

## Brittney Autry Cole, DSW, LCSW

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### EDUCATION

**The University of Pennsylvania** Chicago, IL  
**Doctorate of Social Work**  
July 2023

**The University of Illinois at Chicago** Chicago, IL  
**M.S.W., Social Work**  
May 2018  
Concentration: Mental Health

**Howard University** Washington, DC  
**M.S., Personality Psychology**  
December 2011  
Minor: Developmental Psychology

**Howard University** Washington, DC  
**B.S., Psychology**  
May 2009  
Minor: Sociology

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### RESEARCH EXPERIENCE

**Graduate Research Assistant** Washington, DC  
**Howard University, Department of Psychology** Fall 2009 – Spring 2012

**Identity and Success Research Laboratory (ISRL), Howard University**

Responsibilities include the following: Conducting literature search and literature review; graduate and undergraduate research training and mentorship; statistical analysis, narrative structural analysis, thematic content analysis, emotional tone analysis, and discourse analysis; manuscript preparation.

Mentor: Cynthia E. Winston, Ph.D. (Department of Psychology, Howard University)

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### RESEARCH PAPERS AND PRESENTATIONS

**Autry, B.N.** (2012) *Our Little City*. Washington, DC: AppleTree Institute for Public Education

**Autry, B.N. and Winston, C.E.** (2012) Race Self Complexity and the Family: How are Critical Characters Represented within the Storied Nature of Adolescent Autobiographical Memories of Race? (Master's Thesis)

Mangum, A.M. , Burrell, J.; **Autry, B.N** (July 2011). "Say it loud, I'm Black and I'm proud": Constructing a Psychological Framework for Racial Proud. Presented at the 43rd Annual Association of Black Psychologists Convention, Crystal City, VA.

**Autry, B.N.** (March 2010). Race Self Complexity and the Family: Who is Represented in Adolescent Autobiographical Memories of Race? Presented at the Howard University Graduate Student Research Symposium, Howard University, Washington, DC.

**Autry, B.N.** (April 2010) Race Self Complexity and the Family: Who is Represented in Adolescent Autobiographical Memories of Race? Presented at the 5th Annual Leslie Hicks Symposium on Psychological Research, Howard University, Washington, DC.

**Autry, B. N.** and Winston, C.E. (2010) Race Self Complexity and the Family: Is the Family Represented within African American Autobiographical Memories? (Working Paper)

## TEACHING EXPERIENCE

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### Assistant Professor

Department of Behavioral Sciences, Purdue University Northwest Fall 2024-present

### Lecturer

College of Social Work, The University of Kentucky Fall 2023-Fall 2024

### Foundations of Social Work Research

Department of Social Work, The University of Washington Spring 2022

### Screening, Brief Interventions and Referral to Treatment

Department of Social Work, The University of Washington Spring 2022

### Personality Theory, Course Instructor

Department of Psychology, Howard University Fall 2011-Spring 2012

### Personality Theory, Graduate Teaching Assistant and Guest Lecturer

Department of Psychology, Howard University Fall 2009-Spring 2011

### Senior Seminar, Graduate Teaching Assistant and Guest Lecturer

Department of Psychology, Howard University Fall 2009

### Cross-Cultural Psychology (Writing Across the Curriculum)

Graduate Teaching Assistant and Guest Lecturer  
Department of Psychology, Howard University Fall 2010-Spring 2011

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## INTERNSHIP EXPERIENCE

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### Social Work Intern

Chicago, IL

### Institute for Juvenile Research, University of Illinois at Chicago

July 2017-present

Applied a strengths-based approach in understanding risk and protective factors when assessing and intervening with children and families. Implemented culturally-sensitive, evidence-based treatments specific to mental health problems of underserved children, adolescents and families. Participated in weekly, multi-disciplinary clinic meetings to discuss case presentations. Conducted mental health assessments for diverse groups of clients. Developed and implement treatment plans to facilitate client wellness.

