ARIZONA STATE UNIVERSITY

SCHOOL OF SOCIAL WORK

MSW PROGRAM SELF-STUDY

Volume 1

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Accreditation Standard 1.0 – Program Mission and Goals

The social work programs’ mission and goals reflect the profession’s purpose and values and the program’s context.

1.0.1: The program submits its mission statement and describes how it is consistent with the profession’s purpose and values and the program’s context.

The Arizona State University School of Social Work (SSW) mission statement establishes the broad purpose and direction for the School:

“The School of Social Work prepares social work practitioners committed to social justice and to serving and empowering individuals, families, and communities. It contributes to the development and dissemination of social work knowledge and skills, and affirms professional values and ethics. The School emphasizes understanding and respect for the unique social, political, and cultural diversity of the Southwest.”

The mission of the SSW is consistent with the social work professions’ commitment to service, social and economic justice, human dignity, development of positive human relationships, and scientific inquiry. The SSW applies its mission through the preparation of social work practitioners who demonstrate a commitment to social justice, respect for human diversity, and skills at serving and empowering individuals, families, and communities. The teaching and affirmation of professional values and ethics are addressed throughout the curriculum. The School’s faculty and students, through their research, teaching, and community service, contribute to the development and dissemination of social work knowledge and skills. The School has a particular emphasis on building deeper understanding and respect for the unique social, political, and cultural diversity of the Southwest. The School is embedded in its local communities and committed to developing responsive and culturally sensitive practices and policies appropriate to living in the Southwest, with particular attention for the most vulnerable of our local populations.
The School’s emphasis on the unique social, political, and cultural diversity of the Southwest stems to a large extent from the fact that Latino and American Indian cultures are an integral part of Arizona’s and the Southwest’s identity. Arizona is one of the fastest growing states, with a total population of 6.6 million people. Latinos comprise more than 30% of the state’s population—nearly double the national rate (17%), and American Indians comprise more than four times the rate within the overall U.S. population (5.3% of the state’s population compared to only 1.2% of the U.S. population).

The two largest cities in Arizona are Phoenix and Tucson, with the School of Social Work physically located in both communities. Over 1.5 million people reside in Phoenix, with more than 4 million in the metropolitan area. More than 40% of the residents of Phoenix are Latino, 6.5% Black/African American, 2.2% American Indian, 3.2% Asian/Asian American, and 36% speak a language other than English at home. In Tucson, there are more than half a million residents and over a million in the metropolitan area. Of those who reside in Tucson, 42% of the residents are Latino, 5% Black/African American, 2.7% American Indian, 2.9% Asian/Asian American, and 34% speak a language other than English at home. The third largest city in Arizona is Flagstaff, with a much smaller population of about 70,000 people, and a much higher percentage of American Indian residents, almost 12%. This is the third location that the School of Social Work delivers courses face-to-face. The rest of the population in Arizona is scattered among smaller, rural communities.

More than one quarter of the land base in Arizona is reservation land, populated by 22 sovereign American Indian communities. Our American Indian population includes distinct tribes, nations, and confederacies that have a government-to-government relationship with the United States. Maricopa County, in which Phoenix is located, is home to three tribes -- the Salt River Pima-Maricopa Indian Community, the Fort McDowell Yavapai Nation, and the Gila River Indian Community, while Pima County, in which Tucson is located, is home to the Tohono O’Odham Nation. Flagstaff is about 25 miles from the western border of the Navaho Nation, and about 175 miles from the capital city of Window Rock.

Tucson is a city with a unique blend of Native American, Spanish, Mexican, African American, Asian, and Anglo heritages. The region encompasses a large rural area, including
communities with cultural heritages as diverse as Bisbee (a mining community turned artists-haven), Sierra Vista (home of United States Army’s Fort Huachuca), and Douglas and Nogales (both bordering upon Sonora, Mexico). The School of Social Work has had a presence in Tucson since 1982.

This rich mixture of peoples in Maricopa and Pima Counties, Northern Arizona, and in the state as a whole, makes building an appreciation of Southwestern diversity and strong skills in cultural competence practice a central focus of the School of Social Work.

1.02: The program identifies its goals and demonstrates how they are derived from the program’s mission.

The key professional values of service, social and economic justice, dignity and worth of the person, respect for diversity, and the pursuit of scientific inquiry to further these values are reflected both in our Mission and our goals. Through a process of strategic planning, the faculty of the School of Social Work identified and adopted the following goals to operationalize the Mission. The SSW demonstrates a strong commitment to its Mission by:

- Preparing competent and effective practitioners who can apply professional and critical thinking skills using an ecological and strengths perspective framework; contribute to individual group, family, and community empowerment; and work with and within agencies and state, federal, and tribal governments.
- Preparing professionals who affirm social work values and ethics.
- Preparing professionals who understand the forms and mechanisms of oppression and discrimination that lead to poverty, racism, nativism, sexism, heterosexism, classism, ableism, agism, and religious oppression, and who therefore advocate for social, economic, and cultural justice.
- Preparing professionals who understand and respect social and cultural diversity at the local, national, and international level.
- Preparing professionals who are committed to serving American Indian, Latino/a, African-American, Asian American and other communities who are oppressed.
• Contributing to the development of social work knowledge by promoting student and faculty research in general, and, more particularly, research relevant to the social problems most prevalent in Arizona and the Southwest, and related to national and international communities.

• Serving Arizona citizens by disseminating professional knowledge through cooperative partnerships with schools, neighborhoods, communities, social service agencies, and their constituencies.

These goals provide a foundation and give direction to our research, teaching, and service. Throughout this document, our emphasis on and commitment to these goals are highlighted.

Accreditation Standard M2.0 – Curriculum

The 10 core competencies are used to design the foundation and advanced curriculum. The advanced curriculum builds on and applies the core competencies in an area(s) of concentration.

M2.0.1: The program identifies its concentration(s)

The first year of the MSW program in the ASU School of Social Work provides a foundation curriculum that is the same for all students. For the second year, students choose to focus on one of two concentrations, Advanced Direct Practice (ADP) or Policy, Administration, and Community (PAC). Each concentration has a unique curriculum that provides students with advanced knowledge and skills in practice behaviors that reflect the focused content of the concentrations. For ADP, the second year curriculum prepares students for enhanced competencies in working primarily with individuals, families, and small groups within the context of their communities. For PAC, the second year curriculum prepares students for enhanced competencies for professional leadership and effective practice in macro social work positions in a range of settings.
A unique focus of the MSW program at ASU is the empowerment of individuals, families, groups, organizations, and communities that reflect the special populations of the Southwest, as articulated in the Mission and Goals of the School of Social Work. This focus includes work with individuals and communities along the U.S./Mexico border. In addition, consideration is given to immigrants and refugees who reside in Southern and Northern Arizona and which constitute growing populations of the Southwest, significantly increasing the ethnic and cultural diversity of our state. The key professional values of service, social and economic justice, dignity and worth of each person, and respect for diversity with particular attention to the communities and unique cultural diversity of the Southwest, are operationalized through our curriculum and the measures we use to assess competency in these areas.

There is a direct and explicit connection between the School’s mission and goals, and the goals of the MSW curriculum. The MSW curriculum is designed to prepare advanced practitioners who are able to apply evidence-based practice, synthesize interdisciplinary and multidisciplinary knowledge into usable practice skills, assume leadership roles in social work organizations and diverse communities, all with an eye towards our mission and goals to promote human and social well-being. All competencies are taught and practice behaviors developed through classroom and field learning. In the concentration year, courses are more focused on the development of professionals who are capable of functioning independently and who, upon gaining practice experience, can assume leadership and supervisory responsibilities. One important goal is the strengthening of students’ analytical skills to facilitate the appropriate application of social work interventions. Another is to help students gain the research skills necessary to make professional judgments and for carrying out practice research. Emphasis is placed on teaching students how to incorporate and use the evidence-based practice approaches in both micro and macro interventions.

During the Foundation year, courses are taught from a strengths and empowerment perspective within a multidimensional ecological systems framework that considers the
bio/psycho/social/spiritual aspects of person-in-environment interactions. The strengths and empowerment perspective recognizes that clients—whether individuals, groups or communities—are resilient, despite the adversities they face, and that they have strengths and resources that can be deployed to solve problems and increase their well-being. The ecological framework recognizes that humans are embedded in a social environment which they both influence and are influenced by, and therefore it is an inherently multi-dimensional, systems perspective. This perspective provides the rationale for teaching assessment of all aspects of a client’s life and experiences, and considering interventions at multiple levels. In keeping with this person-in-environment approach, the knowledge and skills that produce a culturally competent social worker are infused throughout the curriculum. Also infused throughout the curriculum are emphases on critical thinking, social justice, values, ethics and professional integrity. These guiding principles are inherent in the MSW program goals and reflect the Schools Mission and Goals.

The concentration year studies build on the foundation courses with emphasis on further development and refinement of the EPAS competencies, demonstrated through practice behaviors at an advanced level. Specifically, the Advanced Direct Practice concentration prepares culturally competent, effective, ethical advanced social work practitioners in direct practice with specialized knowledge and skills in health/behavioral health, children, youth and families, or public child welfare. The Policy, Administration, and Community concentration prepares social workers in macro practice with specialized knowledge and skills in social policy, planning, administration, community practice. Both concentrations place special emphasis on issues related to social justice, human rights and understanding and respect for human diversity, all key values expressed in the School’s Mission and Goals.

M2.0.3: The program identifies its program competences consistent with Educational Policy 2.1 through 2.1.10(d) and EP M2.2

Tables 2a-c outline all the competencies reflected in the MSW explicit curriculum. The competencies are from the EPAS 2008 document. As part of Tables 2.1a-c, we have identified
the key courses in which the practice behaviors are addressed. The competencies are introduced and developed in the foundation year and further developed in the advanced practice year.

TABLE 2.1a  EPAS Core Competencies and MSW Curriculum - Foundation

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Where addressed in the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Competency EP2.1.1</td>
<td>1. Advocate for client access to the services of social work</td>
<td>SWG 510: Foundation Practice I</td>
</tr>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
<td>SWG 516 Bridge II (ASP) SWG 510: Foundation Practice I</td>
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<tr>
<td></td>
<td>3. Attend to professional roles and boundaries</td>
<td>SWG 510: Foundation Practice I SWG 511: Foundation Practice II</td>
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<tr>
<td></td>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>SWG 510: Foundation Practice I</td>
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<tr>
<td></td>
<td>5. Engage in career-long learning</td>
<td>SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 519: Research Methods in SW</td>
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<tr>
<td></td>
<td>6. Use supervision and consultation</td>
<td>SWG 541: Field Practicum I SWG 542: Field Practicum II</td>
</tr>
<tr>
<td>Core Competency EP 2.1.2</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>SWG 585: Macro SW Practice SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 515 Bridge I (ASP)</td>
</tr>
<tr>
<td></td>
<td>3. Tolerate ambiguity in resolving ethical conflicts</td>
<td>SWG 585: Macro SW Practice SWG 510: Foundation Practice I</td>
</tr>
</tbody>
</table>
| Core Competency EP 2.1.3 | 4. Apply strategies of ethical reasoning to arrive at principled decisions | SWG 519: Research Methods in SW  
SWG 585: Macro SW Practice  
SWG 510: Foundation Practice I |
| Core Competency EP 2.1.4 | 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | SWG 501: HBSE I  
SWG 502: HBSE II  
SWG 585: Macro SW Practice  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II |
| Core Competency EP 2.1.4 | 2. Analyze models of assessment, prevention, intervention and evaluation | SWG 519: Research Methods in SW  
SWG 516: Bridge II (ASP)  
SWG 502: HBSE II  
SWG 585: Macro SW Practice  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II |
| Core Competency EP 2.1.4 | 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | SWG 519: Research Methods in SW  
SWG 516: Bridge II (ASP)  
SWG 510: Foundation Practice I |
| Core Competency EP 2.1.4 | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | SWG 519: Research Methods in SW  
SWG 501: HBSE I  
SWG 502: HBSE II  
SWG 585: Macro SW Practice  
SWG 533: Div & Oppr in SW Context  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II  
SWG 531: Social Welfare Policies |
| Core Competency EP 2.1.4 | 2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | SWG 510: Foundation Practice I  
SWG 531: Social Welfare Policies  
SWG 533: Div & Oppr in SW Context |
| Core Competency EP 2.1.4 | 3. Recognize and communicate their understanding of the importance of difference in shaping life experiences | SWG 533: Div & Oppr in SW Context  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II  
SWG 502: HBSE II  
SWG 531: Social Welfare Policies |
| Core Competency EP 2.1.4 | 4. View themselves as learners | SWG 585: Macro SW Practice |
and engage those with whom they work as informants

| Core Competency EP 2.1.5 | 1. Understand the forms and mechanisms of oppression and discrimination | SWG 501: HBSE I  
SWG 502: HBSE II  
SWG 585: Macro SW Practice  
SWG 533: Div & Oppr in SW Context  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II  
SWG 531: Social Welfare Policies |
|--------------------------|--------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Core Competency EP 2.1.6 | 2. Advocate for human rights and social and economic justice | SWG 510: Foundation Practice I  
SWG 531: Social Welfare Policies |
| Core Competency EP 2.1.7 | 3. Engage in practices that advance social and economic justice | SWG 531: Social Welfare Policies  
SWG 533: Div & Oppr in SW Context |

| Core Competency EP 2.1.6 | 1. Use practice experience to inform scientific inquiry | SWG 519: Research Methods in SW  
SWG 598: Bridge II (ASP)  
SWG 501: HBSE I  
SWG 502: HBSE II  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II |
|--------------------------|-------------------------------------------------------------|---------------------------------------------------------------------|
| Core Competency EP 2.1.6 | 2. Use research evidence to inform practice | SWG 519: Research Methods in SW  
SWG 598: Bridge II (ASP)  
SWG 501: HBSE I  
SWG 502: HBSE II  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II |

| Core Competency EP 2.1.7 | 1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | SWG 501: HBSE I  
SWG 502: HBSE II  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II |
|--------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|
| Core Competency EP 2.1.7 | 2. Critique and apply knowledge to understand person and environment | SWG 501: HBSE I  
SWG 502: HBSE II  
SWG 533: Div & Oppr in SW Context  
SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II |
### Core Competency EP 2.1.8
Engage in policy practice to advance social and economic well-being and to deliver effective social work services

| 1. Analyze, formulate, and advocate for policies that advance social well-being | SWG 531: Social Welfare Policies  
SWG 585: Macro SW Practice |
| 2. Collaborate with colleagues and clients for effective policy action | SWG 510: Foundation Practice I  
SWG 511: Foundation Practice II  
SWG 531: Social Welfare Policies |

### Core Competency EP 2.1.9
Respond to contexts that shape practice

| 1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | SWG 502: HBSE II  
SWG 585: Macro SW Practice  
SWG 531: Social Welfare Policies  
SWG 533: Div & Oppr in SW Context |
| 2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | SWG 531: Social Welfare Policies  
SWG 585: Macro SW Practice |

### Core Competency EP 2.1.10a-d
Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities

| Engagement: | SWG 585: Macro SW Practice  
SWG 511: Foundation Practice II |
| 1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | SWG 502: HBSE I  
SWG 502: HBSE II  
SWG 510: Foundation Practice I  
SWG 585: Macro SW Practice |
| 2. Use empathy and other interpersonal skills | SWG 511: Foundation Practice II  
SWG 585: Macro SW Practice |
<p>| 3. Develop a mutually agreed –on focus of work and desired outcomes |</p>
<table>
<thead>
<tr>
<th>Assessment</th>
<th>SWG 585: Macro SW Practice</th>
<th>SWG 510: Foundation Practice I</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Collect, organize, and interpret client data</td>
<td>SWG 511: Foundation Practice II</td>
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<td>2. Assess client strengths and limitations</td>
<td>SWG 501: HBSE I</td>
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<td></td>
<td>SWG 502: HBSE II</td>
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<td></td>
<td>SWG 585: Macro SW Practice</td>
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<td></td>
<td>SWG 510: Foundation Practice I</td>
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<td></td>
<td>SWG 511: Foundation Practice II</td>
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<tr>
<td>3. Develop mutually agreed-on intervention goals and objectives</td>
<td>SWG 510: Foundation Practice I</td>
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<td></td>
<td>SWG 511: Foundation Practice II</td>
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<td></td>
<td>SWG 585: Macro SW Practice</td>
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<tr>
<td>4. Select appropriate intervention strategies</td>
<td>SWG 510: Foundation Practice I</td>
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<td></td>
<td>SWG 511: Foundation Practice II</td>
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<td></td>
<td>SWG 585: Macro SW Practice</td>
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<tr>
<th>Intervention</th>
<th>SWG 510: Foundation Practice I</th>
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<tbody>
<tr>
<td>1. Initiate actions to achieve organizational goals</td>
<td>SWG 511: Foundation Practice II</td>
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<td>SWG 585: Macro SW Practice</td>
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<tr>
<td>2. Implement prevention interventions that enhance client capacities</td>
<td>SWG 510: Foundation Practice I</td>
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<td></td>
<td>SWG 511: Foundation Practice II</td>
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<td></td>
<td>SWG 585: Macro SW Practice</td>
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<td>3. Help clients resolve problems</td>
<td>SWG 510: Foundation Practice I</td>
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<td>SWG 511: Foundation Practice II</td>
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<tr>
<td></td>
<td>SWG 585: Macro SW Practice</td>
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<tr>
<td>4. Negotiate, mediate, and advocate for clients</td>
<td>SWG 510: Foundation Practice I</td>
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<td></td>
<td>SWG 511: Foundation Practice II</td>
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<td></td>
<td>SWG 585: Macro SW Practice</td>
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<tr>
<td>5. Facilitate transitions and endings</td>
<td>SWG 510: Foundation Practice I</td>
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<td></td>
<td>SWG 511: Foundation Practice II</td>
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<tr>
<td>Evaluation</td>
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<td></td>
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<tr>
<td>1. Critically analyze, monitor, and evaluate interventions</td>
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<td>SWG 519: Research Methods in SW</td>
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<tr>
<td>SWG 585: Macro SW Practice</td>
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## TABLE 2.1b  EPAS Core Competencies and MSW Curriculum – Advanced Direct Practice

