

Joanna Prout, PhD

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I am a clinical psychologist with expertise in all aspects of the applied research and evaluation process. I work collaboratively to capture the implementation and impact of healthcare, education, and other efforts to improve quality of life and provide insights to make them more effective.

Education

PhD in Psychology (Clinical) | West Virginia University, WV | 08/2008 - 08/2014

Masters of Social Work | University of Pittsburgh, PA | 08/2004 - 05/2006

BS in Psychology & English | University of Pittsburgh, PA | 08/2000 - 05/2004

Professional Experience:

Senior Scientist, 03/2024 - present

Advocates for Human Potential, Inc.

Sudbury, MA

In this role I provide project direction and management for state- and national-level evaluation efforts including State Opioid Response, CCBHC expansion, and SPF Rx prevention efforts. I provide supervision for research staff and develop project proposals.

Research Manager, 07/2019 - 03/2024 (40 hours per week)

Research Supervisor, 04/2015 - 06/2019 (40 hours per week)

Division of Child and Adolescent Psychiatry

University of Maryland School of Medicine

Baltimore, MD 21201

In this role I lead the development and implementation of applied research and evaluation of healthcare and education initiatives. I conduct monitoring that tracks progress towards goals and informs quality improvement. I manage complex projects including development of the scope of work, budgeting, managing subcontracts, and supervision of a team.

Projects (*indicates I led the evaluation or research effort from start to finish):

***Building Healing Systems (Co-PI and Lead Researcher, 2022-Current).** This is a partnership with the Maryland Department of Health, Bowie State University, the Maryland Trauma Informed Care Commission, and 3C (a software developer) to provide training and resources to help healthcare leaders transform service systems to promote health, wellbeing, and equity.

- Spearheads the development of an online [Data-to-Action toolkit](#) to help healthcare professionals transform service systems to become trauma-informed and healing-centered.
 - Conducted in-depth interviews of healthcare leaders to inform website development by identifying their goals and aspirations, tasks that they needed to accomplish, and barriers.
 - Led a cross-functional team of psychologists, social workers, communication experts, and software developers to combine research findings with current best practices to develop website content.
- Leads a [social media campaign](#) to translate information about best practices to support healing from trauma to products for a general audience.
- Conducts project management including defining timelines, staffing, and other budgetary requirements needed to produce deliverables.
- Provides training and technical assistance to healthcare leaders to align their organizational practices with best practices to support staff and clients.
- Leads the development of a logic model linking required activities to desired outcomes for the Metrics and Assessment workgroup of Maryland Trauma Informed Care Commission
- Facilitates cross-functional meetings with government leaders, university faculty and staff, community organizations, and people representing lived experience in behavioral health and trauma to define strategy and focus for efforts to improve healthcare.
- Presents research strategy and project findings to statewide and national audiences, including high-level leadership and service recipients. Develops reports and presentations for broad audiences including mental health and educational leaders, helping professionals, and service recipients and families.

***Whole Schools, Whole Child, Whole Communities (WSCC) Social Emotional Wellbeing**

Learning Collaborative (Lead Researcher, 2022-Current). This is a national learning collaborative to help state- and district-level educational leaders to implement best practices in school mental health with a focus on achieving health equity. The WSCC Learning Collaborative is a partnership with the CDC and [CASEL](#), a national organization focused on supporting student wellness.

- Designed and implements the evaluation of a national effort to use a Learning Collaborative model to help education leaders integrate best practices in school mental health and align programs, policies, and practices with WSCC model.
- Creates reports and infographics
- Guides post-doctoral research fellows and research associates in report writing.
- Provides technical assistance to SEA and LEA leadership to support alignment of programs, policies, and practices with WSCC model.

- Provides technical assistance to Youth Leadership Academy participants to help them to provide input during the process to align school policies and practices with the WSCC model.

***Advancing Wellness and Resilience in Education I & II (AWARE, Lead Researcher/Evaluator, Current).** This is a state-level effort to improve comprehensive school mental health in school districts in Maryland. It is funded by the federal government (SAMHSA) through a contract with Maryland State Department of Education.

