklin and Dr. Johnny Kim)
University of Texas at Austin, Steve Hicks School of Social Work
“SFBT Meta-analysis of Core Elements in Community Settings”

- Coded effect size data from articles that are randomized controlled trials using solution focused brief therapy in community settings.
- Updated database search for journal articles and grey literature, screened, and coded the articles that met the inclusion criteria.
- Cleaned up the Excel datasheet to get data ready for meta-analysis.
- Documented the research procedure and co-authored the methodology for the manuscript.

Dec. 2019-
May 2020

Graduate Research Assistant (with Dr. Allan Cole)
“Grounded Theory: Spirituality and Social Work Scholar”

- Conducted semi-structured interviews with national social work scholars to explore the impact of spirituality and religiosity.
- Conceptualized and triangulated preliminary findings with the research team.
- Led the data collection procedure by using theoretical sampling and directed all three stages (initial coding, focused coding, and theoretical coding) of the coding process.
- Developed core theories based on findings and drafted a first-author manuscript.

Jan. 2020-
Mar. 2020

Graduate Research Assistant
Steve Hicks School of Social Work, Dell Medical School, & Moody College of Communication, Austin, TX
“Community Pillar of the Dell Medical School”

- Performed thematic analysis on qualitative responses and helped identify main categories of needs to assess the requirement for a community pillar at Dell Medical School.
- Collaborated with an interdisciplinary team to formulate a data analysis plan and develop a codebook.
- Reviewed and edited the findings of the Community Pillar Impact for peer-reviewed manuscript submission.

Aug. 2017-
May 2018

Research Assistant (with Dr. Chris Stormann & Dr. Mark Singer)
Begun Center for Violence Prevention and Education
Case Western Reserve University, Cleveland, OH

“Closing the Achievement Gap” (Student of Promise [SOP])

- Conducted detailed literature reviews for Family and Children First Council Annual Report (2017) and co-authored components: data interpretation, program description, and GIS mapping- for the final report.
- Helped with standardized testing data and end of course exam data.
- Formatted secondary data and analyzed program’s longitudinal data.

“Youth Advocacy and Leadership Coalition” (YALC)

- Performed data cleaning/entry/management for the Youth Summit Program, including survey data, Likert scales, demographics, and open-ended text analysis.
- Conducted data analysis such as tabular data frequencies, means, coding of open-ended text to identify themes.
- Drafted the logic model narratives for methodology, tables of demographics, and themes from open-ended text responses.
- Led the poster presentation for YALC 2017 Youth Summit Program as the first author, including pre-task preparation, team management, and oral presentation during exhibition.

“Out of School Time Programs” (OST)

- Handled data cleaning/entry/management for the Developmental Assets Profile (DAP) data.
- Performed geocoding and mapping using the ArcGIS.
- Facilitated conference presentation as co-author.

“Teen Pregnancy Prevention Program” (TPP)

- Managed first-phase program planning and preparations.
- Compiled scholarly articles and drafted literature reviews.
- Attended meetings with local stakeholders and service providers.

TEACHING INTERESTS

Intervention with children, youths, and families; human development; social policy; research methods; foundations of social justice; theories and practice model in social work; needs assessment and community engagement.

TEACHING EXPERIENCE

Fall 2023

Assistant Instructor:

The Steve Hicks School of Social Work

SW313 Social Work Research Methods (BSW Foundation Course)

- Served as an independent instructor/professor for 21 BSW students.
- Utilized a scaffolding approach to design online and in-person learning activities, enhancing students' quantitative and qualitative research skills.
- Connected students with experts from diverse research backgrounds to develop meaningful and applicable projects.
- Emphasized diversity and inclusion in the research paradigm.
- Hosted regular office hours and provided additional sessions to accommodate students with disabilities and learning difficulties.

Fall 2021

Assistant Instructor:

The Steve Hicks School of Social Work

SW332 Social Work Practice with Individuals and Families (Advanced BSW Course)

- Served as independent instructor/professor for 22 BSW students
- Designed the syllabus and created lectures, assignments, individual and family lab modules, and class activities
- Set up Canvas, online live recordings, pre-recorded lectures using Panopto with interactive features for the course.
- Completed teaching tasks and facilitating group discussion in dual approach (in-person & online via Zoom)
- Enhanced equity and participation by offering options for submitting research paper or quality podcast for the final group project.
- Received an overall course rating of 4.4 and a rating of 4.9 on coverage of minority content (on a scale of 5).
- Pre-post class surveys results indicated statistically significant improvement on BSW students' level of readiness to practice with individual and families as well as confidence in providing ethical, critical, and social justice-oriented services to clients.