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Where addressed in the curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Competency EP2.1.1 Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Advocate for client access to the services of social work</td>
<td>SWG 603: Health/B H Practice</td>
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<tr>
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<td>SWG 604: Advanced Practice Health</td>
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<td></td>
<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
<td>SWG 619: Practice Orient Research</td>
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<td></td>
<td>3. Attend to professional roles and boundaries</td>
<td>SWG 621: Integrative Seminar</td>
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<td></td>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>SWG 604: Advanced Practice Health</td>
</tr>
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<td></td>
<td>5. Engage in career-long learning</td>
<td>SWG 613: Advanced Practice BH</td>
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<tr>
<td></td>
<td>6. Use supervision and consultation</td>
<td>SWG 617: Advanced Practice Child</td>
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<td></td>
<td>SWG 621: Integrative Seminar</td>
</tr>
<tr>
<td>Core Competency EP 2.1.2 Apply social work ethical principles to guide professional practice.</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>SWG 603: Health/B H Practice</td>
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<td>SWG 604: Advanced Practice Health</td>
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<td>SWG 613: Advanced Practice BH</td>
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<td>SWG 617: Advanced Practice Child</td>
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<td>SWG 621: Integrative Seminar</td>
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<tr>
<td></td>
<td>2. Make ethical decisions by applying standards of NASW’s Code of Ethics</td>
<td>SWG 603: Health/B H Practice</td>
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<td>SWG 604: Advanced Practice Health</td>
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<td>SWG 613: Advanced Practice BH</td>
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<td>SWG 617: Advanced Practice Child</td>
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<td>SWG 621: Integrative Seminar</td>
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</table>
| 3. | Tolerate ambiguity in resolving ethical conflicts | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 613: Advanced Practice BH  
SWG 617: Advanced Practice Child  
SWG 621: Integrative Seminar  |
| 4. | Apply strategies of ethical reasoning to arrive at principled decisions | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 613: Advanced Practice BH  
SWG 617: Advanced Practice Child  
SWG 621: Integrative Seminar  |

**Core Competency EP 2.1.3**  
Apply critical thinking to inform and communicate professional judgments.

| 1. | Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | SWG 619: Practice Orient Research  
SWG 621: Integrative Seminar  
SWG 661: CBT  |
| 2. | Analyze models of assessment, prevention, intervention and evaluation | SWG 608: Children, Youth & Fam  
SWG 613: Advanced Practice BH  
SWG 619: Practice Orient Research  
SWG 621: Integrative Seminar  |
| 3. | Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | SWG 619: Practice Orient Research  
SWG 621: Integrative Seminar  
SWG 661: CBT  |

**Core Competency EP 2.1.4**  
Engage diversity and difference in practice.

| 1. | Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | SWG 608: Children, Youth & Fam  
SWG 619: Practice Orient Research  
SWG 621: Integrative Seminar  |
| 2. | Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | SWG 619: Practice Orient Research  
SWG 621: Integrative Seminar  |
| 3. | Recognize and communicate their understanding of the importance of difference in | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 613: Advanced Practice BH  |
| Core Competency EP 2.1.5 | shapin... | SWG 617: Advanced Practice Child
SWG 619: Practice Orient Research
SWG 621: Integrative Seminar |
|----------------------------|-----------|SWG 603: Health/B H Practice
SWG 604: Advanced Practice Health
SWG 613: Advanced Practice BH
SWG 617: Advanced Practice Child
SWG 621: Integrative Seminar |

1. Understand the forms and mechanisms of oppression and discrimination
2. Advocate for human rights and social and economic justice
3. Engage in practices that advance social and economic justice

| Core Competency EP 2.1.6 | Use practice experience to inform scientific inquiry | SWG 619: Practice Orient Research
SWG 621: Integrative Seminar |
|----------------------------|---------------------------------------------------|SWG 603: Health/B H Practice
SWG 604: Advanced Practice Health
SWG 613: Advanced Practice BH
SWG 617: Advanced Practice Child
SWG 621: Integrative Seminar |

1. Use practice experience to inform scientific inquiry
2. Use research evidence to inform practice

| Core Competency EP 2.1.7 | Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | SWG 619: Practice Orient Research
SWG 621: Integrative Seminar |
|----------------------------|--------------------------------------------------|SWG 606: Assessment of Mental Dis
SWG 617: Advanced Practice
SWG 606: Assessment of Mental Dis
SWG 619: Practice Orient Research |

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation
2. Critique and apply knowledge to understand person and environment

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**Core Competency EP 2.1.5**
Advance Human rights and social and economic justice.

**Core Competency EP 2.1.6**
Engage in research-informed practice and practice-informed research.

**Core Competency EP 2.1.7**
Apply knowledge of human behavior and the social environment.
<table>
<thead>
<tr>
<th>Core Competency</th>
<th>SWG 621: Integrative Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.8 Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td></td>
</tr>
<tr>
<td>1. Analyze, formulate, and advocate for policies that advance social well-being</td>
<td></td>
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<tr>
<td>2. Collaborate with colleagues and clients for effective policy action</td>
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<thead>
<tr>
<th>Core Competency</th>
<th>SWG 603: Health/B H Practice SWG 604: Advanced Practice Health</th>
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<tbody>
<tr>
<td>EP 2.1.9 Respond to contexts that shape practice</td>
<td></td>
</tr>
<tr>
<td>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</td>
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<tr>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
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<tr>
<th>Core Competency</th>
<th>SWG 603: Health/B H Practice SWG 604: Advanced Practice Health</th>
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</thead>
<tbody>
<tr>
<td>EP 2.1.10a-d Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>Engagement:</td>
<td></td>
</tr>
<tr>
<td>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<tr>
<td>2. Use empathy and other interpersonal skills</td>
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</tbody>
</table>
| Assessment | SWG 621: Integrative Seminar  
SWG 661: CBT |
|---|---|
| **3. Develop a mutually agreed—on focus of work and desired outcomes** | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 608: Child, Youth, Fam Practice  
SWG 613: Advanced Practice BH  
SWG 617: Advanced Practice Child  
SWG 621: Integrative Seminar  
SWG 661: CBT |
| **Assessment** | |
| **1. Collect, organize, and interpret client data** | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 608: Child, Youth, Fam Practice  
SWG 613: Advanced Practice BH  
SWG 617: Advanced Practice Child  
SWG 621: Integrative Seminar  
SWG 661: CBT |
| **2. Assess client strengths and limitations** | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 608: Child, Youth, Fam Practice  
SWG 613: Advanced Practice BH  
SWG 617: Advanced Practice Child  
SWG 621: Integrative Seminar  
SWG 661: CBT |
| **3. Develop mutually agreed—on intervention goals and objectives** | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 608: Child, Youth, Fam Practice  
SWG 613: Advanced Practice BH  
SWG 617: Advanced Practice Child  
SWG 621: Integrative Seminar |
| **4. Select appropriate intervention strategies** | SWG 603: Health/B H Practice  
SWG 604: Advanced Practice Health  
SWG 608: Child, Youth, Fam Practice  
SWG 613: Advanced Practice BH  
SWG 617: Advanced Practice Child  
SWG 621: Integrative Seminar  
SWG 661: CBT |
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<thead>
<tr>
<th>Intervention</th>
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<tbody>
<tr>
<td>1. Initiate actions to achieve organizational goals</td>
<td>SWG 603: Health/B H Practice</td>
<td>SWG 604: Advanced Practice Health</td>
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<td></td>
<td>SWG 608: Child, Youth, Fam Practice</td>
<td>SWG 613: Advanced Practice BH</td>
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<td>SWG 617: Advanced Practice Child</td>
<td>SWG 621: Integrative Seminar</td>
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<td></td>
<td>SWG 661: CBT</td>
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<tr>
<td>2. Implement prevention interventions that enhance client capacities</td>
<td>SWG 603: Health/B H Practice</td>
<td>SWG 604: Advanced Practice Health</td>
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<td></td>
<td>SWG 608: Child, Youth, Fam Practice</td>
<td>SWG 613: Advanced Practice BH</td>
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<td></td>
<td>SWG 617: Advanced Practice Child</td>
<td>SWG 621: Integrative Seminar</td>
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<td>SWG 661: CBT</td>
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<tr>
<td>3. Help clients resolve problems</td>
<td>SWG 603: Health/B H Practice</td>
<td>SWG 604: Advanced Practice Health</td>
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<td></td>
<td>SWG 608: Child, Youth, Fam Practice</td>
<td>SWG 613: Advanced Practice BH</td>
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<td>SWG 617: Advanced Practice Child</td>
<td>SWG 621: Integrative Seminar</td>
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<td>SWG 661: CBT</td>
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<tr>
<td>4. Negotiate, mediate, and advocate for clients</td>
<td>SWG 603: Health/B H Practice</td>
<td>SWG 604: Advanced Practice Health</td>
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<td></td>
<td>SWG 608: Child, Youth, Fam Practice</td>
<td>SWG 613: Advanced Practice BH</td>
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<td></td>
<td>SWG 617: Advanced Practice Child</td>
<td>SWG 621: Integrative Seminar</td>
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<td>SWG 661: CBT</td>
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<tr>
<td>5. Facilitate transitions and endings</td>
<td>SWG 603: Health/B H Practice</td>
<td>SWG 604: Advanced Practice Health</td>
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<td></td>
<td>SWG 608: Child, Youth, Fam Practice</td>
<td>SWG 613: Advanced Practice BH</td>
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<td></td>
<td>SWG 617: Advanced Practice Child</td>
<td>SWG 621: Integrative Seminar</td>
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<td></td>
<td>SWG 661: CBT</td>
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</tbody>
</table>
| **Evaluation** | 1. Critically analyze, monitor, and evaluate interventions | SWG 619: Practice Orient Research  
SWG 621: Integrative Seminar |

| **TABLE 2.1c  EPAS Core Competencies and MSW Curriculum – Policy, Admin, & Community** |
| **EPAS Competency** | **EPAS Practice Behaviors** | **Where addressed in the curriculum** |
| **Core Competency EP 2.1.1** Identify as a professional social worker and conduct oneself accordingly. | 1. Advocate for client access to the services of social work  
2. Practice personal reflection and self-correction to assure continual professional development  
3. Attend to professional roles and boundaries  
4. Demonstrate professional demeanor in behavior, appearance, and communication  
5. Engage in career-long learning  
6. Use supervision and consultation | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 643: Field Practicum III  
SWG 644: Field Practicum IV |
| **Core Competency EP 2.1.2** Apply social work ethical principles to guide professional practice. | 1. Recognize and manage personal values in a way that allows professional values to guide practice  
SWG 632: Policy Practice  
SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 623: Program Evaluation  
SWG 632: Policy Practice  
SWG 681: Administration  
SWG 682: Comm Participation Strat |
| 3. Tolerate ambiguity in resolving ethical conflicts | SWG 623: Program Evaluation  
SWG 632: Policy Practice  
SWG 681: Administration  
SWG 682: Comm Participation Strat |
| 4. Apply strategies of ethical reasoning to arrive at principled decisions | SWG 623: Program Evaluation  
SWG 632: Policy Practice  
SWG 681: Administration  
SWG 682: Comm Participation Strat |

**Core Competency EP 2.1.3**  
Apply critical thinking to inform and communicate professional judgments.

| 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | SWG 623: Program Evaluation  
SWG 632: Policy Practice  
SWG 685: Program Planning |
| 2. Analyze models of assessment, prevention, intervention and evaluation | SWG 623: Program Evaluation  
SWG 632: Policy Practice  
SWG 685: Program Planning |
| 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | SWG 623: Program Evaluation  
SWG 632: Policy Practice  
SWG 685: Program Planning |

**Core Competency EP 2.1.4**  
Engage diversity and difference in practice.

| 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | SWG 681: Administration  
SWG 685: Program Planning  
SWG 632: Policy Practice |
| 2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 685: Program Planning  
SWG 632: Policy Practice |
| 3. Recognize and communicate their understanding of the importance of difference in shaping life experiences | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 685: Program Planning  
SWG 632: Policy Practice |
| 4. View themselves as learners and engage those with whom they work as informants | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 685: Program Planning |
| Core Competency EP 2.1.5 | 1. Understand the forms and mechanisms of oppression and discrimination | SWG 632: Policy Practice  
SWG 685: Program Planning |
|--------------------------|--------------------------------------------------------------------------|------------------------------------------------------------------------------|
|                          | 2. Advocate for human rights and social and economic justice             | SWG 682: Comm Participation Strat  
SWG 685: Program Planning  
SWG 632: Policy Practice |
|                          | 3. Engage in practices that advance social and economic justice         | SWG 682: Comm Participation Strat  
SWG 685: Program Planning  
SWG 632: Policy Practice |
| Core Competency EP 2.1.6 | 1. Use practice experience to inform scientific inquiry                 | SWG 623: Program Evaluation  
SWG 685: Program Planning |
|                          | 2. Use research evidence to inform practice                             | SWG 623: Program Evaluation  
SWG 685: Program Planning |
| Core Competency EP 2.1.7 | 1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | SWG 623: Program Evaluation  
SWG 681: Administration  
SWG 682: Comm Participation Strat |
|                          | 2. Critique and apply knowledge to understand person and environment   | SWG 681: Administration  
SWG 682: Comm Participation Strat |
| Core Competency EP 2.1.8 | 1. Analyze, formulate, and advocate for policies that advance social well-being | SWG 681: Administration  
SWG 632: Policy Practice |
|                          | 2. Collaborate with colleagues and clients for effective policy action | SWG 681: Administration  
SWG 632: Policy Practice |
| Core Competency EP 2.1.9 | 1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services. | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice |
|---|---|---|
| 2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice |

| Core Competency EP 2.1.10a-d | Engagement: | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice |
|---|---|---|
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | 1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice |
| | 2. Use empathy and other interpersonal skills | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice |
| | 3. Develop a mutually agreed -on focus of work and desired outcomes | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice  
SWG 685: Program Planning |

Assessment

| 1. Collect, organize, and interpret client data | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice  
SWG 685: Program Planning |
| 2. Assess client strengths and limitations | SWG 681: Administration  
SWG 682: Comm Participation Strat  
SWG 632: Policy Practice |
As outlined above, each competency is operationalized through the practice behaviors that are identified in the EPAS and covered both in the foundation year and the advanced practice year. What is different is that the level of competency is being developed during the foundation year, while demonstrated as an applied skill in the advanced concentration year. To achieve that progression, the courses in the ADP and PAC concentration build on the material covered
during the foundation year, and include assignments that require students to apply their foundation knowledge in demonstrated practice at an advanced level.

**M2.0.4: The program provides an operational definition for each of the competencies used in its curriculum design and its assessment**

The MSW curriculum is designed to facilitate operationalization and assessment of students’ mastery of the EPAS competencies, with advanced skills augmented by knowledge and practice behaviors specific to one of two concentrations, Advanced Direct Practice (ADP) or Policy, Administration and Community (PAC). We use the practice behaviors identified in the EPAS, and assess students’ competence to demonstrate these practice behaviors through a number of measures. These measures include course assignments and field work. During the Foundation year, students are exposed to all the competencies and operationalized practice behaviors, with the expectation that they will begin to build practice skills that reflect these competencies. During the concentration year, students advance from the foundation level to become more skilled and adept in practice. By the end of the two years, students who graduate with the ADP and PAC concentrations demonstrate advanced skills that reflect full development of the competencies. Tables 2.2a-c identify the operational definitions for the practice behaviors at the Foundation, ADP and PAC levels, and provide examples of the measures we use. In section 4.0 Assessment, we provide benchmark levels of achievement for the competencies, which also serve as a way for us to assess the effectiveness of our operationalized practice behavior activities.
<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Where taught in the curriculum</th>
<th>Measures – Assignments, tasks, or activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competency EP2.1.1</strong> Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Advocate for client access to the services of social work 2. Practice personal reflection and self-correction to assure continual professional development 3. Attend to professional roles and boundaries 4. Demonstrate professional demeanor in behavior, appearance, and communication 5. Engage in career-long learning 6. Use supervision and consultation</td>
<td>SWG 510  SWG 531  SWG 510  SWG 511  SWG 519  SWG 585  SWG 511  SWG 531</td>
<td>Participant observation activity Social welfare policy field assignment Logs Case assessment Role plays in class Case assessment Role plays in class Social welfare policy field assignment Final Exam Advocacy strategy assignment Logs Policy analysis</td>
</tr>
<tr>
<td><strong>Core Competency EP 2.1.2</strong> Apply social work ethical principles to guide professional practice.</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice 2. Make ethical decisions by applying standards of NASW’s Code of Ethics</td>
<td>SWG 510  SWG 511  SWG 585  SWG 510  SWG 585</td>
<td>Participant observation Logs Needs assessment proposal Class discussion, readings Needs Assessment Description, Results, Recommendations, and Advocacy Strategy</td>
</tr>
</tbody>
</table>
| 3. | Tolerate ambiguity in resolving ethical conflicts | SWG 519  
SWG 510 | Assignment #1 Letter of informed consent  
Class discussion, readings |
| 4. | Apply strategies of ethical reasoning to arrive at principled decisions | SWG 585  
SWG 519 | Needs Assessment Description, Results, Recommendations, and Advocacy Strategy  
Midterm exam |

**Core Competency EP 2.1.3**  
**Apply critical thinking to inform and communicate professional judgments.**

| 1. | Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | SWG 501  
SWG 510  
SWG 511  
SWG 585 | Final Exam, Developmental Case Assessment Paper  
Midterm Exam; Child Day Presentations; Case Formulation Assessments  
Case Assessment  
Group presentation  
Needs Assessment Proposal;  
History Assignment  
Community Profile Photo Presentation; Midterm Exam |
| 2. | Analyze models of assessment, prevention, intervention and evaluation | SWG 531  
SWG 502 |  
  |
| 3. | Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | SWG 510  
SWG 511  
SWG 585  
SWG 519 | Case Assessment  
Group presentation  
Needs Assessment Proposal, participation  
Assignment #5 - research article critique  
Final Exam or applied research experience |
<p>| Core Competency EP 2.1.4 | 1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | SWG 501 | Developmental Case Assessment Paper; Case Formulation Assessments |
| | 2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | SWG 510 SWG 511 SWG 533 | Readings |
| | 3. Recognize and communicate their understanding of the importance of difference in shaping life experiences | SWG 585 SWG 531 | Article review &amp; presentation, small group discussion |
| | 4. View themselves as learners and engage those with whom they work as informants | SWG 519 SWG 510 | Needs assessment proposal |
| | | | Social welfare policy field assignment |
| Core Competency EP 2.1.5 | 1. Understand the forms and mechanisms of oppression and discrimination | SWG 510 SWG 533 SWG 585 | Assignment #5 - research article critique |
| | 2. Advocate for human rights and social and economic justice | SWG 531 SWG 502 | Participation observation |
| | | | Developmental Assessment |
| | | | Group Presentations |
| | | | Policy Analysis paper |
| | | | Community Profile Photo Presentation |</p>
<table>
<thead>
<tr>
<th><strong>Core Competency EP 2.1.6</strong></th>
<th><strong>Core Competency EP 2.1.7</strong></th>
<th><strong>Core Competency EP 2.1.8</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage in research-informed practice and practice-informed research.</strong></td>
<td><strong>Apply knowledge of human behavior and the social environment</strong></td>
<td><strong>Engage in policy</strong></td>
</tr>
<tr>
<td>3. Engage in practices that advance social and economic justice</td>
<td>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>1. Analyze, formulate, and advocate for policies that advance social well-being</td>
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<tr>
<td>SWG 531</td>
<td>SWG 501</td>
<td>SWG 531</td>
</tr>
<tr>
<td>Social welfare policy field assignment</td>
<td>Final Exam Assignment #5 - research article critique</td>
<td>History Assignment; Policy Analysis paper</td>
</tr>
<tr>
<td>Policy Analysis paper</td>
<td>Final Exam, Developmental Case Assessment Paper, Midterm Exam, Child Day Presentations Case presentations final exam, group manual, group presentation Needs Assessment Proposal Assignment #3 - univariate analysis Assignment #4 - bivariate analysis</td>
<td>Midterm Exam; Final Exam; Case Formulation Assessments Case assessment, logs Group presentation Final Exam; Midterm Exam; Child Day Presentations; Case Formulation Assessments Case presentation, participant observation Intersectional Identity Chest, Inquiry team presentation Community Profile Photo Presentation</td>
</tr>
<tr>
<td>Core Competency EP</td>
<td>Practice to advance social and economic well-being and to deliver effective social work services</td>
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<tr>
<td>2.1.9</td>
<td>2. Collaborate with colleagues and clients for effective policy action</td>
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<td>Group presentation</td>
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<td></td>
<td>Social welfare policy field assignment, Book Critique, Policy Analysis paper</td>
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<td></td>
<td>SWG 510, SWG 511, SWG 531</td>
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<tr>
<td>2.1.10a-d</td>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
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<td></td>
<td>Engagement:</td>
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<tr>
<td></td>
<td>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
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<td>SWG 511, SWG 585</td>
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<tr>
<td></td>
<td>Developmental assessment, participant observation</td>
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<td></td>
<td>Needs Assessment Description, Results, Recommendations, and Advocacy Strategy</td>
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<td></td>
<td>2. Use empathy and other interpersonal skills</td>
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<td>SWG 510, SWG 585</td>
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<tr>
<td></td>
<td>Needs Assessment Description, Results, Recommendations, and Advocacy Strategy</td>
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**Core Competency EP 2.1.9**

**Respond to contexts that shape practice**

1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services.