- Created data collection and reporting systems to track progress towards goals (including IPP measures) and capture impact by building feedback loops between training and service users and leadership.
- Led collection of NOMS interviews for school-based clinicians.
- Guided districts in using data and storytelling to capture and communicate their work to sustain funding.
- Oversaw the development of quarterly and annual reports capturing progress towards goals and identifying next steps.

***National Center for Safe Supportive Schools (Lead Researcher/Evaluator, Past).** This is a national effort funded by the federal government through the SAMHSA and the National Child Traumatic Stress Network (<https://www.nctsn.org/>). This initiative uses a learning collaborative model to help school districts build safe and supportive environments for all students.

- Designed data collection and reporting systems to monitor the roll out and scaling of training for school-based clinicians in supporting students who have experienced trauma. Information collected included participants' response to the training and longitudinal information about how they used the skills they learned in the school environment.
- Supported expansion of online training for therapists via longitudinal research determining that virtual training is well-received and effective.

***State Opioid Response Client-level Evaluation 1 & 2 (Lead Researcher/Evaluator, Past).** This was a statewide effort via a contract with the Behavioral Health Administration of Maryland to train treatment providers and associated staff to complete interviews (GPRA) with clients receiving treatment for opioid use disorders. In addition to training interviewers, we oversaw the entry of interview data into a central portal (SPARS) and tracked the number of interviews completed by site.

- Created systems to train data collection teams to do individual interviews of people receiving services to support recovery from opioid use disorder across the state of Maryland.
- Informed strategy for roll out of substance use disorder treatment through building and maintaining a dashboard including number of treatment recipients by treatment modality and location.
- Increased follow-up interview completion rate by having people known to the clients complete assessments.

Resilience in School Environments (RISE, Research Analyst, past). This was a partnership between the University of Maryland School of Medicine team, Kaiser Permanente, and an organization providing support for educators through training and technical assistance (Los Angeles Education Partnership and then Healthier Generation). We evaluated the impact of training and technical assistance on outcomes including health and job satisfaction in educators across the United States.

- Informed development of a holistic approach to educator wellbeing through selecting, implementing, and analyzing thousands of online surveys, resulting in a publication.
- Conducted one-on-one interviews with educational leaders to understand the impact of training and technical assistance and identify what was and was not working.

Promoting Student Resilience (PSR, Evaluator, past). This was a partnership with Baltimore City Public Schools funded by the U.S. Department of Education to provide training and technical assistance to support students who had experienced trauma. This initiative was funded shortly after the murder of Freddie Gray and was centered on neighborhoods that had been impacted by civil unrest.

- Conducted focus groups with teachers, therapists, and school staff to determine barriers and facilitators of implementing trauma-informed care practices in an urban school setting. We analyzed data to include in reports for educational administrators and presented results as a peer-reviewed publication.

***Rape and Sexual Assault Prevention Program (Lead Researcher/Evaluator, past).** This was a collaboration between the University of Maryland School of Medicine, Bowie State University, and Morgan State University to learn how to promote a sense of safety for staff and students on campus. This initiative was funded by the CDC.

- Developed and conducted online surveys to inform program design.
- Developed and conducted focus groups with faculty and students.
- Created reports for the funder and other stakeholders.

***MD-Behavioral Health for Adolescents and Young Adults (Lead Researcher/Evaluator, past).** This was a partnership between the University of Maryland School of Medicine, the Maryland Behavioral Health Administration, and local organizations providing treatment for youth and young adults with substance use problems. We supported the training of therapists at community and school sites in the Adolescent Community Reinforcement Approach (ACRA), an evidence-based treatment for teens and young adults with substance use concerns. I led the evaluation component, including GPRA interviews for treatment recipients.

- I led data collection including interviews with clients about their symptoms and functioning. I trained therapists to conduct interviews and monitored all incoming data.
- Conducted analyses of longitudinal data files to assess the impact of treatment.
- Provided reports for funders and other stakeholders to inform program development.