### Social Work Intern

Chicago, IL

### Perspectives High School of Technology

August 2016- June 2017

Supported youth in succeeding academically, socially and emotionally through individual therapy. Assisted youth in developing personal improvement plans through weekly group counseling. Implemented evidenced-based practices to facilitate student-focused behavioral adaptation. Researched best practices in assessment strategies and treatment plans for urban environments. Implemented standards for student behavior in order to ensure a safe, secure and effective learning environment by providing a high degree of structure, clear expectations and consistency.

**Assessment and Evaluation Intern** Washington, DC  
**Appletree Institute for Education Innovation** September 2011-February 2012  
Conducted formal administration, interpretation, and scoring of several psychometric instruments. Assisted in written analysis of classroom observation data sets. Assisted in compilation and validation of student assessments. Conducted formal baseline and outcome classroom quality observations. Maintained familiarity with various research designs, data analysis and report writing for a multi-site, longitudinal project.

**APAGS Student Intern** Washington, DC  
**American Psychological Association** Summer 2009-2010  
Represented national graduate student organization (APAGS), graduate student education, and training and professional development concerns. Performed administrative tasks for Programs Manager. Planned and executed original research project to identify career growth areas for psychology graduate students and presented at the annual meeting in San Diego, CA.

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## **VOLUNTEER EXPERIENCE**

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**Howard University Chapter President**  
**National Association for the Advancement of Colored People** April 2008-May 2009

**Troop Leader**  
**Girl's Scouts Council, Nation's Capital** Oct 2005-May 2008

**Co-Chair**  
**March on Washington** Sept 2006-November 2006

**Coordinator**  
**Alternative Spring Break** March 2007-April 2012

## **PROFESSIONAL EXPERIENCE**

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**Founder and Psychotherapist** Chicago, IL  
**Cent(HER)ed Collective** August 2022-present  
DIAGNOSES AND TREATS MENTAL HEALTH DISORDERS. CREATES INDIVIDUALIZED TREATMENT PLANS ACCORDING TO PATIENT NEEDS AND CIRCUMSTANCES. MEETS WITH PATIENTS REGULARLY TO PROVIDE COUNSELING, TREATMENT AND ADJUST TREATMENT PLANS AS NECESSARY. CONDUCTS ONGOING ASSESSMENTS OF PATIENT PROGRESS. REFERS PATIENTS TO OUTSIDE SPECIALISTS OR AGENCIES WHEN NECESSARY. MAINTAINS THOROUGH RECORDS OF PATIENT MEETINGS AND PROGRESS.

**Director, Adult Outpatient Program** Chicago, IL  
**Bobby E. Wright Comprehensive Behavioral Healthcare Center** August 2020-March 2022  
SUPERVISES AND EVALUATES THE WESTSIDE AND SOUTHSIDE TRAUMA INTERVENTION TEAMS IN THE DELIVERY OF DIRECT THERAPEUTIC SERVICES FOR INDIVIDUALS, INCLUDING YOUTH, COUPLES, FAMILY AND GROUP THERAPEUTIC SERIES TO CLIENTS USING TRAUMA INFORMED MODALITIES (I.E. CBT, TF-CBT, EMDR, DBT, BRAIN SPOTTING, ETC.). MONITORS CLINICAL SERVICES TO ENSURE ACHIEVEMENT OF TREATMENT GOALS IDENTIFIED IN TREATMENT PLAN. ENSURES UP TO DATE CASE MANAGEMENT DOCUMENTATION COMPLETION WITHIN ELECTRONIC HEALTH RECORD (EHR). EXECUTES REGULAR PROFESSIONAL DEVELOPMENT WORKSHOPS AND SEMINARS AS REQUIRED BY THE ORGANIZATION AND OTHER GOVERNING BODIES.