   - SWG 533, SWG 585
   - Article review, team presentation, small group discussion
   - Organizational Assessment
   - Aging & Systems in the Larger Environment Paper

2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.

   - SWG 531, SWG 585
   - Policy analysis paper
   - Needs Assessment Description, Results, Recommendations, and Advocacy Strategy

**Engagement:**

1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities.

   - SWG 511, SWG 585
   - Needs Assessment Description, Results, Recommendations, and Advocacy Strategy

2. Use empathy and other interpersonal skills.

   - SWG 510, SWG 585
   - Needs Assessment Description, Results, Recommendations, and Advocacy Strategy

   - SWG 585
<table>
<thead>
<tr>
<th>3. Develop a mutually agreed – on focus of work and desired outcomes</th>
<th>SWG 585</th>
<th>Recommendations, and Advocacy Strategy</th>
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</thead>
<tbody>
<tr>
<td><strong>Assessment</strong></td>
<td>Case assessment, developmental assessment</td>
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</tr>
<tr>
<td>1. Collect, organize, and interpret client data</td>
<td>SWG 510 SWG 511</td>
<td>Needs Assessment Description, Results, Recommendations, and Advocacy Strategy</td>
</tr>
<tr>
<td>2. Assess client strengths and limitations</td>
<td>SWG 501</td>
<td>Group presentation, final exam, group manual</td>
</tr>
<tr>
<td>3. Develop mutually agreed-on intervention goals and objectives</td>
<td>SWG 511 SWG 501 SWG 585</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>4. Select appropriate intervention strategies</td>
<td>SWG 511</td>
<td>Case assessment, developmental assessment</td>
</tr>
<tr>
<td><strong>Intervention</strong></td>
<td>SWG 510</td>
<td>Group Presentation</td>
</tr>
<tr>
<td>1. Initiate actions to achieve organizational goals</td>
<td>SWG 502</td>
<td>Advocacy strategy</td>
</tr>
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</table>
| 2. | Implement prevention interventions that enhance client capacities | SWG 510  
SWG 511 | Final exam  
Group Presentation |
| 3. | Help clients resolve problems | SWG 511 | Case Assessment, developmental assessment  
Group Presentation |
| 4. | Negotiate, mediate, and advocate for clients | SWG 510  
SWG 585 | Case presentation  
Advocacy strategy |
| 5. | Facilitate transitions and endings | SWG 511  
SWG 585 | Group presentation  
Needs assessment recommendations |

**Evaluation**

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<table>
<thead>
<tr>
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</thead>
</table>
| 1. | Critically analyze, monitor, and evaluate interventions | SWG 519 | Research article critique  
Midterm exam  
Final exam |
<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Where taught in the ADP curriculum</th>
<th>Measures – Assignments, tasks, or activities</th>
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<tr>
<td><strong>Core Competency EP 2.1.1</strong></td>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Advocate for client access to the services of social work</td>
<td>SWG 603 SWG 604 Ethnogeriatrics summary Group case study project</td>
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<tr>
<td></td>
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<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
<td>SWG 619 Reflection paper on biases regarding the student’s topic of interest SWG 621 Executive Summary of capstone paper SWG 661 Self-reflection paper identifying CBT skills</td>
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<tr>
<td></td>
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<td>3. Attend to professional roles and boundaries</td>
<td>SWG 603 SWG 621 Interprofessional health event Role play</td>
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<td></td>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>SWG 621 Role play and capstone class presentation graded on content, professional appearance and communication SWG 617 Creative therapeutic intervention assignment</td>
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<tr>
<td></td>
<td></td>
<td>5. Engage in career-long learning</td>
<td>SWG 619</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Use supervision and consultation</td>
<td>SWG 621 Search planning worksheet – learn to search for literature on client problem in research data bases and EBP resources Consultation with instructor as required</td>
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<tr>
<td><strong>Core Competency EP 2.1.2</strong></td>
<td>Apply social work ethical principles</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>SWG 617 SWG 613 Creative therapeutic intervention demonstration Process recordings</td>
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<tr>
<td></td>
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<td>2. Make ethical decisions by</td>
<td>SWG 608 Reflective take-home exam</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Activity</td>
<td>Course(s)</td>
<td>Assessment/Activities</td>
</tr>
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</tbody>
</table>
| EP 2.1.3        | Apply critical thinking to inform and communicate professional judgments. | SWG 619, SWG 621, SWG 606 | In-Class group presentations – integration of practice wisdom, best available evidence and client self-determination
                                               |                |                                                                             | Evidence-based research portion of student presentation
                                               |                |                                                                             | Midterm exam
                                               |                |                                                                             | Class discussion and reflective essay
                                               |                |                                                                             | Capstone project
                                               |                |                                                                             | Family therapy role plays
                                               |                |                                                                             | CBT role plays
| EP 2.1.4        | Engage diversity and difference in                                                                 | SWG 608, SWG 621 | Reflective take-home exam
                                               |                |                                                                             | Capstone project – assessment of oppression, privilege and power
| Core Competency | Activity                                                                 | Course(s)       | Assessment/Activities                                                                 |
| EP 2.1.3        | Apply critical thinking to inform and communicate professional judgments. | SWG 619, SWG 621, SWG 606 | In-Class group presentations – integration of practice wisdom, best available evidence and client self-determination
                                               |                |                                                                             | Evidence-based research portion of student presentation
                                               |                |                                                                             | Midterm exam
                                               |                |                                                                             | Class discussion and reflective essay
                                               |                |                                                                             | Capstone project
                                               |                |                                                                             | Family therapy role plays
                                               |                |                                                                             | CBT role plays

3. Tolerate ambiguity in resolving ethical conflicts

4. Apply strategies of ethical reasoning to arrive at principled decisions

35
2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups

3. Recognize and communicate their understanding of the importance of difference in shaping life experiences

5. View themselves as learners and engage those with whom they work as informants

<table>
<thead>
<tr>
<th>Core Competency EP 2.1.5</th>
<th>Advance Human rights and social and economic justice.</th>
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<tbody>
<tr>
<td>1. Understand the forms and mechanisms of oppression and discrimination</td>
<td>SWG 604  SWG 621</td>
</tr>
<tr>
<td>2. Advocate for human rights and social and economic justice</td>
<td>SWG 603  SWG 608</td>
</tr>
<tr>
<td>3. Engage in practices that advance social and economic justice</td>
<td>SWG 606  SWG 661</td>
</tr>
<tr>
<td><strong>Core Competency EP 2.1.6</strong></td>
<td>Engage in research-</td>
</tr>
<tr>
<td>1. Use practice experience to inform scientific inquiry</td>
<td>SWG 619  SWG 617  SWG 619</td>
</tr>
<tr>
<td>2. Use research evidence to</td>
<td>Assignment – identifying research question  Interview with practitioner  Clinical treatment critique paper</td>
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Training exercises
Reflection paper on biases regarding the student’s topic of interest
Final paper
Intervention role play videotape
Lecture and discussion on the “human to human” experience
Intervention role play videotape
Reading reflection questions on how poverty, oppression and racial issues impact health disparities
Capstone project – assessment of oppression, privilege and power
In class exercise on emerging societal trends
Group demonstration
Reflective responses on take home exam
Take-home assignment
In class discussion on advocacy role of social work
Assignment on research planning
<table>
<thead>
<tr>
<th><strong>Core Competency</strong></th>
<th><strong>Assignments</strong></th>
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<tbody>
<tr>
<td><strong>EP 2.1.7</strong></td>
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<tr>
<td><strong>Apply knowledge of human behavior and the social environment</strong></td>
<td><strong>Assignment on critical appraisal of topic chosen by student</strong></td>
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<td>Core Competency EP 2.1.7</td>
<td><strong>SWG 621</strong></td>
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<tr>
<td>SWG 606 SWG 621 SWG 617 SWG 621</td>
<td>Midterm exam and Take-home assignment Research done for capstone project</td>
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<td>Clinical treatment critique paper Role play</td>
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<tr>
<td>Core Competency EP 2.1.8</td>
<td><strong>SWG 608 SWG 603 SWG 604 SWG 608</strong></td>
</tr>
<tr>
<td><strong>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</strong></td>
<td><strong>Ecological assessment and case plan</strong></td>
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<td>Discussion board activities</td>
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<td>Contemporary health policy issues discussion Policy advocacy in ecological psychosocial assessment case plan</td>
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<tr>
<td>Core Competency EP 2.1.9</td>
<td><strong>SWG 603 SWG 604</strong></td>
</tr>
<tr>
<td><strong>Respond to contexts that</strong></td>
<td><strong>In-class exercise</strong></td>
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<tr>
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<td>Reading reflection questions</td>
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</table>

| **Inform practice and practice-informed research.** | **Inform practice** |
| Core Competency EP 2.1.7 | **SWG 621** |
| Core Competency EP 2.1.8 | **SWG 604** |
| Core Competency EP 2.1.9 | **SWG 603** |

**Core Competency**

- **EP 2.1.7**: Apply knowledge of human behavior and the social environment
- **EP 2.1.8**: Engage in policy practice to advance social and economic well-being and to deliver effective social work services
- **EP 2.1.9**: Respond to contexts that
<table>
<thead>
<tr>
<th>Core Competency EP 2.1.10a-d</th>
<th>Engagement:</th>
<th>Assessment</th>
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<tr>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>1. Collect, organize, and interpret client data</td>
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<td></td>
<td>2. Use empathy and other interpersonal skills</td>
<td>2. Assess client strengths and limitations</td>
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<td>3. Develop a mutually agreed – on focus of work and desired outcomes</td>
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<td>Develop mutually agreed-on intervention goals and objectives</td>
<td>SWG 604</td>
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<td>4.</td>
<td>Select appropriate intervention strategies</td>
<td>SWG 619</td>
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**Intervention**

<table>
<thead>
<tr>
<th></th>
<th>Initiate actions to achieve organizational goals</th>
<th>SWG 603</th>
<th>SWG 661</th>
<th>Final paper</th>
<th>Final reflection paper</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>Implement prevention interventions that enhance client capacities</td>
<td>SWG 608</td>
<td>SWG 621</td>
<td>Ecological assessment and case plan assignment</td>
<td>Role play</td>
</tr>
<tr>
<td></td>
<td>Help clients resolve problems</td>
<td>SWG 661</td>
<td>SWG 611</td>
<td>CBT role-plays</td>
<td>Family therapy role plays</td>
</tr>
<tr>
<td></td>
<td>Negotiate, mediate, and advocate for clients</td>
<td>SWG 603</td>
<td>SWG 604</td>
<td>Final paper</td>
<td>Intervention role play videotape</td>
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<tr>
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<td>Facilitate transitions and endings</td>
<td>SWG 621</td>
<td>SWG 606</td>
<td>Capstone paper</td>
<td>Take-home assignment</td>
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**Evaluation**

<table>
<thead>
<tr>
<th></th>
<th>Critically analyze, monitor, and evaluate interventions</th>
<th>SWG 619</th>
<th>SWG 621</th>
<th>Exam and assignments on single subject design</th>
<th>Capstone summary</th>
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### Table 2.2c – Policy, Administration and Community

<table>
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<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Where taught in the PAC curriculum</th>
<th>Measures – Assignments, tasks, or activities</th>
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<tbody>
<tr>
<td><strong>Core Competency EP2.1.1</strong>&lt;br&gt;Identify as a professional social worker and conduct oneself accordingly.</td>
<td>1. Advocate for client access to the services of social work</td>
<td>SWG 681&lt;br&gt;SWG 682</td>
<td>Organizational assessment&lt;br&gt;Community participation group project</td>
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<td></td>
<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
<td>SWG 682&lt;br&gt;Portfolio</td>
<td>Self-care activity&lt;br&gt;Synthesis paper</td>
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<td>3. Attend to professional roles and boundaries</td>
<td>SWG 681</td>
<td>In class video&lt;br&gt;Organizational assessment</td>
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<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>SWG 682&lt;br&gt;Portfolio</td>
<td>Community participation group project&lt;br&gt;Synthesis paper</td>
</tr>
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<td></td>
<td>5. Engage in career-long learning</td>
<td>SWG 682&lt;br&gt;Portfolio</td>
<td>Self-care activity&lt;br&gt;Synthesis paper</td>
</tr>
<tr>
<td></td>
<td>6. Use supervision and consultation</td>
<td>SWG 682&lt;br&gt;Portfolio</td>
<td>Self-care activity&lt;br&gt;Synthesis paper</td>
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<tr>
<td><strong>Core Competency EP 2.1.2</strong>&lt;br&gt;Apply social work ethical principles to guide professional practice.</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>SWG 623&lt;br&gt;SWG 632</td>
<td>Agency program evaluation&lt;br&gt;Policy analysis and advocacy brief</td>
</tr>
<tr>
<td></td>
<td>2. Make ethical decisions by applying standards of NASW’s</td>
<td>SWG 623&lt;br&gt;SWG 632</td>
<td>Agency program evaluation&lt;br&gt;Social media advocacy strategy</td>
</tr>
<tr>
<td>Code of Ethics</td>
<td>Code of Ethics</td>
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<tr>
<td>3. Tolerate ambiguity in resolving ethical conflicts</td>
<td>SWG 623</td>
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<tr>
<td>4. Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>SWG 632</td>
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<td></td>
<td>SWG 682</td>
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<td>Proposal</td>
<td>Social media advocacy strategy</td>
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<td>Agency program evaluation</td>
<td>Framing issues to maximize support</td>
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<th>Core Competency</th>
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<tbody>
<tr>
<td>EP 2.1.3</td>
<td>EP 2.1.3</td>
</tr>
<tr>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
<td>Apply critical thinking to inform and communicate professional judgments.</td>
</tr>
</tbody>
</table>

<p>| 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | SWG 623 |
| 2. Analyze models of assessment, prevention, intervention and evaluation | SWG 632 |
| 3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues | SWG 623 |
|   | SWG 632 |
|   | SWG 685 |
| Peer reviewed article assignment | Peer reviewed article assignment |
| Capacity analysis | Capacity analysis |
| Public meeting/hearing paper | Public meeting/hearing paper |
| Agency program evaluation | Agency program evaluation |
| Policy analysis and advocacy brief | Policy analysis and advocacy brief |
| Agency program evaluation | Agency program evaluation |
| Capacity analysis | Capacity analysis |
| Policy brief, advocacy campaign presentation, fact sheet | Policy brief, advocacy campaign presentation, fact sheet |
| Problem statement, needs assessment, program hypothesis development | Problem statement, needs assessment, program hypothesis development |</p>
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<tr>
<th><strong>Core Competency EP 2.1.4</strong></th>
<th><strong>Core Competency EP 2.1.5</strong></th>
<th><strong>Core Competency EP 2.1.6</strong></th>
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<tr>
<td>Engage diversity and difference in practice.</td>
<td>Advance Human rights and social and economic justice.</td>
<td>Engage in research-informed practice</td>
</tr>
<tr>
<td>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>1. Understand the forms and mechanisms of oppression and discrimination</td>
<td>1. Use practice experience to inform scientific inquiry</td>
</tr>
<tr>
<td>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>2. Advocate for human rights and social and economic justice</td>
<td>2. Use research evidence to inform practice</td>
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<tr>
<td>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td>3. Engage in practices that advance social and economic justice</td>
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</tr>
<tr>
<td>6. View themselves as learners and engage those with whom they work as informants</td>
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<table>
<thead>
<tr>
<th><strong>Courses</strong></th>
<th><strong>Assignments</strong></th>
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<tbody>
<tr>
<td>SWG 681 SWG 685</td>
<td>Videos and quizzes Program design assignment</td>
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<tr>
<td>SWG 681 Portfolio</td>
<td>Video and quizzes Synthesis paper</td>
</tr>
<tr>
<td>SWG 623 SWG 685</td>
<td>Agency and program description Program design assignment</td>
</tr>
<tr>
<td>SWG 623 SWG 681</td>
<td>Agency and program description Organizational assessment paper</td>
</tr>
<tr>
<td>SWG 632 SWG 685</td>
<td>Policy analysis and advocacy brief Program Design assignment</td>
</tr>
<tr>
<td>SWG 632 SWG 682</td>
<td>Social media advocacy strategy Community participation group project</td>
</tr>
<tr>
<td>SWG 632 SWG 682</td>
<td>Policy brief, advocacy campaign presentation, fact sheet Community participation group project</td>
</tr>
<tr>
<td>SWG 623 SWG 685</td>
<td>Agency program evaluation, capacity analysis Program design assignment</td>
</tr>
<tr>
<td>SWG 623</td>
<td>Peer reviewed article assignment</td>
</tr>
</tbody>
</table>
and practice-informed research.

| Core Competency EP 2.1.7 | Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | SWG 623 | Logic model assignment
|                          | Critique and apply knowledge to understand person and environment | SWG 682 | Program evaluation proposal
|                          | SWG 681 | Theory application paper
|                          | SWG 682 |

| Core Competency EP 2.1.8 | Analyze, formulate, and advocate for policies that advance social well-being | SWG 632 | Policy analysis
| Engage in policy practice to advance social and economic well-being and to deliver effective social work services | SWG 681 | Advocacy brief
|                          | SWG 632 | Social work agency project
|                          | SWG 681 | Fact sheet
|                          | SWG 632 | Team presentations

| Core Competency EP 2.1.9 | Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | SWG 632 | Policy analysis
| Respond to contexts that shape practice | SWG 681 | Advocacy brief
|                          | SWG 632 | Organizational assessment paper
|                          | SWG 681 |
sustainable changes in service delivery and practice to improve the quality of social services.