Evaluation Associate, December 2023 - Present (Part-time)

Brockport Research Institute
Brockport, NY

**Evaluation of University of St Francis' Developing Hispanic-Serving Institutions Grant
(2024-present)**

Conduct design, data collection, and reporting in collaboration with university staff to assess the impact of supports on retention and graduation rates for Hispanic and other underserved students

Research Consultant, 2021 - Present (Part-time)

Joanna Prout Research and Consulting
Baltimore, MD 21211

In this role I support a variety of organizations in conducting applied research and evaluation.

Evaluation of Afterschool Programming (through Shaffer Evaluation Group)

- Conduct and score observations of afterschool programming using the Youth Program Quality Assessment

Evaluation of Training in Trauma-Informed Practices for Educators and Therapists Associated with Schools (through Florida Department of Health)

- Improved quality and reach of mental healthcare for Florida students impacted by hurricanes by aligning training in evidence-based mental healthcare with therapist needs. Tracked the number and type of therapists and educators trained by location and the number of students receiving behavioral health services
- Provided insights to improve training and support trainee use of skills in real-world settings through qualitative and quantitative data collection and analyses.

UXR Lab, Tailoring a Hiring Website for HBCU students.

- Guided website development through affinity mapping of interviews of pilot users of a hiring website to determine their needs for website functionality.

Pre-Doctoral Psychology Intern, 2013-2014

Nebraska Internship Consortium in Professional Psychology
Omaha, NE

- Informed improvement of educational programming by analyzing large datasets to determine students most likely to benefit from after-school instruction.

Research Project Coordinator, 2006-2008

University of Pittsburgh Medical Center
Pittsburgh, PA

- Supported success of federally-funded research about risk and supportive factors for adolescent mental health by guiding participants through data collection protocol. Provided insights into best practices to support adolescents through quantitative analyses.

Clinical Social Work Intern, 2005-2006

University of Pittsburgh
Pittsburgh, PA

- Used best practices in providing assessment and treatment to children and adolescents including interviews and group facilitation.

Research Assistant, 2002-2004

University of Pittsburgh
Pittsburgh, PA

- Supported success of federally-funded research on child developments by collecting data via home and laboratory visits, interviews, and surveys. Contributed to insights into behavior through coding and analyses of parent-child interaction.

Presentations

Prout, J., Beason, T., & Rahe, S. (2023, August). *Building Healing Systems: Introduction to the Data-to-Action Toolkit*. Presentation for the Building Healing Systems Statewide Learning Collaborative, August, 2023.

Beason, T., McNamara, K., & Prout, J. (2023, May). *Building Healing Behavioral Health Systems: Trauma-Informed/Healing-Centered Organizational Transformation*. Presentation at the Annual Conference of the Maryland Department of Health's Behavioral Health Administration.

Prout, J., Carter, T., & Hartley S. (2021, April). *Rethinking Evidence: Adding Value to Training Tracking Data through Collaboration*. Presentation at the annual meeting of the Eastern Evaluation Research Society.

Wilkes, E., Bohnenkamp, J., Prout, J. & Bekele, Y. (2021, October). *Florida Disaster Response: Building trauma-responsive, comprehensive school mental health systems*. Presentation at the annual meeting on Advancing School Mental Health.

Moffa, K., Prout, J., Robinson, P., Bolan, R., Hoover, S. (2019, October). *How is educator resilience related to their physical and mental health?* Poster presented at the annual meeting on Advancing School Mental Health, Austin, TX.

Prout, J. T., & Selby, L. (2018, October). *Implementation and preliminary evaluation of Classroom Check Up: Building capacity for school staff through training and implementation of evidence-based mental health interventions*. Symposium conducted at the annual meeting on Advancing School Mental Health, Las Vegas, NV

Carter, T. A., Prout, J. T., Mace, J., Selby, L., Lever, N., Lambert, B., Hoover, S., Mustipher, P. (June, 2018). *Use of the Classroom Check-Up model: A preliminary observational study*. Poster presented at the University of Maryland School of Medicine Research Day.