Fall 2022

Teaching Assistant (for Dr. Yolanda Padilla)

The Steve Hicks School of Social Work

UGS302 How to Change the World (Undergraduate Signature Course)

- Curated and publicized experiential activities on Canvas
- Tutored students in developing critical thinking skills.
- Lectured course content on cultural competency and hosted in-class student-led group discussions
- Identified resources for equity, diversity, and inclusion based on the students' majors and backgrounds and encouraged students to gain a deeper understanding of personal struggles as social problems.

Spring 2022

Teaching Assistant (for Dr. Yolanda Padilla)

The Steve Hicks School of Social Work

SW312 Introduction to Social Work (BSW Foundation Course)

- Served as the course's co-facilitator and co-instructor for 27 BSW students.
- Co-created the course syllabus using critical pedagogy (instructional scaffolding and co-creative learning).
- Brainstormed with students' on their theory applications and provided written and oral feedback.
- Assisted with teaching tasks and facilitated group discussions.
- Held office hours via Zoom to discuss student projects.
- Graded students' homework assignments in a timely manner to provide immediate and relevant feedback.

Fall 2020

Teaching Assistant (for Dr. Cynthia Franklin)

The Steve Hicks School of Social Work

Theories of Social Work & Colloquiums (Doctoral Course)

- Assisted with course syllabus development.
- Developed and graded exams and homework assignments.
- Prepared class lecture notes for in-class group discussions.

- Provided peer mentoring in bi-weekly workshops on the process of conducting systematic review/scoping review research, offered research proposal review and feedback, and facilitated with codebook design for 1st year Ph.D. students.

INVITED GUEST LECTURES

1. **Ding, X.**, (2023, June). International panel discussion: *International social work responses to traumatic stress*. Invited panel discussion at The Catholic University of America, online format.
2. **Ding, X.** (2022, November). *The solution-focused approach with groups*. Invited guest lecture at Solution-Focused Brief Therapy (Master Level Course). The University of Texas at Austin.
3. Franklin, C., **Ding, X.**, Blythe, J., Kimmel, A. (2021, December). *SFBT in a Solution-focused School: Perspectives from Counselors and Teachers* (Workshop in UK). Solution Revolution Co. UK, online format.
4. **Ding, X.** (2021, November). *Group dynamics and solution-focused group therapy in social work practice*. Invited guest lecture at Solution-Focused Brief Therapy (Master Level Course). The University of Texas at Austin.
5. **Ding, X.** (2021, February). *Intro to screening and coding in scoping and systematic reviews*. Invited presentation at Social Work PhD Colloquium (Doctoral Level Course). The University of Texas at Austin.
6. **Ding, X.** (2020, November). *Using Rayyan as a tool for scoping review*. Invited guest lecture at Beyond Schools Lab, University of Chicago, online format.
7. **Ding, X.** (2020, October). *Intro to social work and social welfare: Mental health screening assessment*. Invited guest lecture at Introduction to Social Work (Undergraduate Level Course). The University of Texas at Austin.
8. **Ding, X.** (2020, September). *Time planning and data management in systematic review*. Invited guest lecture at Social Work PhD Colloquium (Doctoral Level Course). The University of Texas at Austin.
9. **Ding, X.** (2020, April). *Draft and present research results*. Invited guest lecture at Social Work Research Methods (Undergraduate Level Course). The University of Texas at Austin.
10. Nowicki, J., Franklin, C., Zeng, W., Liu, C., Chen, Q., **Ding, X.** (2020, March). *SFBT crisis training to frontline social workers in Wuhan, China* (Invited Workshop). The University of Texas at Austin through Tencent platform, online format.
11. **Ding, X.** (2019, February). *Visions for social change, ethics, and culture: Lessons from the Study Abroad in West Africa*. Invited presentation at the Pre-Ghana Course (Study Abroad Program). Case Western Reserve University.

CLINICAL EXPERIENCE

Sep. 2020-
Present

Garza Independence High School, Austin, TX

Social Worker & Research Specialist

- Provided training to Garza High teachers at their ongoing solution-focused *Lunch & Learn sessions*.
- Facilitated with maintaining the Tier-1 solution-focused preventative model and the school culture.
- Supported high-needs individual students during the time of the COVID-19 pandemic
- Offered solution-focused brief therapy (SFBT) consultations to Garza counselors, teachers, and Austin CIS staff
- Assist with PDU development for teachers and conducted data analysis for their annual report
- Provide in-time staffing as part of the school mental health team.