<table>
<thead>
<tr>
<th>Core Competency EP 2.1.10a-d</th>
<th>Engagement:</th>
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<tbody>
<tr>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
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</tr>
<tr>
<td><strong>Engagement:</strong></td>
<td><strong>Assessment:</strong></td>
</tr>
<tr>
<td>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>1. Collect, organize, and interpret client data</td>
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<td>SWG 681 Portfolio</td>
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<tr>
<td>2. Use empathy and other interpersonal skills</td>
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<td>SWG 682 Portfolio</td>
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<tr>
<td>3. Develop a mutually agreed-on focus of work and desired outcomes</td>
<td>3. Develop mutually agreed-on intervention goals and objectives</td>
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<td>SWG 682 Portfolio</td>
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| SWG 632 | SWG 682 |
| Social media advocacy strategy | Community participation group project |

| Portfolio | }
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<tr>
<th>4. Select appropriate intervention strategies</th>
<th>Portfolio</th>
<th>Field practicum documentation</th>
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<tbody>
<tr>
<td><strong>Intervention</strong></td>
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<tr>
<td>1. Initiate actions to achieve organizational goals</td>
<td>SWG 682 Portfolio</td>
<td>Community participation group project Field practicum documentation</td>
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<tr>
<td>2. Implement prevention interventions that enhance client capacities</td>
<td>SWG 682 Portfolio</td>
<td>Community participation group project Field practicum documentation</td>
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<td>3. Help clients resolve problems</td>
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<tr>
<td>5. Facilitate transitions and endings</td>
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<td>Community participation group project Synthesis paper</td>
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<tr>
<td><strong>Evaluation</strong></td>
<td></td>
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</tr>
<tr>
<td>1. Critically analyze, monitor, and evaluate interventions</td>
<td>SWG 623 SWG 685</td>
<td>Peer reviewed article assignments Program monitoring and evaluation project</td>
</tr>
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</table>
Students in the MSW program engage directly in the explicit curriculum through development of generalist practice skills in the first year of the program (Foundation), and advanced practice skills in one of two concentrations during their second year: Advanced Direct Practice (ADP) or Policy, Administration and Community (PAC). These skills are a springboard to enter the social work profession in our region and beyond.

The Masters curriculum is divided into two parts: a common Foundation year consisting of 30 credit hours of required course work including 480 hours of field practicum, and an advanced Concentration year also consisting of 30 credit hours and 480 hours of advanced practice field practicum focused on the particular area of concentration. The goal of the Foundation year is to teach students the basic skills and concepts of generalist practice which underlie specialized practice. The Foundation curriculum is grounded in the liberal arts, providing the intellectual basis for the required first year courses, and the theories and critical thinking skills needed for synthesis of concepts to progress to application of advanced practice. Overall, the curriculum reflects an ecological and strengths perspective that is infused with content about the intersectionality of diversity and how oppression, marginality, privilege and power impact people’s lives and the contexts within which we as social workers practice.

The Foundation curriculum content emphasizes the interactions between individuals within primary systems and between primary systems and social institutions, with special attention to the problems that arise from oppression, prejudice, and inequality. The knowledge and skills learned in the MSW Foundation year are applicable to many settings, as reflected in the variety of field placements available to students. The focus of the first year field placement is on the establishment of the student's professional identity, understanding the context of the agency and community, developing relationship building skills, and learning strategies of empowerment practice. The targeted client systems are those of the individual, family, and small groups as viewed within the various community and socio-cultural contexts. The required
coursework also stresses building an understanding of how diversity shapes human experience and the forms and mechanisms of oppression and discrimination that impact the practice arena, particularly in the context of the Southwest. The following program of study outlines the curriculum sequence for foundation and concentration years:

**MSW Program of Study**

**Foundation Courses – 1st Year**

SWG 501 – Human Behavior in the Social Environment I  
SWG 502 – Human Behavior in the Social Environment II  
SWG 510 – Foundation Practice I  
SWG 511 – Foundation Practice II  
SWG 519 – Research Methods  
SWG 531 – Social Welfare Policy & Services  
SWG 533 – Diversity and Oppression  
SWG 585 – Macro Social Work Practice

**Concentration Courses – 2nd Year**

*Students elect to either concentrate in Advanced Direct Practice or Policy, Administration and Community*

**Advanced Direct Practice (ADP)**

SWG 606 – Assessment of Mental Disorders  
SWG 619 – Practice Oriented Research  
SWG 621 – Integrative Seminar  
SWG 661 – Cognitive Behavioral Therapy

SWG 603* – Health/Behavioral Health Practice  
SWG 604** – Advanced Practice in Health  
SWG 613** – Advanced Practice in Behavioral Health  
SWG 608* – Children, Youth and Families Practice  
SWG 617** – Advanced Practice with Children and Adolescents  
SWG 633* – Child Welfare Services  
SWG 609** – Advanced Practice with Child Welfare Families

*Only one of these courses must be taken by each student, the rest can serve as electives  
**Only one of these courses must be taken be each student, the rest can serve as electives

Electives


**Policy, Administration and Community (PAC)**

SWG 623 – Program Evaluation  
SWG 632 – Policy Practice  
SWG 681 – Administration  
SWG 682 – Community Participation Strategies  
SWG 685 – Program Planning  
Electives

Descriptions of the course content for the Foundation year is as follows:

**SWG 501: Human Behavior in the Social Environment I** focuses on human behavior in the social environment throughout the life cycle. Theories of human development are analyzed within an integrative multidimensional framework. This course supports the social work focus on person-in-environment transactions by examining the bio/psycho/social/spiritual development of individuals from conception through late adulthood, and the membership of individuals in groups, families, organizations and communities, with special attention devoted to understanding the relationships among biological, sociological, psychological cultural, and spiritual systems as they affect and are affected by human behavior and on understanding the consequences of diversification (ethnic background, race, class, sexual orientation, disability, and culture) on social functioning in our global society. This course is the first in the sequence of foundation human behavior and the social environment courses.

**SWG 502: Human Behavior in the Social Environment II** focuses on human behavior in the social environment from a macro perspective. It examines groups, organizations and communities and theoretical perspectives in a macro context. The primary aim of this course is on highlighting the dynamic interaction among systems at the macro level, and how these system interactions influence the behavior of individuals, families, and groups. The course also provides students with opportunities for learning how to apply macro theories and concepts to individuals, families, and groups living in urban and global societal contexts. Prerequisite: SWG 501.
SWG 510: Foundation Practice I provides a conceptual framework for generalist practice, integrates knowledge, theory, and practice, and offers beginning level practice skills. It is the first course of a required two semester sequence of social work “methods” or practice courses. The primary objective is to assist students in conceptualizing social work practice, integrating knowledge and theory with practice, and teach interviewing and social work practice skills. It covers basic social work methods with an emphasis on the problem solving process as it pertains to individuals, families and small groups. Prerequisite: SW major.

SWG 511: Foundation Practice II is the second semester of the required two-course sequence of direct practice courses. The primary objective is to assist students in conceptualizing social work practice, refining skills in practice, and integrating knowledge and theory with practice. The second part of this course focuses more specifically on change strategies and interventions for individuals, families, and groups. Prerequisite: SWG 510.

SWG 519: Research Methods in Social Work presents the conceptual foundations and methods of research in order to help students integrate research knowledge with professional social work practice. The process of research is followed from problem identification to the conceptualization of research questions, sampling, design, measurement, data collection, analysis, and dissemination of findings. Students engage in the critical analysis of traditional research methods from a diversity perspective, in addition to generating and evaluating alternative methods for their utility in social work. In addition, the course provides a review of basic information regarding both qualitative and quantitative data analysis with an emphasis on conceptual understanding and developing students’ ability to critically interpret research findings. Use of computer technology is required in this course. Prerequisite: An approved course in statistics.

SWG 531: Social Policy and Services provides students with fundamental historical, philosophical, conceptual, and analytical knowledge and understanding of the evolution and development of social welfare institutions and policies in the United States, and a grounding in
social work values and ethics, so that they may participate effectively in policy development and change at the agency and public policy levels. The course emphasizes the challenge involved in implementing social work’s imperative to strive for social and economic justice in a pluralistic and diverse society.

**SWG 533: Diversity and Oppression in a Social Work Context** examines oppression based on race, ethnicity, gender, sexual orientation and disability status; models for intergroup relations; the historical context of group relations; and cultural variables significant to southwestern ethnic, racial and cultural minority populations. It examines social, political, and cultural processes as they affect intergroup and intragroup relations. It also explores the role of the social worker as border crosser, cultural learner, and agent of change. Emphasis is on populations of the southwest.

**SWG 585: Macro Social Work Practice** is based on the premise that many problems that people encounter require macro as well as micro interventions. It recognizes that there are vulnerable, marginalized, and oppressed populations in need of social justice. Ethical and effective social workers must be skilled at initiating change in society, organizations, the community and neighborhoods when problem or opportunity analysis indicates that interventions are needed at these levels. This course provides social work students with knowledge and skill for analyzing complex problem situations and policies, recognizing the dynamics of discrimination and power, identifying strengths and resources for change, developing strategies and tactics, and implementing a planned change process. The course incorporates policy practice, community development, community organization, social planning, social action, and organizational development models and methods.

**SWG 541/542: Field Practicum I/II** are two consecutive semesters (480 hours) of supervised social work practice in an approved placement. Pre-requisites: SW major. SWG 510, 511, respectively, must be taken concurrently or prior to field.
Concentration Study and Culminating Experience

After the Foundation year, students choose between the Advanced Direct Practice (ADP) and Policy, Administration and Community Practice (PAC) concentrations.

Advanced Direct Practice

Building on the knowledge and generalist skills obtained in the foundation year of the MSW program, Advanced Direct Practice in the concentration year is designed to prepare students for enhanced competencies in working with individuals, families, small groups and communities. ADP consists of three specialization options that help students specialize in professional practice with diverse populations in a wide variety of settings. Across all specializations, the curriculum is guided by the social work values that emphasize evidence-based practice, client strengths, social justice and client empowerment. The primary MSW curriculum goal is to educate advanced social work practitioners who demonstrate the knowledge, skills, values and ethics of the profession and who are competent for advanced practice. The goal of the ADP concentration is to prepare graduates to be advanced practitioners who have mastered the intervention methods appropriate for the role of a social worker in direct practice. These include the ability to effectively analyze client situations on the individual, family, group or community levels; to intervene in these situations; and to evaluate the interventions.

All the students in the ADP concentration are required to take four advanced courses, SWG 606 – Assessment of Mental Disorders, SWG 619 – Practice Oriented Research, SWG 661 – Cognitive Behavioral Therapy, and a culminating course and project in SWG 621 – Integrative Seminar. They are then free to choose from specialized courses that include: Advanced Direct Practice in Health/Behavioral Health, Advanced Direct Practice with Children and Families, and Advanced Direct Practice in Public Child Welfare.

Health/Behavioral Health with Adults

The Adult Health/Behavioral Health specialization provides focused coursework on the delivery of health and mental health services to individuals, families, small groups and the community. Social workers make up the country’s largest group of professionally trained
mental health providers and the health field is a growing specialty. Course topics include: alcohol and other drugs, mental health and mental illness, intimate partner violence, community violence, cognitive and physical disabilities, physical illness, and other behavioral health concerns across the lifespan. Individual, couple, and family psychosocial interventions are emphasized. Advanced Health/Behavioral Health courses provide students the opportunity to become more knowledgeable about practice in mental health outpatient clinics, psychiatric hospitals, day treatment centers, supportive work agencies, emergency rooms, oncology, hospice, and other health settings.

**Children, Youth, and Families**

The Children, Youth, and Families specialization provides focused coursework on the delivery of services to children, youth, and families. One of the largest specialties in social work practice, advanced Children, Youth, and Families courses provide students the opportunity to become more knowledgeable about a broad range of services to individuals and families in all phases of the family life cycle. Advanced clinical skills for working with children with mental illness, behavior problems, and positive youth development are emphasized in these specialized courses. Parent education and training, family therapy and in home counseling, outpatient mental health treatment, and the full spectrum of child and family services are included in the coursework. These advanced practice courses prepare students to work in outpatient mental health.

**Public Child Welfare**

The Public Child Welfare specialization provides opportunities for Master of Social Work degree candidates in the advanced direct practice concentration to acquire specific skills and knowledge in preparation for working in child welfare, a dynamic and challenging field. Course topics include areas of current significance for social work practice with families and children in the child welfare system such as substance abuse, family violence (child abuse, domestic violence, and animal abuse) and serious mental illness within their ecological context. Students are expected to build skills in working with various family forms and cultural patterns; and to appreciate client strengths and resiliency despite multiple challenges. These specialized courses
prepare students to work in public child welfare positions that serve children and families who face the difficult challenges of abuse and neglect.

In addition to these specialization courses, students are offered a number of graduate certificate programs including:

- Integrative Health Modalities
- Gerontology
- Latino Cultural Competency
- Treating Animal Abuse
- Trauma and Bereavement

All the specialized courses, in the three areas and for the graduate certificates, with the required advanced practice courses, contribute to students’ mastery of the practice behaviors of the ten competencies at an advanced practice level.

In summary, the overarching goal of the ADP concentration is to prepare graduates for independent roles in therapeutic interventions with individuals, families, and groups. ADP students are expected to demonstrate the knowledge, skills, values and ethics of the profession, with specialized knowledge in one of the areas of choice. The overarching advanced practice behaviors include:

- Planning, implementing, and evaluating evidence-based interventions through the application of critical thinking skills, review of evidence, synthesis of information, and development of a clear rationale for guiding practice.
- Demonstration of appropriate professional use of self and ethical problem solving in advanced practice.
- Evaluation and application of culturally relevant theories and empirical evidence to assessment and intervention in an area of specialization.
- Demonstration of culturally responsive skills in individual, family, and group assessment and interventions in an area of specialization.

- Advancement of social justice using principles of cultural competence and empowerment to promote organizational and social change.

- Ability to analyze the impact of social policies on social and economic justice, and demonstrate skills for influencing policy in an area of specialization.

Descriptions of the required course content for the advanced concentration ADP year is as follows:

**SWG 606 Assessment Mental Disorders:** Theories and concepts of mental health and illness. Attention to the development of environmental, interpersonal, psychosocial and stress factors in human behavioral dynamics. Prerequisite: SWG 502.

**SWG 619 Practice-Oriented Research:** Accelerated course in application of scholarly and scientific research principles to field practice, problem formulation, intervention procedures and impact assessment. Prerequisite: SWG 519.

**SWG 621 Integrative Seminar:** Explores the fit between theoretical frameworks and practice with clients. Requires presentation of empirical studies with clients. Prerequisite: SWG 606, 619 and 603, or 608; pre or co-requisite: SWG 641 and one of the following: 604, 609, 613 or 617. This is the culminating course and is discussed in more detail in the next section.

**SWG 661 Cognitive Behavior Therapy across the Lifespan**
Knowledge and skills to understand and apply cognitive-behavioral (CBT) approaches to treatment, including diagnostic information and empirically supported interventions targeted to individuals, families, and groups across the lifespan. Prerequisites: SWG 510, 511, 542
SWG 641/642 Advanced Practicum/Direct Practice I/II: Two consecutive semesters (480 hours) of supervised social work practice in an approved placement related to the student's career goal. Prerequisites: SWG 541, 542; pre or co-requisites: SWG 603 or 608 and one of the following: SWG 604, 609, 613 or 617.

Students must take one of the following, and may take others as electives:

SWG 603 Social Work Practice in Health/Behavioral Health Settings:
Advanced social work practice in health and behavioral health settings, focusing on enhancement of client functioning and quality of life. Prerequisite SWG 502, 511, 542.

SWG 608 Ecological Approach to Practice with Children, Youth, and Families: Provides a theoretical and practical orientation to working with children, youth, and families from an ecological strengths perspective. Prerequisite SWG 502, 511, and 542.


Students must also take one of the following, and may take others as electives:

SWG 604 Advanced Social Work Practice in Health: Addresses the crucial social work practice issues of health and healthcare in the new millennium. Prerequisite SWG 603.

SWG 609 Advanced Social Work Practice with Child Welfare Families: Focuses on substance abuse, family violence, and serious mental illness in practice with families and children in the child welfare system. Prerequisite: SWG 608
SWG 613  Advanced Social Work Practice in Behavioral Health: Treatment of prevalent disorders encountered by social workers, selected from the following: anxiety disorder, personality disorders, depression and schizophrenia. Prerequisite: SWG 603.


Capstone Portfolio – The Culminating Experience

Part of the requirements for a graduate degree at Arizona State University is for all students to demonstrate synthesis of their coursework and, if applicable, their practicum experience through a culminating experience. For social work, this requirement presents an ideal way for students to demonstrate their advanced competency in their respective concentration. For the ADP concentration, students enroll in SWG 621 – Integrative Seminar, and complete a capstone portfolio project.

SWG 621, Integrative Seminar, is the culminating course for all students in the Advanced Direct Practice Concentration. It requires students to integrate their learning from all past MSW courses and demonstrate their ability to apply advanced social work knowledge and skills. This course fulfills ASU Graduate College’s requirement to complete a culminating experience prior to graduation. As such, students must complete a “master project” (the portfolio) that includes an in-depth analysis of a case, documenting skills and knowledge in such areas as assessment, evidence-based practice, cultural sensitivity, application of theory, and practice skills.

Because this is a culminating course, the MSW direct practice degree requires students to demonstrate competence for social work by applying core knowledge, skills, and abilities in working with individuals, families and groups. The course encapsulates all foundation level and ADP coursework, meaning students are expected to a) demonstrate evidence-based decision making (SWG 519/619), b) discuss developmental theories (SWG 501/502), c) demonstrate practice skills (SWG 510/511/603/604/608/661), d) discuss policy implications (SWG
531/603/604/608), e) address issues of diversity and oppression (SWG 533), and f) develop a psychosocial assessment including DSM diagnosis with a corresponding case/treatment plan (SWG 510/606/613/617). Ethics and professional boundaries are also an important component. Assignments in 606, 619, 603, 604, and 608 prepare students for the culminating course.