**Clinical Supervisor** Chicago, IL

**Bobby E. Wright Comprehensive Behavioral Healthcare Center  
Westside Community Triage and Wellness Center**

August 2020-August 2021

SERVED AS LICENSED SUPERVISOR OF THE TRIAGE CENTER/WELLNESS CENTER, ADHERING TO ALL ADMINISTRATIVE AND OPERATIONAL FUNCTIONS. IMPLEMENT, REVIEW AND REPORT PROGRESS OF PROGRAM GOALS/OBJECTIVES IN ACCORDANCE WITH THE FUNDING SOURCES AND ACCREDITATION STANDARDS AND DEVELOP PLANS OF CORRECTION AS NEEDED. ASSISTED IN DEVELOPMENT OF A RESOURCE NETWORK (I.E. PUBLIC AID, SOCIAL SECURITY, MEDICAL, AND BHC) THAT WILL ALLOW STAFF TO QUICKLY ACCESS NEEDED RESOURCES. PARTICIPATED IN THE RECRUITMENT, REFERRAL, SELECTION AND APPROVAL PROCESS FOR PROGRAM PARTICIPANTS. ASSURED FIDELITY TO THE CBIS MODEL OF CRISIS INTERVENTION AND STABILIZATION. ASSURED THAT DOCUMENTATION: ASSESSMENT, SAFETY PLANNING, AND DISCHARGE PLANNING ARE CURRENT AND COMPLY WITH THE AGENCY GUIDELINES AND PROCEDURES.

**Trauma Intervention Specialist  
Healing Hurt People, Chicago**

Chicago, IL  
June 2018-August 2020

ENGAGED CLIENTS IN THE IMMEDIATE AFTERMATH OF A VIOLENT INJURY, OFTEN IN THE HOSPITAL SETTING, OFFERING CRISIS INTERVENTION, TRAUMA-FOCUSED PSYCHOEDUCATION, AND OUTREACH. DEVELOPED PLAN OF CARE, IN CONSULTATION WITH CLIENTS AND FAMILIES, TO ADDRESS SAFETY AND SYMPTOMS OF TRAUMA BY INCREASING CONNECTION TO SCHOOL, FAMILY, SOCIAL SUPPORTS, AND NEEDED SOCIAL SERVICES. ASSISTED IN ESTABLISHING COMMUNITY PARTNERSHIPS AS CLIENTS DEVELOPED SKILLS TO NAVIGATE SYSTEMS OF CARE – MEDICAL, ACADEMIC, EMPLOYMENT, EDUCATION, HOUSING, SOCIAL SERVICE, AND MENTAL HEALTH – TO PROMOTE HEALING AND RECOVERY. FACILITATED WEEKLY GROUP THERAPY SESSIONS FOR YOUTH ADVERSELY AFFECTED BY STRUCTURAL VIOLENCE. PROMOTED HEALING FROM TRAUMA BY DECREASING HIGH-RISK BEHAVIORS, RETALIATION, AND ARRESTS.

**Education Consultant  
Gary Comer Youth Center**

Chicago, IL  
April 2017-May 2018

DEVELOPED STRATEGIC PLAN TO PROGRESS MONITOR STUDENT ALUMNI PROGRAM. ANALYZED ANNUAL STUDENT ACHIEVEMENT DATA AND MAKE RECOMMENDATIONS FOR FUTURE DIRECTIONS. IMPLEMENTED RECRUITMENT PROCESS OF ABOUT 50-70 STUDENTS FOR ALTERNATIVE SUMMER SCHOOL PROGRAM AND ABOUT 10-20 STUDENTS FOR ALTERNATE SUMMER SCHOOL AT COMMUNITY COLLEGES AND OTHER SCHOOLS. COORDINATED REGISTRATION, PAYMENT, AND CREDIT TRANSFER PROCESSES WITH ALL HIGH SCHOOL ALUMNI.

**Success Coordinator  
University of Chicago Impact**

Chicago, IL  
September 2014-March 2017

PROVIDED SCHOOL-BASED SUPPORT TO A HIGH NEEDS NEIGHBORHOOD MIDDLE SCHOOL, FOCUSED ON MONITORING AND IMPROVING ON TRACK RATES THROUGH THE MIDDLE GRADES. CAREFULLY MONITORED AND TRACKED STUDENT ON-TRACK INDICATORS AND PROVIDE DIRECT SUPPORT TO TEACHERS AND SCHOOL LEADERS TO ENSURE INTERVENTIONS ARE IN PLACE FOR STUDENTS WHO ARE OFF-TRACK. DELIVERED TRAINING AND DIRECT INSTRUCTION LEVERAGING THE 6 TO16 CURRICULUM TO EDUCATORS AND SUPPORT STAFF. CONDUCTED PROFESSIONAL DEVELOPMENT AND TRAINING FOR TEACHERS, ADMINISTRATORS, AND OTHER SCHOOL PERSONNEL.