Aug. 2018-
Jun. 2019

School-based Social Worker

Abraham Lincoln Elementary School, Maple Heights, OH

- Provided Psychiatric Diagnostic Evaluation (PDE) to school-aged children.
- Assisted in the better functioning of school, parents/guardian, and client in the community by providing the Community Psychiatric Supportive Services (CPST).
- Practiced home-visiting and parent-child interaction modeling as a method of prevention and early intervention.
- Formulated appropriate treatment plans, based on assessment data for individual psychotherapy and behavioral health counseling.
- Implemented intervention and assets-building for children and their families according to their needs.

Sep. 2016-
Apr. 2017

School-based Department, Bellefaire JCB., Cleveland, OH

Social Work Trainee

- Conducted group counseling for adolescents and young adults (4 times per week).
- Utilized skilled clinical scales and measurements to determine treatment plans with the clients and their guardians (during the intake session).
- Facilitated the social work team for clients' educational-rehabilitative session and help clients achieve improvements on their social coping skills, anger management and independent living skills.
- Participated in agency-based clinical trainings of CBT, DBT, and Trauma-informed therapeutic models.
- Collected baseline data and conducted qualitative research to monitor clients' progress and assist with case management.

Residential Treatment Program, Bellefaire JCB, Cleveland, OH

Group Facilitator

- Participated in resident care and mental health diagnoses with the DSM-5.
- Designed therapeutic activities and engaged clients in small groups.
- Promoted positive behavioral changes through research and training under the supervision of the program director.
- Documented clinical interactions and notes with clients to facilitate crisis intervention and conduct comprehensive mental health assessments.

Sep. 2015-
Mar. 2016

Ningxia Children Welfare Home, Yinchuan, China

Child Protective Services Intern

- Participated in the Children Fostering Project.
- Promoted the relationships between children and adoptive families before the formal adoption through designed games.
- Received training from professional social workers (2 times/week) and cooperated with them to document profiles of the clients by collating and organizing data in order.
- Collaborated with three project teams, including the infant team, teenager team and the young adult transition team. Designed different helping plans based on the practical needs of each.
- Worked together with other professionals (nutritionists, nurse practitioners, etc.) to run the charity sale campaign.

Jan. 2015-
Mar. 2015

Ningxia Health Recovery Center for the Disabled, Yinchuan, China

Social Work Intern

- Prepared lectures for the local communities to popularize the knowledge about the damage of autism and how to communicate with children with autism.
- Accompanied the social workers to visit the families to provide on-site guidance. Planned and executed the cooperation with over-age teenagers transferred from the Children Welfare Home to improve their adaptation ability to the variations in society.

FORMER PRACTICE EXPERIENCE IN JOURNALISM

Aug. 2014-
Oct. 2014

Ningxia Traffic Radio, News Department, Yinchuan, China

Intern Journalist

- Conducted interviews, newswriting, and editing independently; also assisted with other civic news groups' interviews.

Jul. 2013-
Sep. 2013

Ningxia TV Station, Finance Channel, Yinchuan, China

Junior Reporter

- Partnered with the journalists to conduct interviews with the local entrepreneurs; drafted news releases; edited audio transcript and soundtrack to create the final news product.

SERVICE TO THE PROFESSION

National Service

Sep. 2021- Present Asian and Pacific Association for Social Work Education
Graduate Student Volunteer

Sep. 2021- Present Society for Social Work and Research School Social Work SIG
Graduate Student Leader

2020-2022 Group for The Advancement of Doctoral Education in Social Work [GADE]
Taskforce member

Institutional Service

Aug. 2023- Present Steve Hicks School of Social Work at The University of Texas at Austin
Bachelor of Social Work Program Committee Member

Sep. 2022- Present Steve Hicks School of Social Work at The University of Texas at Austin
Doctoral Program Committee Member

Ad Hoc Reviewer

2023- Present Journal of Gerontological Social Work
Reviewer

2022- Present International Journal of School Social Work
Reviewer

2022- Present The Perspectives on Social Work
Reviewer

CERTIFICATIONS/ TRAINING

Designing & Conducting Mixed Methods Research Certificate, Harvard Catalyst
Teaching Preparation Certificate, The University of Texas at Austin
Licensed Master Social Worker (LMSW) in State of Texas, July 2020- present
Licensed Social Worker (LSW) in State of Ohio, 2018-2020

PROFESSIONAL AFFILIATIONS

The School Social Work Association of America (SSWAA)
Texas School Social Work Network (TSSWN)
Asian and Pacific Association for Social Work Education (APASWE)
Mixed Methods International Research Association (MMIRA)
Society for Social Work and Research (SSWR)
Council on Social Work Education (CSWE)
National Association of Social Worker (NASW)