Students demonstrate their competency by earning a grade of “A” or “B” in this course. Students cannot pass the course without obtaining a grade of “B” or better. The seminar format provides a forum wherein students can clarify and refine ideas about direct practice, test their application of knowledge and skills (and receive consulting feedback from peers, and the instructor), enhance their clinical reasoning and problem solving skills, and improve their presentation skills. During the spring semester, all ADP students choose a case (typically from their internship) that they disguise to protect confidentiality and use to conduct an in-depth case analysis. Students develop case material and present their cases in class. These presentations enable students to demonstrate their knowledge about social work practice in diverse settings, and provide experiential opportunities for students to learn and perform the consultant and consultee roles. These efforts culminate in students developing individual, beginning frames of reference for their own practice. The seminar emphasizes critical thinking, application of knowledge and theory, skill demonstration, ethical awareness, and effectiveness in communication.

Students develop a Capstone Portfolio that has three parts:

a) an in-depth PowerPoint presentation analyzing various aspects of the case,
b) a 15 minute demonstration of one clinical session with that client system (system can be an individual, family, group, or community), and
c) a final paper that demonstrates competencies in all 500 and 600 level coursework.

As the culminating course for the Advanced Direct Practice curriculum, the Integrative Seminar requires students to synthesize their learning from all past MSW courses and demonstrate their ability to apply and demonstrate advanced social work knowledge and skills.
This course fulfills ASU Graduate College’s requirement to complete a culminating experience prior to graduation.

**Policy, Administration, and Community**

The goal of the PAC concentration is to prepare graduates for independent roles in program planning and development, program administration, program evaluation, community organization and development, and advocacy for social policies and social reform. Students are expected to learn the strategies and skills of policy, organizational, and community change that advance social and economic justice. The central purpose of the macro interventions taught in PAC is to further social and economic justice. PAC students are prepared to support and enhance the empowerment of underserved and disenfranchised people, with particular attention to the unique populations of the Southwest and their cultural context.

The PAC program consists of five core classes, a 480 hour field practicum, and an integrative portfolio project that serves as the culminating experience. This curriculum is designed to provide students with knowledge, skill, and practice opportunities in the areas of program planning and evaluation, administration and management, policy analysis and advocacy, and community organization and development. The unifying lynchpin of the PAC program is the use of a “planned approach” to social change across macro settings, including policy, organizational, or community. Major theoretical perspectives that guide the PAC curriculum include ecological systems theory, the strengths perspective, and critical theory. Reflective and inclusivity practice, mission-directed organization development, empowerment through participatory decision-making, respect for and responsiveness to diversity, asset-based community building, and participatory research are stressed.

PAC coursework is anchored in five core required classes. The first two classes, offered every fall semester, form a foundation wherein students have the opportunity to build skills in the program planning, development and program evaluation. These classes are SWG 685 - Program Planning in Social Services and SWG 623 – Agency and Community Based Research, which builds upon the foundation course SWG 519 – Research Methods in Social Work. The next three PAC courses are offered in the spring semester, and reflect the policy,
administration, and community practice areas. SWG 632 – Advanced Policy Practice builds upon SWG 531- Social Policy and Social Services. In this course students focus on policy practice and gain experience with state and federal legislative processes, political and policy analysis, and take advantage of the School’s proximity to the state capitol. This class is coordinated in sync with the state’s legislative session in the spring. In SWG 681 – Social Work Administration, students learn about organizational practice, leadership development, and theories and skills for administration and management of social service organizations. In SWG 682 – Community Participation Strategies, students are exposed to community practice and build skills in community organizing, community building, and development. This class highlights the critical role of participation in macro practice, and focuses on skills for outreach and recruitment for encouraging people’s participation in the policy process, in organizations that serve them, and in social movements and grassroots campaigns to promote empowerment and improve their quality of life. Both SWG 681 and SWG 682 build upon the foundation course SWG 585 Macro Social Work Practice.

Beyond these five required courses PAC students take three electives. These three electives enable students to develop individualized courses of study for their advanced practice year. They are able to fill these credits by choosing between PAC electives, ADP classes, general social work electives, and graduate classes in other departments in the college as well as across the university. Previous cohorts of PAC students have taken classes outside the department in Public Affairs, Nonprofit Leadership, Criminology, Sociology, Psychology, and Justice Studies.

Descriptions of required PAC courses:

**SWG 623  Program Evaluation:** Applications of research design techniques to data collection in human service agencies, including use of statistical analysis for program evaluation. Prerequisite: SWG 519; co-requisite 685.
SWG 632  **Policy Practice:** Development of advanced knowledge and skills in social welfare policy analysis, policy formulation, and advocacy and intervention for policy change. Prerequisite: SWG 531.

SWG 681  **Social Work Administration:** Administrative skill building and theory application within human service nonprofit social work settings. Prerequisite: SWG 685.

SWG 682  **Community Participation Strategies:** Review of strategies to involve citizens and consumers of social and human services in community decision making systems. Participation is viewed as a means to facilitate the empowerment of oppressed peoples. Prerequisite: SWG 685.

SWG 685  **Program Planning In Social Services:** The social services planning process includes needs assessment, goals and objectives, program design, budgeting, management information systems and program evaluation. Prerequisite: SWG 542 and 585; co-requisite: SWG 623.

SWG 643/644  **Advanced Practicum/Planning/Social Work Administration and Community Practice I/II:** Two consecutive semesters (480 hours) of supervised social work practice in an approved placement related to the student's career goal. Prerequisites: SWG 541, 542; pre or co-requisites: SWG 681, 682, and 685.

**Portfolio – The Culminating Experience**

The PAC portfolio assignment is the final piece of the PAC curriculum and builds upon students’ classes and field work. The portfolio was developed by the PAC committee as an integrative capstone project that synthesizes their class and field based learning and provides them with a product showcasing their PAC skills and expertise that they could utilize post-graduate, for example on the job market.
The portfolio consists of materials documenting the student’s productivity in their field practicum, which are tied together in a critical synthesizing essay, all of which are collected with documents from the learning contract into a binder. The portfolio is based on projects outlined in the student’s field learning contract that they have worked on throughout their internship, and their advanced PAC classes. Students demonstrate their mastery of PAC field objectives in their portfolios, and the synthesis essay displays how their class and field learning were mutually reinforcing.

Each portfolio is reviewed by two faculty members of the PAC committee, and evaluated on the basis of organization, content, and the integration of PAC theories, concepts, and class materials with their field work projects. If the two reviewers disagree, the portfolio goes to a third reviewer. If two out of the three reviewers find that the portfolio does not meet the expectations of the PAC committee for this assignment, then the student is provided with specific feedback and time to revise their portfolio before another review.

As the “capstone” activity for the Policy, Administration and Community curriculum, the portfolio requires students to integrate their learning from all past MSW courses and demonstrate their ability to apply advanced social work knowledge and skills. Development of the portfolio fulfills ASU Graduate College’s requirement to complete a culminating experience prior to graduation.

**MSW Advanced Standing Program**

The Advanced Standing Program allows qualified students who have received a BSW from our School or from another accredited Social Work program within the last six years to complete their MSW degree by completing a summer Bridge Component. Upon successful completion of the summer Bridge Component, the student enters the advanced year of one of the MSW program concentrations, ADP or PAC. The Bridge Component links BSW program content to the MSW Concentration year, particularly helping students who have been out of school for several years to reintegrate and review the content learned in their BSW program. The Advanced Standing Program is available in both Phoenix and Tucson.

**SWG 514 – Bridge I:**
This course reviews generalist practice skills and focuses on the acquisition of practice skills for advanced interaction with individuals, families, groups and communities. This course provides training for advanced professional social work intervention with individuals and groups. Students learn about engagement, assessment, interventions and evaluation.

**SWG 515 – Bridge II:**
This is the second course of a required two-course sequence of social work “methods” or practice courses for the Advanced Standing MSW Program. Bridge II builds upon students’ generalist practice skills developed in Bridge I, and shifts the emphasis to applying a problem-solving approach to a broad range of target systems including: individuals, families, groups, organizations and communities, based on consideration of diverse populations, those at risk, and the oppressed. In addition, it emphasizes the later stages of the problem solving process—intervention, evaluation, and termination, particularly intervention options and skills.

Thus, students who graduate from the ASU School of Social Work with an MSW degree develop a deep foundation of knowledge in understanding the roles, ethics, and values of professional social work. They do so with an appreciation for the diversity of human experience while demonstrating critical thinking that integrates multiple sources of information to shape their practice. Students build upon this knowledge to implement the skills needed for advanced practice with individuals, groups, communities, and organizations, which reflect both the mission and goals of the School of Social Work and the profession to practice in ways that advance human rights and social and economic justice.

**M2.0.6:** The program describes and explains how its curriculum content (relevant theories and conceptual frameworks, values, and skills) implements the operational definition of each of its competencies.

The MSW curriculum provides the necessary knowledge, values and skills needed to operationalize each competency through pedagogy with a focus on guiding students to become
proficient in the corresponding practice behaviors. The following principles have guided the development of this curriculum:

- The 10 core competencies are integrated across the MSW program curriculum;
- The core competencies are reflected in the program objectives, the School of Social Work overall mission and goals; foundation and concentration coursework; and the field practicum;
- The foundation year provides the basis for understanding and developing the competencies, while the concentration years stresses advanced practice skills that demonstrate a high level of competency; and
- Culmination activities demonstrating student mastery of the relevant theories and conceptual frameworks, values, and skills that reflect all the competencies and integrate coursework and field experience are completed at the end of the concentration year.

The explicit MSW curriculum and field practicum help students develop the skills needed to serve as an advanced social work practitioner. While the teaching and mastery of the competencies are woven throughout the curriculum, the following discussion outlines the key explicit curriculum content that promotes the development of each competency:

**Core Competency EP2.1.1: Identify as a professional social worker and conduct oneself accordingly.**

In the foundation year, the primary courses designed to help students formulate their identity as a professional social worker are Social Work 510 and 511, Foundation Practice I and II. These courses help students to conceptualize social work practice, integrate knowledge and theory with practice, and developing beginning level practice skills. Students learn advocacy skills that promote client access to services, while attending to the development of self-awareness and the skills necessary for working with individuals who are similar and different from them. Students learn to use supervision and consultation by getting feedback from peers and instructors, as well as participate in their first year of field practicum. Particularly in SWG 511, students demonstrate professional use of self, knowledge that promotes enhanced capacity for job satisfaction, and skills that reduce the likelihood of burnout. At the end of
these two foundation practice courses, students are expected to demonstrate skills in professional relationship building, assessment, formulating intervention plans appropriate for a beginning social work practitioner, terminating and appraising client progress and practice efficacy.

Also during the foundation year, all students take SWG 585 – Macro Social Work Practice. This course presents a range of macro practice social work roles, skills, strategies, and tactics for encouraging collective action and assess the relevance of these approaches in different contexts, with particular focus on work with diverse populations.

In the advanced second year, students have options depending on their choice of concentration. The concentration courses provide opportunities to identify as a professional social worker in a more specified way at an advanced level.

SWG 603 – Health/Behavioral Health Practice focuses on advanced social work practice in health and behavioral health settings, emphasizing the enhancement of client functioning and quality of life. It is designed to prepare social work students for leadership roles in health and behavioral health care settings. Course content focuses on the integration of theoretical knowledge and skill development for culturally competent practice aimed at enhancing social functioning and quality of life for diverse client populations and communities, with a special emphasis on populations of the Southwest. Students identify strategies to modified traditional models of health/behavioral health practice to reflect culturally competent care and demonstrate appropriate professional roles and boundaries while participating in mock interdisciplinary team meetings to discuss complex client care issues.

In SWG 604 – Advanced Social Work Practice in Health, students start with an overview of social work practice in a variety of health care settings including inpatient care, outpatient care, community health clinics, hospitals, skilled nursing facilities, hospice, and home care. They gain information on the history of health care social work, the diverse settings in which health care social work is conducted, the responsibilities of health care social workers, the issues currently facing the field, and the factors that impact social work practice in a multidisciplinary health care teams. Discussion of social work values and bioethical issues faced by health care social workers is highlighted. This course also addresses students’ development
of cultural competence in the health care setting with topics applicable to diverse groups of people such as women, gays and lesbians, people of color, people with disabilities, and frail older adults. Case management, managed care, and practice skills are also discussed, demonstrated, and practiced.

SWG 608 – Children, Youth and Families Practice provides a theoretical and practical orientation to working with children, youth, and families from an ecological strengths perspective. The course is designed to prepare students for advanced level practice by integrating knowledge from human behavior, policy, and research with substantive knowledge from the Children, Youth, and Families Specialization. Students strengthen knowledge and skills in assessment, engagement, planning, intervention, and evaluation as they focus on the child and family context of practice.

SWG 613 – Advanced Social Work Practice in Behavioral Health builds on the knowledge and skills established in foundation courses by expanding clinical application and skills using selected practice frameworks with corresponding behavioral health interventions. Students assume responsibility to be a part of the decision-making process for various client populations in the field of social work. The primary emphasis in the course is learning the application of selected evidence-based treatment methods across individual, family, and small group configurations. This advanced seminar serves as an integration of theory, practice knowledge and skills, and critical self-awareness.

SWG 617 – Advanced Social Work Practice with Children and Adolescents provides the knowledge and skills for advanced clinical practice with children, adolescents and families. This course focuses on various aspects of assessment and treatment with children, youth and families. Emphasis is placed on conceptualizing practice with children and adolescents, refinement of specific skills in practice, and help in integration of knowledge and theory in practice with children and adolescents. This course builds on SWG 608 and provides a more narrow and applied focus.
All students in the Advanced Direct Practice concentration take SWG 621 – Integrative Seminar. This course involves presentations and role plays by all students that demonstrate professional demeanor in behavior, appearance, and communication in their clinical demonstrations. Students supervision and consultation through their role as consultants and consultee during class feedback discussions and practice personal reflection. In their final paper, students indicate a commitment to lifelong learning through reflection of their own practice.

All students in the Policy, Administration and Community concentration take SWG 681 – Administration, and SWG 682 – Community Participation Strategies, both macro advanced practice courses. Students learn to advocate for client access to the services of social work by learning approaches to engage in the organization strategic planning process. They practice personal reflection and self-correction to assure continual professional development by learning how to apply individual, team, whole organization, and community learning strategies within community and organizational settings. Professional roles and boundaries are taught by learning how to apply value-based principles and laws guiding personnel management and strategies to involve citizens and consumers of social and human services in community decision-making systems. Students demonstrate professional demeanor in behavior, appearance, and communication by learning how to utilize approaches to administrative supervision within an organizational context and facilitating community involvement of citizens and consumers of human services in community decision-making systems. SWG 682 reviews theories and strategies of community organization, community development, and community planning with an emphasis on working for constructive change to promote social and economic justice as a key part of macro practice professional social work. In SWG 682 – Community Participation Strategies, students explore personal strategies for self-care as they build towards sustainable careers in professional practice.

Core Competency EP 2.1.2: Apply social work ethical principles to guide professional practice.
Ethical conduct is a core attribute for professional social workers. The necessity for social workers to conduct themselves ethically and engage in ethical decision-making are stressed throughout the curriculum. The following courses provide specific training on ethical principles that guide social work practice. In the Foundation practice courses SWG 510 and SWG 511 students identify, define and demonstrate the components of an effective and ethical social work relationship. Discuss the importance record-keeping in social work practice and Critically apply the basic principles and values of social work in the context of gender, age and ethnic-sensitive practice (includes the Code of Ethics) Students complete the two courses with the ability to recognize and identify ethical principles to guide professional social work practice with individuals, groups and families. In SWG 585 - Macro Social Work Practice, students engage in discussion and activities to support advocacy for consumers at a macro level through critically analyzing the role of citizen participation and community organizations in creating social change while accounting for the nature, sources, potential and limits of power among various groups and the ethical imperative for social workers to engage in macro practice.

In SWG 519 – Research Methods, students explore differences in societal, personal and professional values using evidence-based research to apply strategies of ethical reasoning to arrive at principled decisions. The NASW Code of Ethics is covered in numerous courses, including the foundation practice courses SWG 510 and 511, and in the advanced practice courses in the concentration year.

For the advanced concentration year, students in SWG 621 – Integrative Seminar apply strategies for ethical reasoning and demonstrate adherence to ethical guidelines through their ability to present material from field (a) in the demonstration and (b) in documentation material in the final paper in a way that remains consistent with HIPAA and NASW Code of Ethics standards. And in SWG 681 – Administration, students recognize and manage personal values in a way that allows professional values to guide practice by learning how to apply the best practice to supervise employees within the human service organization as well as tolerate ambiguity in resolving ethical conflicts by learning how to handle employee performance problems. Also in SWG 623 – Program Evaluation, students conduct agency program evaluations that examine organizations from the perspective of the NASW Code of Ethics.
Core Competency EP 2.1.3: Apply critical thinking to inform and communicate professional judgments.

Critical thinking is foundational to effective social work practice. In order to become critical thinkers, students are taught principles of scientific inquiry and encouraged to pursue intellectual curiosity in order to synthesize information relevant to their practice. The skills of critical thinking are stressed throughout the curriculum, with emphasis in the following courses:

SWG 501 and SWG 502, the Micro and Macro Human Behavior in the Social Environment courses, have students apply and critique empirically supported concepts, frameworks and theories of human behavior (whether those concepts, frameworks, and theories are biological, cultural, psychological, sociological, or spiritual) to understand and assess the development of the person in their social environment; apply an integrative multidimensional process of critical inquiry to generate hypotheses from life span and life course principles in assessing risk, hazards, and strengths relevant to the selection and evaluation of prevention and intervention strategies for health and well-being issues; critique existing knowledge, concepts, models, and theories of development across the life course; and describe in a critical assessment of a case how social systems promote or deter people in maintaining or achieving personal health and well being.

In SWG 510 and SWG 511, the foundation practice courses, students demonstrate critical thinking skills to synthesize and communicate how theories from a variety of fields provide the basis of our understanding of social problems and the interventions we develop to address the inequities. For example, in SWG 511 students conduct an assessment of someone who is currently facing a problem utilizing basic and advanced interviewing skills to collect assessment data, and take this interview and record the interview as a psychosocial assessment report for the final assignment of the course. Within the psychosocial assessment report, students demonstrate awareness of the interviewee’s cultural identity through the reporting process.

In SWG 585 students critically analyze the role of citizen participation and community organizations in creating social change while accounting for the nature, sources, potential and
limits of power among various groups and the ethical imperative for social workers to engage in macro practice. Students compare, contrast, and critique approaches to macro interventions: development models, community change models and models for organizational development. Relevant research findings are used to analyze, select, and recommend appropriate change strategies and tactics that maximize the potential for success of an intervention. Students distinguish and appraise multiple approaches to conducting community needs assessments.