King, V. L., Prout, J., LaCosta, R., Schaeffer, C., Bernstein, L., Wideman, S., Hoover, S. & Lever, S. (June, 2018). *School and Community-based A-CRA Treatment: Examining differences in*

adolescents' outcomes following 3 months of treatment. Poster presented at the University of Maryland School of Medicine Research Day. Baltimore, MD

Prout, J. T., Carter, T., Treger, J., Browning-McNee, L., Burke, R., Lever, N., & Hoover, S. (October, 2017). *Youth Mental Health First Aid in educational and community Settings: Preliminary data regarding trainee skill use and experiences.* Poster presented at the Annual Conference for Advancing School Mental Health.

Prout, J. & Carter, T. (2017, July). *MD-AWARE: Using data to increase sustainability.* Workshop presentation, Substance Abuse and Mental Health Services Administration Annual AWARE grantee meeting, Washington, D.C.

Prout, J. & Carter, T. (2017, June). *MD-AWARE: Feedback from mental health first aiders.* Workshop presentation, Mental Health Association of Maryland's Youth Mental Health First Aid instructors meeting, Columbia, MD.

Ereshefsky, S. E., Prout, J., Tager, M. B., Robinson, P., Schiffman, J., Hoover, S. (March, 2017). *Screening for psychosis in a transition-aged youth (TAY) population.* Poster presented at the Annual Research and Policy Conference on Child, Adolescent, and Young Adult Behavioral Health.

Wright, K., Tager, M.B., Huntley, S., Shannahan, K., Prout, J., Schiffman, J., Reeder, S., Hoover Stephan, S. (2016, September). *Outreach and education to engage transition age youth with emotional and behavioral challenges in Maryland.* Poster presented at the Annual Conference in Advancing School Mental Health.

Horoz, N., Prout, J., Bernstein, L., Vaughan, C., Schaeffer, C., Wideman, S., Merrick, T., Lever, N., Zachik, A., & Hoover Stephan, S. (2015, May). *Demographics of youth and young adults receiving treatment for substance use and co-occurring disorders.* Poster presented at the University of Maryland School of Medicine Research Day. Baltimore, MD

Reidler, E., Prout, J., LaCosta, R., Robinson, P. Lever, N., & Hoover Stephan, S. (2015, May). *Rape and sexual assault prevention on a college campus: Perceptions of campus climate, risk for sexual violence, and policies and programs to prevent sexual violence.* Poster presented at the University of Maryland School of Medicine Research Day. Baltimore, MD

Prout, J. T., & Shriver, M. D. (2014, April). *Afterschool program attendance associated with higher state standardized test scores.* Poster presented at the Munroe Meyer Institute Faculty and Students Research Symposium, Omaha, NE.

Prout, J. T., & Morris, T. L. (2014, March). *The association between parenting and early adolescent girls' social anxiety and interpersonal skill.* Poster presented at the annual meeting for the Anxiety and Depression Association of America, Chicago, IL.

Prout, J. T., & Morris, T. L. (2011, May). *Social rejection linked with negative affect and maladaptive social behavior*. Poster presented at the annual meeting for the Association for Psychological Science, Washington, DC.

Prout, J. T., Silk, J. S., Whalen, D. J., Dahl, R. E., Birmaher, B., Axelson, D. A., et al. (2008, March). Parental expressed emotion and anxiety disorders in youth. In A. Neumann (Chair), *Family Context and Emotion Regulation in Adolescence*. Symposium conducted at the biennial meeting of the Society for Research on Adolescence, Chicago, IL.

Prout, J., Whalen, D. J., Silk, J. S., & Dahl, R. E. (2007, March). *Pubertal development influences social context*. Poster presented at the biennial meeting of the Society for Research in Child Development, Boston, MA.

Supplee, L.H., Skuban, E. M., Shaw, D. S., Vendilinski, M., Stoltz, E, & Prout, J. (2005, March). *Low income children's development of anger regulation strategies longitudinally and its relation to maternal social stressors*. Poster presented at the biennial meeting of the Society for Research in Child Development, Atlanta, GA.