**School Partnerships Specialist  
Communities In Schools of Chicago**

Chicago, IL  
September 2013-September 2014

DEVELOPED AND IMPLEMENTED STRATEGIES FOR CREATING PARTNERSHIPS BETWEEN SCHOOLS, NEIGHBORHOOD ORGANIZATIONS, SOCIAL SERVICE AGENCIES, AND COMMUNITY INSTITUTIONS. TRAINED AND PROVIDED ONGOING ASSISTANCE TO KEY LIAISONS IN 30 CHICAGO PUBLIC SCHOOLS RELATED TO NEEDS ASSESSMENTS, PROGRAM EVALUATION, PARTNER APPRECIATION, AND BUILDING AWARENESS ABOUT COMMUNITIES IN SCHOOLS OF CHICAGO.

**Enrollment and Transition Manager  
AppleTree Early Learning Public Charter School**

Washington, DC  
March 2012-June 2013

ESTABLISHES RAPPORT WITH COMMUNITY-BASED ORGANIZATIONS, DAYCARES, EARLY INTERVENTION PROVIDERS, SCHOOLS, CHURCHES AND LOCAL CO-OPS. COLLABORATES WITH THE MANAGER OF CAMPUS OPERATIONS AND COMPLIANCE TO DEVELOP AND DISTRIBUTE MARKETING MATERIALS, INCLUDING PRINT, RADIO, AND OTHER MEDIA OUTLETS. COORDINATES RECRUITMENT AND ENROLLMENT PROCESSES AND DATA WITH EVERY CHILD READY EVALUATION TEAM. CREATES AND DISSEMINATES MONTHLY NEWSLETTER TO KEEP FAMILIES ABREAST OF KINDERGARTEN TRANSITION INFORMATION.

COLLABORATES WITH SCHOOL PRINCIPLES TO HOLD MONTHLY GROUP MEETINGS WITH FAMILIES TO DISCUSS DEADLINES, SCHOOLS, SCHOLARSHIP OPPORTUNITIES, AND GENERAL INFORMATION FOR FUTURE KINDERGARTEN FAMILIES.

## HONORS AND AWARDS

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Howard University, Graduate Teaching Assistantship Award	Academic Years 2009-2012
University of Pennsylvania Graduate Award	Academic Years 2020-present
Honorable Mention, Grand Challenges of Social Work Award	Awarded January 2023

## TRAINING EXPERIENCE

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<b>Integrated Evidence-based Behavioral Health Care Training Program</b>	Chicago, IL
<b>The University of Illinois at Chicago</b>	April 2017-present

- Attend monthly workshops to hone skills in evidence-based practices.
- Complete monthly case presentation assignments, integrating key therapeutic practices.
- Implement evidence-based treatment plans with diverse group of clientele.
- Research client-centered interventions to support positive behavioral outcomes.

<b>Attachment, Regulation and Competency Training</b>	Chicago, IL
<b>The University of Chicago</b>	September 2019

## CERTIFICATIONS

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<b>Child and Family Traumatic Stress Intervention</b>	
Yale University Child Study Center	July 2019-July 2020

<b>Certification in Mindfulness</b>	
Chicago State University	March 2020

<b>Certified Clinical Trauma Professional</b>	September 2021
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## PROFESSIONAL COMMITTEES

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<b>Interprofessional Women's Council</b>	
The University of Pennsylvania	

<b>NGSS Student Advisory Group</b>	
The University of Pennsylvania	

## REFERENCES

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Diana Castillo  
E-mail: [diana.n.castillo@gmail.com](mailto:diana.n.castillo@gmail.com)

Ceily Moore  
E-mail: [ceilymoore87@gmail.com](mailto:ceilymoore87@gmail.com)

Dr. Abigail Ross  
E-mail: [aross28@fordham.edu](mailto:aross28@fordham.edu)