In SWG 519 – Research Methods, students engage in assessments that compare, contrast, and critique research designs and conduct a simple random sample. Effective written skills to communicate with clients and research participants are demonstrated. In SWG 531 - Social Policy & Services, students engage in critical discussion of different conceptions of social welfare and their implications for policy development and demonstrate critical thinking in their policy analysis papers.

At the advanced practice level, students in SWG 606 engage in critical analysis of common classification systems and nomenclature used by practitioners to communicate, predict, and plan interventions for individuals with major mental disorders. The course serves as a compliment to other courses taken by students in the field of human behavior and the social environment by examining the risk and protective factors for developing mental disorders. Traditional areas of psychopathology and principles of differential assessment of mental disorders (e.g. mood disorders, schizophrenias, disorders of children and adolescents, etc.) are compared and contrasted with strengths based assessments and principles of recovery. The course enriches student knowledge of human behavior relevant to practice with culturally and socially diverse individuals diagnosed with serious mental disorders and differentiates social work principles of assessment from the principles of the DSM-5 and other forms of disease classification and nomenclature.

In SWG 681 – Administration, students distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom by learning how to apply integrated theoretical frameworks for human services management, understanding and utilization of the external and internal environment and its impact on the
organization’s functions. SWG 623 also gives students the opportunity to apply critical thinking to professional practice through research and evaluation.

Critical thinking is an integral part of the course content in SWG 685 – Program Planning. Social workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information. Social workers distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom; analyze models of assessment, prevention, intervention, and evaluation; and demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues. These abilities are stressed in the course and activities and assignments allow students to describe and demonstrate their knowledge of the analytical and interactional aspects of program planning. distinguish between planning to meet need and planning for services, identify the tasks of problem analysis and needs assessment, and identify potential sources of bias in utilizing techniques of needs assessment with special populations of minorities and women

**Core Competency EP 2.1.4: Engage diversity and difference in practice.**

Embracing diversity and developing culturally competent skills, with a focus on populations of the Southwest, is central to the Mission of the School of Social Work. As such, diversity content recognizing the complex interaction of culture and social identity is infused across MSW Foundation and Concentration courses to facilitate student learning in defining, designing, and implementing strategies for effective practice with diverse populations across the lifespan and systems of all sizes.

Students in the first year are required to take the course SWG 533 - Diversity and Oppression, which is devoted entirely to diversity. It explores diversity and oppression based on race, ethnicity, gender, sexual orientation, age, and disability status. It presents an historical context for group relations, while introducing models for intergroup relations. Consistent with the School’s mission, it emphasizes cultural factors significant to Southwestern ethnic, racial, and cultural non-dominant populations, and examines social, political, and cultural processes,
but includes other groups as well. It explores the role of the social worker as cultural learner, as well as serving as an agent of change. Although this is not a course that develops practice techniques per se, it provides the historical and cultural basis upon which to build culturally competent micro and macro practice skills in service to and on behalf of populations of the Southwest. Opportunities are presented for cross-cultural dialogue and content analysis skills development. The course challenges students to examine the meaning systems in which they are immersed and those which they must strive to understand as social workers.

SWG 531 – Social Welfare Policy and Services, sets a backdrop related to the history and development of social welfare and the social work profession, as well as public and private social welfare systems. This course introduces students to the historical experiences and challenges of addressing diverse human need and current efforts to facilitate broader access to social welfare resources, programs, and institutions for diverse populations. This helps students to gain historical perspective on the ways that our culture’s structures and values oppress, marginalize, and alienate, as well as create privilege and power. Special emphasis is placed upon the examination of social welfare programs designed to alleviate poverty and inequality, particularly with reference to populations of the southwest. Students learn how to analyze and develop social welfare policies and programs, and how to influence social policy development, with consideration for the impact of policy upon diverse populations.

The human behavior sequence of SWG 501 and 502 focuses upon diversity within micro (individuals, families, and small groups) and macro (groups, organizations, and communities) contexts. Students assess human behavior through a multidimensional framework, which includes social, cultural, and spiritual diversity. Micro and macro theories of human behavior are introduced and critically analyzed to ascertain whose voices are included and whose are left out.

SWG 519, Research Methods, provides a focus upon the diversity considerations of research. Students are introduced to research designs, single-subject designs, and program evaluation models to aid them in their own evaluation of practice, including the evaluation of the efficacy of practice interventions with various ethnic and cultural groups.
At the advanced level, in SWG 621 – Integrative Seminar, students engage diversity and difference in practice by demonstrating an awareness of how structures oppress and marginalize certain groups as communicated in their class presentations, through their discussion of the client’s culture in their final paper, and they indicate their understanding of the importance of difference through their ability to demonstrate cross-cultural communication in their clinical demonstration.

In SWG 681- Administration, students recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power by learning how to assess, and effectively function within the organizational culture. They gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups by learning how to effectively implement culturally appropriate strategies to lead diverse group of employees, and they view themselves as learners and engage those with whom they work as informants, by learning how to advocate and implement a change to increase organization cultural competency. In SWG 682 – Community Participation Strategies, students examine what it means to have diverse representation in community activities and learn strategies to achieve broad representation. In SWG 685 – Program Planning, students explore the analytical and interactional aspects of program planning, including the role of citizen participation, distinguish between planning to meet need and planning for services, identify the tasks of problem analysis and needs assessment, and identify potential sources of bias in utilizing techniques of needs assessment with special populations of minorities and women.

**Core Competency EP 2.1.5: Advance Human rights and social and economic justice.**

Advancing human rights and economic justice is another area that is central to the Mission of the School of Social Work. This goal is also interwoven throughout the curriculum. Several courses dedicate significant content to advancement of human rights and social and economic justice. SWU 533, Diversity and Oppression, is dedicated to examining the role of the social worker serving as an agent of change. Many ethnic and cultural groups within the Southwest are economically, politically, and geographically disadvantaged, inadequately served
by the state’s social services systems, and living with attendant risks and resultant disparities in access to services and economic and health/behavioral health outcomes. With a foundation of values related to social and economic justice, knowledge related to diversity and the historical implications of oppression, and culturally competent practice skills, the curriculum prepares social work practitioners who can provide practice sensitive services that address populations-at-risk and develop nondiscriminatory systems and policies that promote social and economic justice. Students are equipped to investigate different forms of oppression in general and then gain the knowledge necessary to identify oppressive behaviors and systems and to subsequently provide more culturally competent service.

SWG 531 – Social Welfare Policy and Services builds upon an understanding of the history and development of social welfare, the social work profession, and current social welfare systems to further examine populations-at-risk and disparities in social service system delivery and outcomes. Students identify the impact of institutionalized forms of oppression and critically analyze how racism, sexism, classism, homophobia, and other forms of societal oppression impact the policy arena, with particular emphasis on populations of the Southwest. Students are expected to be able to define and discuss the concepts of economic and social justice and their relationship to social welfare policy development.

The human behavior sequence of SWG 501 and 502 focuses upon age- and population-related risk and protective factors that impact individuals, families, groups, and communities. As such, it introduces students the concept of dominant versus nondominant groups, risk and protective factors, and resultant developmental, economic, social and health/behavioral health disparities. With this deeper understanding, students are better prepared to advance human rights and social and economic justice.

The research course SWG 519 – Research Methods introduces students to the research literature and a range of research methodologies, including single-subject design and methods to disaggregate data. Such methods can facilitate a closer investigation of interventions and outcomes that may benefit populations-at-risk. SWG 619 – Practice Oriented Research and SWG 623 – Program Evaluation further the development of skills in evaluating the efficacy of practice interventions with various ethnic and cultural groups in order to facilitate the design
and delivery of nondiscriminatory services for populations at risk. These skills are also needed for isolating factors that can protect at risk groups for exposure to harmful life outcomes and other threats to their health and well-being.

Each course in the advanced practice sequence of ADP and PAC include focus upon cultural competence and practice sensitivity, with an emphasis on members of ethnic and cultural groups of the Southwest, and with clients of a different age, ability, gender, sexual orientation, class, and system of meaning. Grounding in culturally competent social work practice in these courses prepares students to work with diverse populations that are socially and economically at risk across the various contexts of their lives. This is evident in SWG 621 – Integrative Seminar through students’ discussion of the forms of oppression in the final paper and in their presentation.

In SWG 682 – Community Participation Strategies students explore the meaning of social and economic justice, and develop and implement a plan of action that moves us closer to achieving one or both on the community level. Students also practice community social work strategies that attack all types of oppression and examine the implications of oppression, liberation, privilege, racism, sexism, classism, ageism, heterosexism, and ableism to community interventions. In SWG 685 – Program Planning, students develop a framework for the selection of goals, objectives and action plans that incorporate social work values that advance social and economic justice in the design and implementation of social welfare programs and services. In SWG 632 – Policy Practice, students conduct policy analyses and write advocacy briefs for advancing human rights and social and economic justice.

Core Competency EP 2.1.6: Engage in research-informed practice and practice-informed research.

The focus of research at the foundation level, SWG 519 – Research Methods, includes developing basic knowledge and skills in understanding and applying research methods, providing experience with methods that can be used in the evaluation of practice (e.g., single subject design), and preparing educated consumers of research. This course teaches students to recognize and appreciate research as a scientific, analytical approach to developing
evidence-based practice knowledge for individuals, small groups, families, and communities. Students gain experience in analyzing research articles for their strengths, weaknesses, and informative value for practice, learning to become sophisticated consumers of research (while learning about research design, methods, sampling, validity, reliability, ethical and human diversity considerations), and analyzing research conclusions based upon relevance, logic, and importance. Students are also introduced to qualitative research designs, single-subject designs, and program evaluation models to aid them in their own evaluation of practice.

In the advanced concentration year, two courses focus specifically on the use of evidence-based interventions, evaluation of their own practice, and how to best use research findings to improve practice and programs. In SWG 619 – Practice-Oriented Research students cover an overview of practice evaluation in the human services including group and single case evaluation. The focus of the course is on (1) evaluation with a single client system, (2) clinical assessment, and (3) the critical evaluation and implementation of scientific evidence to inform social work practice, i.e., evidence-based social work practice (EBSWP). As such, this course covers not only how to conduct practice-focused research, but how to make use of existing research and measurement tools. The course emphasizes formulating practice relevant research questions, locating and critically evaluating relevant research evidence with consideration of the extent to which it can be applied to diverse clientele, applying the best available evidence in intervention planning with the client, and evaluating the intervention. The course format and assignments are designed to involve students in evidence-based social work practice rather than merely teaching about it.

In SWG 621 – Integrated Practice, students demonstrate the use of research evidence to inform their practice in their evaluation plan in the final paper, through their discussion of evidence-based decision making, and in the clinical demonstration of the intervention they chose.

In the PAC concentration students are required to take SWG 623 – Program Evaluation. Upon completion of the course, students Demonstrate an appreciation for the history and systems of program evaluation as a distinct field of practice and for the diversity of evaluation theories, methods, and approaches, integrate the values and theories of social work and
program evaluation with the application of social science research and evaluation methods to promote improvements in social service programs and elevate the human condition, thereby advancing social and economic justice. Students develop basic skills in the application of one or more common methods of data collection/information gathering used in program evaluation and gain basic literacy in informational analysis and synthesis of program evaluation data.

The PAC Portfolio demonstrates students’ abilities to use research evidence to inform practice, evaluate their own practice, and use research findings to improve practice, policy and social service delivery. The exercise of building a portfolio encourages students to include evidence-based research and documentation as they move into their professional career.

Core Competency EP 2.1.7: Apply knowledge of human behavior and the social environment

Content related to human behavior and the social environment is taught from a multidimensional perspective and understanding the reciprocal nature of interactions across the lifespan between systems of all sizes and the social environment. The foundation human behavior sequence, SWG 501 and 502, introduces empirically based micro and macro theories of human behavior. These courses build knowledge of biological, psychological, sociological, spiritual, and cultural development across the life span, as well as across the range of social systems in which people live: individual, family, and small groups, and groups, organizations, and communities.

SWG 533 – Diversity and Oppression, explores the impact of diversity upon human behavior and the social environment, examining the ways in which social systems have historically promoted or deterred well-being and introducing strategies to tailor social work practice to diverse populations. SWG 585 – Macro Practice, addresses the interaction between human behavior and the social environment at the level of groups, organizations, and the community. It examines ways in which social systems promote or deter well-being.

At the advanced concentration level, SWG 606 – Assessment of Mental Disorders compliments the foundation courses taken by students in the field of human behavior and the social environment by examining the risk and protective factors for developing mental disorders. Traditional areas of psychopathology and principles of differential assessment of
mental disorders (e.g. mood disorders, schizophrenias, disorders of children and adolescents, etc.) are compared and contrasted with strengths based assessments and principles of recovery. The course enriches student knowledge of human behavior relevant to practice with culturally and socially diverse individuals diagnosed with serious mental disorders and differentiates social work principles of assessment from the principles of the DSM-5 and other forms of disease classification and nomenclature.

SWG 608 – Ecological Approach to Practice with Children, Youth, and Families prepares students for advanced level practice by integrating knowledge from human behavior, policy, and research with substantive knowledge about children, youth, and families. Students strengthen knowledge and skills in assessment, engagement, planning, intervention, and evaluation as they focus on the environmental context of practice. Understanding developmental issues continues as in HBSE, but with a stronger pragmatic focus.

In SWG 621 – Integrative Seminar, students utilize a conceptual framework to guide assessment, intervention, and evaluation by conducting and documenting a psychosocial assessment and appropriate treatment plan that critically examines the interaction between the person and the environment.

For the PAC concentration, in SWG 681 – Administration, students utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation by learning strategies for team and coalition building within the organization, facilitating groups and teams, and screening and interviewing potential employees, and critique and apply knowledge to understand person and environment by learning strategies how to find and keep productive employees, humanizing organization, and supervising staff. In SWG 682 – Community Participation Strategies, students apply theories of social and community change to their professional practice.

Core Competency EP 2.1.8: Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Content addressing social welfare policy and services is integrated into the MSW curriculum to provide students with historical and current perspectives of social welfare, an
understanding of how policies differentially impact diverse populations, and appreciation for role of policy in social work delivery, advocacy, and legislation. Specifically, SWG 531 – Social Policy and Services, is the cornerstone policy course. As such, it introduces students to contemporary social, political, and economic issues. A special emphasis is placed upon the examination of social welfare programs designed to alleviate poverty and inequality, particularly with reference to the southwest. Students develop ability to define and analyze the cultural, philosophical, and political-economic factors influencing the development of social welfare and social policy in the United States, apply the central concepts of a policy analysis framework, and discuss the fit of these frameworks with social work values. Through exploration of social welfare services in the community, students gain insight into ways to collaborate and advocate for effective policy action. Content in the course helps allows students to apply the phases of policy formulation and identify professional roles and activities for each phase.

SWG 533, Diversity and Oppression, presents an historical context for understanding the role of policy in oppression, including populations-at-risk. It illuminates the role of culturally competent policy in creating access to nondiscriminatory social and economic systems, promoting well-being and advancing social and economic justice.

SWG 585 – Macro Practice, introduces the social worker’s responsibility to promote social and economic justice through effective social change strategies that include examining the impact of current social policies and recommending appropriate new and/or revised social policies.

At the advanced practice level, in SWG 621 – Integrative Seminar, students demonstrate an ability to analyze, formulate, and advocate for policies that advance well-being in their discussion of macro influences and policy practice in section I of the final paper and in their class presentation.

In the PAC Concentration, students learn how to analyze and develop social welfare policies and programs and how to directly influence social policy development on an advanced level in the course SWG 632 – Policy Practice. This course covers the development of advanced knowledge and skills in social welfare policy analysis, policy formulation, advocacy, and
intervention for policy change. It provides students with an array of policy analysis frameworks for developing enhanced policy research and practice skills. It builds on the historical and philosophical framework and the introduction to policy analysis taught in SWG 531, as well as the basics of policy practice presented in SWG 585. Students study the interplay of politics, economics, and social values in policy-making and implementation. The course includes an emphasis on social and economic justice and human rights issues. Upon successful completion of this course, students are able to compare, contrast, critically assess and apply major policy analysis models; conceptualize and assess key policy issues related to human rights and social and economic justice, with a special emphasis on populations of the Southwest; identify the role of social workers in influencing policy at various stages and within various policy and political processes; and identify ways to engage in policy practice. Students develop a comprehensive policy analysis document for a legislative body and make a public presentation based on the analysis.

Core Competency EP 2.1.9: Respond to contexts that shape practice

The context of social work practice is dynamic, and requires practitioners to be informed, resourceful, and proactive in their responses to societal contexts at all levels of practice. To prepare our MSW students to address those changing contexts, the following courses provide training for the skills needed to assess and respond to changing contexts.

The Course SWG 533 – Diversity and Oppression engages students in activities that facilitate experience in learning about different cultural groups and their experiences with service delivery and applying that knowledge to improving practice and social services. In SWG 585 - Macro Social Work Practice, students develop leadership skills and support sustainable change in service delivery and practice quality by engaging in a community or organizational needs assessment.

In SWG 585 – Macro Social Work Practice, students engage in preparing and implementing a plan for critically analyzing conditions, problems, needs, issues, or opportunities at the community or organizational levels in a way that encourages citizen participation/community participation and is informed by theory.
At the advanced level, in SWG 609 – Social Work Practice with Child Welfare Families, students examine the child welfare system and the challenges of social issues such as substance abuse, family violence (child abuse, domestic violence and animal abuse) and serious mental illness. A trauma-informed child welfare practice lens is used in examining the environment and context that shapes social work practice with child welfare families. In SWG 621 – Integrated Practice, students demonstrate an ability to continuously discover, appraise, and attend to changing contexts and trends through their case presentations that involve a discussion of organizational and community contexts and in their final papers. In the PAC concentration, in SWG 681 – Administration, students conduct organizational analyses by applying different organization theories, including contemporary theories, to the changing context of organizations. In SWG 682 – Community Participation Strategies, students demonstrate skills in assessing community needs and resources of target populations of the Southwest. In SWG 632 – Policy Practice, students respond to the economic and social policy context that shapes social work practice through conducting policy analyses and developing social media advocacy strategies.

**Core Competency EP 2.1.10a-d: Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities**

The foundation social work practice courses, SWG 510, 511, and 585, provide experiences in developing culturally competent communication and practice sensitive interviewing, assessment, prevention, treatment planning, intervention, and aftercare skills, as well as skills related to the evaluation of the effectiveness of practice interventions. These courses are designed to build on one another with increasing depth and breadth in practice skills. Specifically, the following courses stress professional practice knowledge:

In SWG 510 – Foundation Practice I, students demonstrate an understanding of the phases of interviewing, with special emphasis on the beginning phase, by conducting the first interview assignment that is focused on the use of basic interviewing skills for the purpose of rapport building. Engagement and assessment are taught to prepare students for interventions with
individuals, families, and small groups. Understanding of the assessment and termination phases is demonstrated by conducting interview role plays and integrating cases from the field. In SWG 511 – Foundation Practice II, students demonstrate skills in assessing client needs and challenges, planning future-oriented goals, and choosing interventions to work toward specific client outcomes. This is done through in class exercises/role plays, case study assessments and group simulations. Students demonstrate skills in selecting and implementing client-appropriate empirically-based interventions, including behavioral, solution-focused, motivational, crisis-oriented, and psychoeducational interventions. Students also demonstrate skills in planning and facilitating small groups guided by knowledge of the stages of group development.