Invited Presentations

Prout, J.T. (October, 2021). *Communicating Data, Inspiring Action*. Presentation to pre-doctoral interns and post-doctoral fellows at National Center for School Mental Health, Division of Child and Adolescent Psychiatry, University of Maryland School of Medicine, Baltimore, MD.

Olufs, E., Prout, J.T., & Sjuts, T. (February, 2013). *Working with At-Risk Families*. Presentation to staff of the Early Head Start Program, Omaha, NE.

Prout, J. T. (October, 2011). *Treatment of attention-deficit/hyperactivity disorder in young adulthood*. Case presentation to the Clinical Psychology Programs, West Virginia University, Morgantown, WV.

Prout, J.T., & Stokes, J. O. (November, 2012). *Applied behavior analysis in a school setting*. Case presentation to the Clinical Psychology Programs, West Virginia University, Morgantown, WV.

Peer-reviewed Publications

Prout, J.T., Moffa, K., Bohnenkamp, J. et al. *Application of a Model of Workforce Resilience to the Education Workforce: Expanding Opportunities for Support*. School Mental Health (2022). <https://pubmed.ncbi.nlm.nih.gov/36530447/>

Connors, E. H., Prout, J., Vivrette, R., Padden, J., & Lever, N. (2021). Trauma-focused cognitive behavioral therapy in 13 urban public schools: Mixed methods results of barriers, facilitators, and implementation outcomes. *School Mental Health: A Multidisciplinary Research and Practice Journal*. Advance online publication. <https://doi.org/10.1007/s12310-021-09445-7>

Parham, B. R., Robertson, C., Lever, N., Hoover, S., Palmer, T., Lee, P. & Prout, J. (2018). Enhancing the relevance and effectiveness of a youth gambling prevention program for urban, minority youth: A pilot study of Maryland Smart Choices. *Journal of Gambling Studies*, 1-19.
<https://doi.org/10.1007/s10899-018-9797-4>

Connors, E. H., Prout, J. T., Kozlowski, M., & Stephan, S. H. (2016). Student-focused supports to promote mental health and well-being. *Advances In School Mental Health Promotion*, 9, 71-72.
doi:10.1080/1754730X.2016.1169046

Silk J. S., Shaw D. S., Prout J. T., O'Rourke F., Lane, T. J. & Kovacs, M. (2011). Socialization of emotion and offspring internalizing symptoms in mothers with childhood-onset depression. *Journal of Applied Developmental Psychology*, 32,127-136.doi:10.1016/j.appdev.2011.02.001

Supplee, L. H., Skuban, E. M., Shaw, D. S., & Prout, J. (2009). Emotion regulation strategies and later externalizing behavior among European American and African American children. *Development and Psychopathology*, 21, 393-415.doi:10.1017/S0954579409000224

Blogs and Social Media

January, 2022. *Using Data Visualization to Boost Engagement in School Mental Health Evaluation*. National Center for Safe Supportive Schools (NCS3) Blog.
<https://www.ncs3.org/post/using-data-visualization-to-boost-engagement-in-school-mental-health-evaluation>

October, 2021. *Program Evaluation in Behavioral Health: Limitations of Expert-Driven Models and New Directions*. American Evaluation Association (AEA) 365 Blog.
<https://aea365.org/blog/bh-tig-week-program-evaluation-in-behavioral-health-limitations-of-expert-driven-models-and-new-directions-by-joanna-prout/>

Memberships in Professional Organizations

2023 - present,	Baltimore Area Evaluators
2021 - present,	American Evaluation Association, Behavioral Health and Data Visualization and Reporting TIGs
2021 - present,	Washington Evaluators
2021 - present,	Eastern Evaluation Research Society
2011 - 2014,	American Psychological Association
2011 - 2014,	Association for Psychological Science
2010 - 2014,	Anxiety and Depression Association of America

Professional Activities

2022 - Present,	Board Member & Conference Program Co-Chair, Eastern Evaluation Research Society
2021 - Present,	Social Media Coordinator, Washington Evaluators

2015 - Present,	Co-lead of Evaluation Workgroup, Maryland Educational and Behavioral Community of Practice
2011-2012,	Elected Student Representative for Faculty Committee, West Virginia University