SWG 585 – Macro Social Work Practice, the final course in the foundation practice series, introduces students to the theory behind social change and community organization, addressing generalist social work practice at the levels of groups, organizations, and community. Students are introduced to social work practice roles within these settings, and learn about their responsibility to promote social and economic justice through effective social change strategies. Students also learn about various macro intervention models and needs assessment.

SWG 533 – Diversity and Oppression, deepens the understanding of diversity related to culturally competent generalist social work practice. Although this is not a course that develops practice techniques per se, it provides the historical and cultural basis upon which to build culturally competent micro and macro generalist practice skills, with an emphasis on populations of the southwest. Opportunities are presented for cross-cultural dialogue and content analysis skills development. The course challenges students to examine the meaning systems in which they are immersed and those which they must strive to understand as social workers.

SWG 519 and 619, Research Methods and Practice-Oriented Research prepare students to recognize and appreciate research as a scientific, analytical approach to developing evidence-based practice knowledge for individuals, small groups, families, and communities. Students are also introduced to qualitative research designs, single-subject designs, and
program evaluation models to aid them in their own evaluation of practice. SWG 623 – Program Evaluation, prepares PAC students to evaluate the effectiveness of social programs by critically analyzing and monitoring program outputs and outcomes.

For ADP students in their concentration year, SWG 621 – Integrated Practice students develop abilities in the areas of engagement, assessment, intervention, and evaluation through their case conceptualization presented in class, through their clinical demonstration of an intervention, and through the final paper which represents a thorough assessment, intervention, and evaluation plan. Students hone their skills in assessment and intervention by developing and presenting a case analysis, based on their practice experience in the field practicum.

In SWG 661 – Cognitive behavior Therapy across the Lifespan students demonstrate the use of interpersonal skills in engaging clients through in-class role plays. They assess the effectiveness of a CBT clinician in engaging the client and developing a plan and provide a written evaluation of personal skill level related to engagement with clients. Students are required to complete a case conceptualization that incorporates client information, client preference, and recommended CBT treatment strategies. As part of the case development and assessment, students articulate an evaluation plan for the case applying CBT techniques.

For PAC students in the concentration year, SWG 682 – Community Participation Strategies requires students to demonstrate an ability to understand, articulate, and develop a plan to intervene in a community problem or opportunity, working in conjunction with a community-based agency or organization. Students demonstrate skills in assessing needs and resources of target populations of the Southwest engage in skills that promote community participation and advocacy. In SWG 685 students describe the analytical and interactional aspects of program planning, including the role of citizen participation; distinguish between planning to meet need and planning for services; identify the tasks of problem analysis and needs assessment; and are able to conceptualize, define and be able to measure client progress and client satisfaction.
Conclusion

As the above descriptions of each competency demonstrate, the totality of the classroom and field experiences of students in the MSW program provide for mastery of the 10 EPAS competencies. Foundation skills and understanding are provided in the first year, and advanced practice, as demonstrated in field placements with synthesis across the curriculum make up the concentration content of the second year. Integrated across the curriculum are the mission and goals of the School of Social Work, with particular emphasis on the geographic and cultural context of our school, as located within the Southwestern United States. Upon completion of the entire curriculum, students demonstrate the knowledge, values, and skills needed to conduct advanced competent social work practice.

Accreditation Standard 2.1 – Field Education

2.1.1: The program discusses how its field education program connects the theoretical and conceptual contribution of the classroom with the practice setting, fostering the implementation of evidence-informed practice.

Field education is an integral component of social work education. It provides students the opportunity to apply classroom learning in a field setting under the supervision of an experienced social worker. Located in the large metropolitan areas of Phoenix and Tucson, as well as access to Flagstaff and other regions of the state, provides a wide range of field opportunities. The practicum gives students the opportunity to apply foundation knowledge, skills, values and ethics to practice, and in the case of Masters’ students, develop advanced practice skills. Through field work, students develop an awareness of the self in the process of helping. The experience requires students to use oral and written professional communication skills and to critically assess, implement, and evaluate their own practice and the policies of their field agency within which they practice. To accomplish these tasks, field education fosters the integration of empirical and practice-based knowledge gained in the classroom with guided experience in the field. The integration of classroom teaching with practical experience
promotes the development of professional competence. Field education in the School of Social Work is systematically designed, supervised, coordinated, and evaluated on the basis of criteria by which students demonstrate the achievement of program competencies.

Through tools such as the Learning Contract, students develop a plan that guides their learning in the field. The learning contract serves as the “working agreement” between the student, the field instructor from the agency, and the field liaison from the school of social work. The learning contract covers the field placement objectives, the responsibilities or “learning activities” that are either assigned by the field instructor or generated by the student, and outlines details on the supervision arrangement with the field instructor. Copies of the Learning contracts can be found in the Appendix.

While students are encouraged to bring classroom learning into the field and field examples into the classroom, specific courses are designed to facilitate this process. The advanced curriculum also includes capstone courses and projects that require all students to integrate what they learned in the classroom with their practice experiences in the field. The specific courses are discussed under the sections for each program level.

**M2.1.2:** The program discusses how its field education program provides advanced practice opportunities for students to demonstrate the program's competencies.

Students in the second year of the graduate program continue with internship placements into agencies that have been approved for their specialization based on the scope of services and service delivery. Students are placed in a field setting that matches their interest and the requirements of the specialization in either Advanced Direct Practice (SWG 641, SWG 642) or Policy, Administration and Community (SWG 643, SWG 644).

For the Advanced Direct Practice field practicum, students develop their Learning Contract to address twelve areas of practice that reflect the learning objectives of the advanced curriculum and the relevant EPAS Competencies.

1. PROFESSIONAL VALUES AND ETHICS
Demonstrate appropriate professional use of self and ethical problem solving in advanced practice. [EPAS 2.1.1; 2.1.2]

2. PROFESSIONAL RELATIONSHIP SKILLS

The student will engage in appropriate and effective communications skills with clients, supervisors, and staff. The student will demonstrate professional use of self (e.g., the student can describe specifically his/her relationship with a “client system” and how it affects the helping process). The student will use supervision and consultation appropriately. [EPAS 2.1.1; 2.1.2; 2.1.3]

3. PROFESSIONAL ROLES

The student will demonstrate awareness of (and participate in when possible) existing professional organizations, resources and state certification procedures. The student will demonstrate an awareness of various professional roles necessary in practice, e.g., advocate, broker, case manager, community organizer within the context of their area of specialization [EPAS 2.1.9; 2.1.10(a)-(d)]

4. RESPONSIVENESS TO MULTICULTURAL CLIENT SYSTEMS

The student will demonstrate an understanding of, and respect for, the positive value of diversity, particularly as it relates to populations of the Southwest. The student will demonstrate an understanding of the forms and mechanisms of oppression and discrimination [EPAS 2.1.4; 2.1.5; 2.1.8]

5. APPLICATION OF THEORIES OF HUMAN BEHAVIOR AND PRACTICE FRAMEWORKS

Student will demonstrate skill in evaluating and applying culturally relevant theories and empirical evidence to assessment and intervention practice in their area of specialization. [EPAS 2.1.3; 2.1.7]

6. THERAPEUTIC RELATIONSHIP WITH CLIENT

The student will recognize the role of culturally appropriate communication in information gathering and will demonstrate skills in collecting data through the interview process. The student will demonstrate effective and appropriate clinical interviewing skills and adhere to professional standards of confidentiality [EPAS 2.1.4; 2.1.5; 2.1.10(a)-(d)]

7. CLINICAL ASSESSMENT
The student will gather and formulate written assessments and psychosocial histories and in doing so, the student will demonstrate culturally responsive skills in performing individual, family, and group assessments within their area of specialization. Student will demonstrate competent critical thinking skills in formulating assessments. [EPAS 2.1.3; 2.1.4; 2.1.10(a)-(d)]

8. **PLANNING, IMPLEMENTATION AND EVALUATION OF INTERVENTIONS**

Student will demonstrate knowledge and skill in planning, implementing and evaluating evidence-based interventions through the application of critical thinking skills, review of evidence, synthesis of information, and development of a clear rationale for guiding practice. [EPAS 2.1.3; 2.1.6; 2.1.10(a)-(d)]

9. **TRANSITION/DISCHARGE/TERMINATION**

The student will demonstrate knowledge of factors involved in transitioning/discharging client cases and will adhere to ethical and practice standards appropriate to transitioning or discharging a case. [EPAS 2.1.10(d)]

10. **ORGANIZATIONAL AND SOCIAL CHANGE SKILLS** Learning Objective:

The student will demonstrate knowledge on how to advance social justice using principles of cultural competence and empowerment to promote organizational and social change. [EPAS 2.1.5; 2.1.8; 2.1.9; 2.1.10(c)]

11. **POLICY PRACTICE**

Student will demonstrate skill in analyzing the impact of social policies on social and economic justice, and demonstrate skills for influencing policy in their area of specialization. More generally the student will demonstrate an awareness of key policy issues relevant to families and social networks that are unique to the Southwest such as extended families, clans and compadrazgo. [EPAS 2.1.4; 2.1.5; 2.1.8]

12. **PROFESSIONAL DEVELOPMENT AND RENEWAL**

The student will develop strategies for promoting personal/professional balance, and self-care skills. The student will develop a learning plan for continuing professional education and development. [EPAS 2.1.1; 2.1.2]

Advanced practice competencies for PAC students are outlined through the Field Education Contract, identified below. Each area reflects the content of each PAC required
Problem Identification, Problem Analysis and Needs Assessment: Student will demonstrate understanding of how placement setting determines and analyzes client needs and community problems. Students will demonstrate ability to critique community participation in all phases of the planning process. [EPAS 2.1.3; 2.1.4; 2.1.6; 2.1.7; 2.1.8; 2.1.10(b)]

Goals and Objectives: Student will demonstrate ability to define and apply a planning system using purpose, goals, objectives, and action steps with objectives written in observable, measurable terms. [EPAS 2.1.2; 2.1.3; 2.1.6]

Program Design and Implementation: Student will demonstrate ability to identify and define input, throughput, output and outcome elements of a program. [EPAS 2.1.5; 2.1.9; 2.1.10(c); 2.1.10(d)]

Budgeting: Student will demonstrate ability to take basic data and create a functional or program budget. [EPAS 2.1.6; 2.1.9]

Program Evaluation: Student will demonstrate ability to design an evaluation system which includes measurement of client process/output/outcome and assessment of client satisfaction within a framework which explicitly values community participation. [EPAS 2.1.3; 2.1.6; 2.1.10(d)]

Information Systems: Student will demonstrate ability to create output documents which are useful in decision making, input documents which are efficient and considered useful by those who complete them, and the ability to depict a data collection system in flow-chart form. [EPAS 2.1.3; 2.1.6]

The Organization as a System: Student will demonstrate ability to identify the significant components of the field agency system including mission statement, organizational structure, job design, motivation and reward system and communication and control systems. Student will demonstrate ability to identify inconsistencies within the agency system of policies, procedures, and administrative style. [EPAS 2.1.6; 2.1.9]

Personnel Policies and Procedures: Student will demonstrate ability to
describe field agency’s policies and procedures for recruitment, section hiring, AA/EEO, diverse people and perspectives. [EPAS 2.1.10(a)]

CONTENT AREA 682.2 Community Participation: Student will demonstrate knowledge and skills in involving a broad spectrum of community members in human service planning, community development and social change. Special attention will be given to encouraging and facilitating the participation of persons and interests that historically have been under-represented in community affairs, including, for example, low income persons, women, minorities, the handicapped, the elderly, and persons in rural areas and articulate the meaning of social and economic justice. [EPAS 2.1.4; 2.1.5; 2.1.8; 2.1.10(a); 2.1.10(c)]

CONTENT AREA 682.3 Bargaining, Negotiating and Macro Intervention: Student will demonstrate knowledge and skills in macro intervention and resolving a conflict or issue in an organization, service system, or community. [EPAS 2.1.9; 2.1.10(a)]

CONTENT AREA 632.1 Policy Analysis: Student will demonstrate ability to identify and critically analyze a public policy issue related to increasing social or economic justice for a population served by the agency. [EPAS 2.1.4; 2.1.5; 2.1.8]

CONTENT AREA 632.2 Social Welfare Policy Research: Student will demonstrate ability to research one or more state or federal proposals (bills, rules, regulations) related to the issue identified above, or to another concern of the agency, and to identify and work with relevant coalitions or advocacy groups. [EPAS 2.1.8; 2.1.9]

CONTENT AREA 632.3 Influencing the Policy Process: Student will demonstrate knowledge and skills in advocating for or against the proposed bill, rule, or regulation. [EPAS 2.1.8; 2.1.9]

At the end of each semester, all students and their field instructors in both ADP and PAC field placements fill out a Student Performance Evaluation in Field Education form (See Appendix). The forms assess students according to the areas described above on a scale of 1 through 5. The evaluation instruments are designed to provide feedback to students on their semester’s performance, serve as the basis for the semester grade, and keep the School of Social Work informed in regards to the student’s performance in the field. Each student is asked to first fill out the scale privately. The student is instructed to circle the number which best represents how the student assesses his or her level of proficiency. The student is urged
to make an honest evaluation in order to discover his or her strengths and weaknesses. Once the student completes the form, it is turned in to the field instructor. The field instructor also fills out the form, and then meets with the student to discuss where they agree or differ, and provides feedback on the basis of the field instructor’s judgments. After the student and field instructor have reviewed the Performance Evaluation form, they meet with the field liaison from the School of Social Work to review the evaluation. This process provides assessment of the student’s practice competencies from multiple perspectives, and serves as a learning tool for the student. Each of the EPAS competencies are tied to one or more of the items on the Performance Evaluation. The scores on these items are presented and assessed in section 4.0 Assessment of this document.

**Culminating Projects for Competencies**

In addition to experience in the field practicum, all ADP and PAC students must complete a capstone requirement. The capstone projects are closely linked to the students’ field experiences. For ADP students, this is accomplished in the Integrated Seminar (SWG 621) and for PAC students this is accomplished through the development of a Field Portfolio.

The Integrated Seminar course gives ADP students an opportunity to synthesize and showcase the knowledge and skills learned in the MSW program. Students must prepare a portfolio of major work based on a case study model whereby they present a client assessment (using DSM 5 and rapid assessment instruments), review evidence to support their treatment, select and present a detailed treatment model, provide a conceptual critique, and conduct a demonstration documenting skills applied to the case (e.g. a role play showing motivational interviewing used with the client). It requires students to integrate their learning from all past MSW courses and demonstrate their ability to apply advanced social work knowledge and skills. This course is required by the Graduate College because it fulfills the universities requirement to have a “comprehensive exam” prior to graduation. As such, students must develop a portfolio and complete a “master project” that includes an in-depth analysis of a case documenting skills and knowledge in such areas as assessment, evidence based practice, cultural sensitivity, application of theory, and direct practice skills.
The seminar provides a forum wherein students can clarify and refine ideas about direct practice, test their application of knowledge and skills (and receive consulting feedback from peers and the instructor), enhance their clinical reasoning and problem-solving skills, and improve their presentation skills. The seminar is designed to enable students to:

(a) integrate theoretical and evidenced-based knowledge from the curriculum,
(b) apply this knowledge in their work with individuals, families, and groups within the organizational structure in which they practice; and
(c) demonstrate professional level presentation and communication skills.

The guidelines for the Advanced Direct Practice concentration capstone project are as follows:

**DESCRIPTION OF COMPONENTS OF CAPSTONE PROJECT**

The capstone project has 3 components. Begin by identifying a case you will be using throughout the project, ideally one you are working on in your field placement. The case may involve an individual, a family, or a group. **The case must be unique for SWG 621 and not one you have used or are using for another class.** Because the case presentations involve personal information about clients, it is critical that you **disguise any and all details** that could result in the client’s identification and thus be in violation of the client’s right to confidentiality and privacy. It is expected that students will safeguard confidentiality by confining all discussions of any case to the classroom setting and by changing several details of the case to ensure client identity will remain unknown.

The details for each component are described below:

**A. Case Presentation: Comprehensive Case Overview (25 points)**

Students will prepare and conduct a **formal case presentation** according to guidelines provided in a separate handout that address nine areas of knowledge/skill covered in the MSW curriculum. Completing the biopsychosocial assessment of your client prior to your case presentation in the classroom is strongly encouraged. You do not have to submit it for grading at the time of the presentation, but it will be helpful to you in preparing your presentation. The biopsychosocial will become part of your final case analysis paper. **On the day of your presentation, you will turn in ONLY the Executive Summary.**

**B. Clinical Demonstration: A Role-Play Demonstrating Skills (15 points)**

The objective of this assignment is to demonstrate a particular aspect of the professional direct practice skills that you have used in working with your case (individual, family, or group). The problem or issue addressed by your intervention should be something identified in your biopsychosocial assessment and researched ahead of time in terms of which types of evidence-supported interventions would be appropriate to address this problem and are within your skill level. You will do this in the context of a role play, and you will need to find one or more classmates ahead of time to accomplish this demonstration, with classmate(s) playing the role of client(s). The intervention(s) should be practiced.
ahead of time with your role play partner(s). The class will have just heard your case presentation and will be familiar with your case. Before you begin, you will tell the class which clinical phase your demonstration reflects, e.g., beginning/engagement, working, and termination and restate the theoretical orientation you will be using. Then you will begin the session with the “client,” who will role play one problem or concern that you will respond to. The goal is to demonstrate clinical competency in addressing your client’s issue or concern.

A few notes may be used but you are not permitted to read from a prepared script.

Following the clinical demonstration, you will respond to class discussion regarding the demonstration. In addition, you should come prepared with at least two questions about your case for the class to provide input. The rest of the class will act as consultants to your case, responding to your questions and providing feedback about your presentation.

C. Final Paper: Case Analysis (45 points)

The final case analysis paper is an integrative, logical progression paper that represents a culmination of student academic and practicum learning by synthesizing content across the MSW curriculum, including HBSE, Practice, Policy, and Research.

The formal paper must include: Title page, Table of Contents, Executive Case Summary, Sections A through K below, References, and Appendices, if applicable. The paper should be approximately 30 to 40 pages. A sample format with content required in each section will be posted on Blackboard.

Papers must be double spaced and written using APA (6th Edition) format, using 12 pt. Times New Roman font with 1-inch margins. Organization (e.g. orderly, systematic), clarity (e.g. lucid, logical connections) of ideas presented, proper use of non-sexist/non-racist language, and correct spelling, punctuation, and grammar are expected and will affect your grade. Proofread thoroughly before submitting.

*Papers will be due in 2 batches due to the time it takes to evaluate the work and grade deadlines. All papers, however, will be returned to the students at the same time.

Section A: Psychosocial Assessment (8)
This section should offer a clear and concise picture of the client including disguised identifying information such as age, marital status, education, income, housing situation, employment, health/medical status, psychiatric signs and symptoms, other relevant clinical information, relationships and social functioning, activities of daily living, legal issues (if relevant), leisure/recreational activities, and transportation. Include an assessment of the developmental stage that your client is in. Be careful here to note and discuss cultural differences found in the literature regarding “normal” developmental stages for diversity. Again, be sure the information is disguised to protect client anonymity.

Describe and analyze evidence to support your diagnostic evaluation using the DSM 5. Explain your diagnoses by describing the symptoms you observed and how you determined the diagnosis(es). If your client does not meet DSM 5 criteria for a mental disorder, note this. Not all cases will have a full clinical diagnosis, but all will have at least a v code diagnosis. Remember to disguise identifying information to protect client confidentiality.
Section B: Treatment or Service Plan (5)

Based on your assessment, develop a treatment or service plan that incorporates strengths-based strategies. Identify and prioritize the major target problem areas (at least 3) as well as the goals and measureable objectives for these. Identify the specific treatment interventions you will implement to help the client achieve their goals. Specify intervention goals in concrete operational terms and explain your intervention planning, clarifying how your goals and plans are based on your assessment. The plan should also identify the services/agencies that would be involved, actors, and implementation activities (who will do what), estimated timelines, for achieving goals and objectives (when), and expected changes, as well as how you would evaluate and measure whether the goals and objectives were achieved.

Discuss how you would involve the client, social network members, interdisciplinary team members, and advocates (if appropriate) in the service planning and treatment process.

Section C: Discussion of Supporting Documentation (2)
If relevant, discuss information about consent forms, releases of information, assessment instruments, and legal and ethical documentation that is pertinent to the case. Include copies of such documentation in the Appendices with identifying information redacted.

Section D: Theoretical Framework (3)
Identify the most appropriate theoretical perspective you will use to address the problems of your client. Briefly discuss the origins of the theory, how it has evolved in social work and how it applies to your client.

Section E: Best Practice/Evidence-Supported Interventions. (5)
Provide a clear description and specification of intervention(s) used in the case. Discuss and critically analyze the empirical and theoretical literature that supports the appropriateness of the intervention for your client’s target issue(s). If you have chosen an intervention without empirical support for its effectiveness, provide a rationale and justification. What evidence-supported intervention would you use if you could? Discuss the effectiveness of the intervention in helping the client to achieve his/her goals.

Section F: The Impact of Culture, Diversity, and/or Forms of Oppression on the Case (3)
What issues of culture, diversity, and/or forms of oppression were present in this case? How did or will you address these issues? How do you make sure that you are competent to address the challenges associated with gender, age, social class, sexual orientation, race/ethnicity, and disability? List some of the options available to you to increase your competency. Demonstrate self-reflection about how who you are can help or hinder you interaction with this client.

Section G: Ethical Considerations (2)
Describe what ethical practice looks like for this case. How will you honor the values and ethical responsibilities as described by NASW? Identify and discuss ethical considerations that have emerged (or could emerge) in your case using NASW guidelines and addressing how you would resolve them.

Section H: Evaluation Design and Methodology (3)
Using content from SWG 619, select and briefly discuss an appropriate single case design or evaluation strategy and the measurement tools that you could use with this case. Provide a brief rationale for your selection of the design and the measures. Discuss explicitly how you evaluated, or could evaluate, outcomes. If possible, present initial findings of the evaluation of client outcomes based on the selected evaluation strategy.

**Section I: Social and Agency Policies that Impact Your Client and Agency (3)**
Describe and analyze the interconnection and interplay between the client, mezzo, and macro-level policies, and the community as context. Identify and specify in detail the social policy issues and agency policy issues that currently affect your client. How is your client’s problem addressed nationally and internationally, as well as locally? Discuss the impact, if any, of social policy issues on the agency policies and procedures.

**Section J: Self-Critique of Your Work with the Client (2)**
Demonstrate your ability to think critically and self-reflect about your case, its conceptualization and application of assessment and treatment interventions. Discuss the personal challenges and limitations in working effectively with the client. What transference/countertransference did you experience and how did you work through and make use of these in your work with the client? Discuss various factors that you believe contributed to the outcome. What have you learned? What would you do differently with such a case in the future, and why? Identify your personal strengths and weaknesses in working on this case.

**Section K: Implications for Future Practice (2)**
Given your learning experience in completing your case analysis please describe and discuss how this experience would inform and influence your future social work practice. What skills and knowledge would you need to develop to improve your performance in the future? How would you accomplish this?

**L. Quality of writing and conformity with APA style (7)**
The case analysis paper is graded by your instructor using a Final Paper Grading Rubric that is attached to this syllabus. 7 points evaluate the quality of the writing and the adherence to APA style.

The culminating experience of the PAC Portfolio requires the submission of a field-related portfolio as evidence of mastery of the curriculum. Students use the field contract as guide and provide documentation of work products related to PAC curricular objectives. The Portfolio is a collection of materials documenting the student’s activity and productivity in the field practicum. The work is pulled together with a 10 page critical synthesizing essay. Students document 3 to 5 different projects, each in a separate section. Products related to each of the projects on an ongoing basis are collected. Examples include: a memo analyzing a meeting the student attended, a grant proposal, flyers created for events, a curriculum, training materials, an evaluation design or program plan, a policy proposal, a press release, an analysis of
community assets, letters, presentations -- anything that can be placed in a 3 ring binder that demonstrates work the student was involved in while in the field. The student is then required to develop a critical synthesizing essay of up to 10 pages that illustrates integration of class and field and basic mastery of the PAC curriculum. The student includes discussion of how these projects are linked to the PAC field objectives and how they demonstrate application of appropriate PAC course objectives or units of study, as well as theoretical material and concepts covered in their PAC coursework.

The guidelines for the Policy, Administration, and Community concentration capstone portfolio project are as follows:

**PAC PORTFOLIO: GUIDELINES FOR STUDENTS**

2014-2015

Graduation requirements for PAC students include completing all required course work with at least a 3.0 GPA and submitting a portfolio based on performance in the PAC field practicum that is evaluated as satisfactory by PAC faculty.

The portfolio is a collection of materials documenting the student’s activity and productivity in the field practicum, tied together with a critical synthesizing essay. The portfolio is based on projects outlined in the student’s field contract. It is due April 3rd, 2015 in UCENT 800 or Tortolita 250, no later than 5 pm.

**Steps to Develop the Field Contract**

1. At the start of the PAC field placement year, PAC students work with their field instructor and field liaison to develop the PAC Field Education Contract. The Field Education Contract will include projects in which the student will be involved throughout the year. Review the 15 field learning objectives listed on pages 2-3 of the Field Education Contract. These are based on content presented in the core PAC courses. All students are responsible for meeting the first 6 objectives plus 3 which correspond to the focus of the placement (administration, community, or policy). Students are encouraged to include some of the remaining 6 objectives within their projects.

2. Each student must discuss and decide on several projects to be undertaken throughout the year. These projects must be tied to the learning objectives. Some objectives will be met through “participation” (hands-on experience), others through “exposure” (observation and reading). Students fill out the grid on page 4 of the Contract, outlining the projects.

3. For each project, develop a Project Worksheet. Be sure to list expected products.

4. Each student must secure approval of the contract with his or her field instructor and field liaison. Upon agreement of on the Field Contract, the student, field instructor and field liaison sign the document and it should be filed with the Field Education Office.

**Steps to Create the Portfolio**
1. The portfolio presented for evaluation should include 3 to 5 projects, each in a separate section. Develop and collect products related to each of the projects on an ongoing basis. Examples include: a memo analyzing a meeting the student attended, a grant proposal, flyers created for events, a curriculum, training materials, an evaluation design or program plan, a policy proposal, a press release, an analysis of community assets, letters, presentations -- anything that can be placed in a 3 ring binder that demonstrates work the student was involved in while in the field. These items might represent original work, collaboration, or products to which you contributed.

2. Collate the portfolio documents and materials in a three-ring binder, organized by project. Specify the role you played within each project either in a cover sheet, or with each project, identifying which products the student originated, which the student revised or modified, which were collaborative products, and which were activities where the student observed or critiqued.

3. Include a copy of the PAC Project Planning Contract matrix that lists your field projects, clearly identifying which of those projects are in the portfolio (page 4 of the PAC Field Education Learning Contract).

4. Develop a critical synthesizing essay of up to 10 pages that illustrates integration of class and field and basic mastery of the PAC curriculum. Discuss how these projects are linked to the PAC field objectives and how they demonstrate application of appropriate PAC course objectives or units of study (using APA format as a guide).

**The portfolio will be evaluated independently by two faculty members and graded pass/fail.** If the faculty members disagree, a third faculty member will evaluate the portfolio. If the portfolio does not meet the standard to pass, you will be provided with feedback and will be required to revise and re-submit it.

Students are advised to keep copies of all material submitted in the PAC Portfolio.

Successful completion rates of both the ADP Integrated Seminar and PAC Portfolio serve as competency assessment of concentration mastery benchmarks for the program. Those results are presented and discussed in section 4.0 Assessment.

2.1.3: The program discusses how its field education program provides a minimum of 400 hours of field education for baccalaureate programs and 900 hours for master's programs.

The Field Education policy, SWK 710-02 (p E-18) Student Responsibilities – Hours, is the guiding document that defines expectations for student hours in Field placement. (Please see Appendix for a copy of this policy.) Students in our BSW program are required to complete a minimum of 480 hours of practicum experience during their senior year. MSW students complete two internships each containing two semesters of 240 hours each, for a total of 980
clock hours. Advanced Standing students complete an internship for a total of 480 hours in their chosen concentration.

If a student does not complete the required Field Education hours for the semester, a grade of “I” (incomplete) is recorded. Students are required to meet with Field staff to formulate a written plan for completing hours. This plan is monitored by the assigned Field liaison, and reported back to Field Office. In addition to fulfilling the other program requirements, students in the BSW program must complete all of their required field hours with a satisfactory grade in order to graduate.

2.1.4: The program discusses how its field education program admits only those students who have met the program’s specified criteria for field education.

All BSW students are required to attend mandatory advising with our Academic Services personnel. Students are screened by the undergraduate Academic Advisor for pre or co-requisite requirements before enrollment in Field Education.

All MSW students are required to attend mandatory advising with our Academic Services personnel. Students are screened by the Graduate Academic Advisor for pre or co-requisite requirements before enrollment in Field Education.

2.1.5: The program discusses how its field education program specifies policies, criteria, and procedures for selecting field settings, placing and monitoring students; maintaining field liaison contacts with field education settings; and evaluating student learning and field setting effectiveness congruent with the program’s competencies.

Field Education policies provide guidance and a protocol to meet this standard. Agencies are selected on their ability to give students the opportunity to gain practical professional experience through directed instruction and supervision appropriate for a beginning generalist practitioner. The criteria used to assess the agency’s capability to provide these experiences include:
1. Commitment to active participation as a partner in profession education for social work (includes acceptance of the NASW Code of Ethics, the School’s mission, the program’s goals and objectives, and a readiness to invest time and effort in the educational process).

2. Ability to provide the instructional staff to serve as field instructors for students.

3. The agency’s executive or designee should be assigned overall responsibility for development of the agency’s participation in professional education and for liaison with the School;

4. The agency should be able to assure the availability of an appropriate variety, quality and quantity of practice learning experiences with individuals, families, groups and organizations.

5. The agency is expected to assure the availability of records prepared by students for instructional and evaluative use at the School, subject to professional safeguards;

6. The agency will provide the physical facilities necessary to accommodate students (e.g., desk, meeting room, clerical services, resources for travel for home visits, etc.).

The criteria for selection of field instructors for BSW student placements include:

- BSW with two years of practice experience
- Employed at the agency for at least six months
- Agreement to participate in Field Instructor Certification Training provided by the School

The criteria for selection field instructors for MSW student placements include:

- MSW with two years of practice experience
- Employed at the agency for at least six months
- Agreement to participate in Field Instructor Certification Training provided by the School

Placement of students is a process that begins with the student filling out a placement form the semester prior to being placed in field, referred to as their internship placement form. The Field Education Office is currently in the process of implementing an internship placement tracking system (IPT) which is a web-based tracking system that matches students with internship opportunities in the community based on the students’ areas of interest and the
agencies scope of services. The program will align the students’ top internship choices with community internships and allow greater voice and choice for both students and field instructors with the placement process. The IPT program will maintain electronic and on-line tutorials that will be available for students, field instructors and liaisons beginning with summer 2015 internships.

At the beginning of the field placement, referred to as internships, the student and field instructor develop a learning contract for the student. The contract specifies the BSW Program learning Objectives and lists the activities that will be undertaken to meet the objectives, along with target dates for completion of the activities. These are to be stated in terms of behavioral learning goals, methods of achievement, and how achievement of the outcome will be assessed. The field instructor is expected to provide the student with practice opportunities that will enable the student to fulfill the expectations of the learning contract. The field instructor meets with the student weekly, typically for an hour, to monitor the student’s progress and provide feedback. The field liaison visits each student at his/her agency at least once a semester and more frequently if needed. The liaison ensures that the student is receiving a high quality learning experience, assists with developing the learning contract, ensures that students are informed at mid-semester of their performance, and meets with the student and field instructor at the end of the semester to evaluate the student’s performance and assign a grade.

The evaluation of student learning and agency effectiveness in providing Field instruction is currently being monitored through student feedback on a satisfaction survey that is sent out at the end of each spring semester. A Field instructor performance evaluation tool is utilized to identify field instructors that do not meet teaching, mentoring and supervision expectations.
Field Education policy SWK 704, Criteria for Selection of Field Instructors, is the guiding document which outlines our selection criteria. Field Instructors must have an MSW from a CSWE-accredited institution and at least two years of practice experience. Field staff pre-screens all persons interested in becoming Field instructors to assure that selection criteria are met (see Appendix for a copy of SWK 704). Pre-screening is conducted through applicant disclosure on RSVP form for certification training, staff review of social worker’s resume, and interview results.

If an interested person does not meet program requirements, a certificate for ‘Task Instructor’ can be awarded. Field staff work directly with agency personnel, faculty and other constituents to assist with securing required Field supervision. In the event that a qualified social work field instructor cannot provide educational supervision to the student intern, Field works with the student to identify an alternative placement.

Field Office provides certification training to all Field instructors prior to placing students at the corresponding agency. Before the start of each fall semester, the Field Office offers training for new Field Instructors. Continuing dialogue is maintained through both the Field Office and through site visits by faculty, staff and community liaisons. Site visits are completed at a minimum of one site visit per semester.
Field Education policy SWK 712, Using Employment for Field Education, is the guiding document for work variance proposals. Work Variance proposals are submitted for first level review by Field Coordinator. Second level review is completed by the BSW or MSW program coordinator. The Work Variance packet contains instructions for student to clearly identify the separate and distinct learning activities that are available at the agency. The Work Variance proposal is approved upon demonstration that requirements are met. If the proposal is not met due to lack of documentation, Field staff work with the students to assist them with understanding the process and with providing supporting documentation.

**SWK 712 Social Work Field Education – Using Employment for Field Education**

(Work Variance)

**PURPOSE:** To define policy for using employment for field education

**SOURCES:** Field Manual

**APPLICABILITY:** All students who are requesting a work variance

**POLICY:** Using Employment for Field Education

1. Student request for the use of employment for field education.

2. Education Plan

   a. Supervision: name and qualifications of supervisor

   b. A completed “Proposed Field Learning Activities at Place of Employment” form must be submitted with proposal.

   c. Relation between employment and education: description and relationship between planned learning experiences and student's regular work assignments.

2.1.8: The program discusses how its field education program develops policies regarding field placements in an organization in which the student is also employed. To ensure the role of student as learner, student assignments and field education supervision are not the same as those of the student’s employment.
The Agency clearly states that the student’s field education requirements will be ensured by the agency.

**Decision on Requests**

The basis for a decision regarding an exception to field instruction and employment policy will be the protection and assurance for the student of a quality education. The content expectation of each semester of field instruction as outlined in the field manual will be used to measure the appropriateness of the student's request. A recommendation will be made by the Manager of Field Education to the BSW or MSW Program Coordinator, whichever is appropriate, who make the final decision in consultation with the program committee.

**Accreditation Standard 3.1 – Diversity**

3.1.1: *The program describes the specific and continuous efforts it makes to provide a learning environment in which respect for all persons and understanding of diversity and difference are practiced.*

The policies of Arizona State University and the School of Social work are unequivocal in opposing all forms of discrimination. Overall, the University abides by a policy of nondiscrimination, which is outlined in the Arizona State University Academic Affairs Manual:

Arizona State University is committed to providing the university community, including students, faculty, staff, and guests, with an environment that is free of harassment, discrimination, or retaliation. ASU expressly prohibits harassment, discrimination, and retaliation by employees, students, contractors, or agents of the university based on protected status, including race, color, religion, sex, national origin, age, disability, veteran status, sexual orientation, and gender identity. ASU also complies with the *Genetic Information Nondiscrimination Act of 2008* (42 U.S.C. 2000ff et seq.)

The University goes beyond protection from discrimination and has established a commitment to diversity through inclusion, as articulated by the Diversity Plan:

Diversity is defined in terms of representation and inclusion. Representation reflects the extent to which our students, staff, faculty and administrators proportionately reflect the regional and national populations served by our public institution. Inclusion
encompasses empowerment and voice among all members of the university community in the areas of scholarship, teaching, learning and governance. We recognize that race and gender historically have been markers of diversity in institutions of higher education; we further believe that diversity includes additional categories such as socioeconomic background, religion, sexual orientation, gender identity, age, disability, veteran status, nationality and intellectual perspective.

The University also houses Disability Resource Centers (DRC) across all campuses. DRC recognizes that disability impacts all people regardless of race, ethnicity, culture, religion, or gender. The staff of the ASU Disability Resource Centers supports an environment in which the diversity and variety of human experiences are respected and appreciated. The DRC staff ensure appropriate accommodations are made for students with disabilities for test-taking, class notes, participation in laboratories, interpreting services and transportation. Access is available online and through offices located on all campuses.

These University policies and structures provide the framework within which the School of Social Work further builds a learning environment that actively demonstrates respect and support for all persons. Structures within the School are in place that support respect for all persons and understanding of diversity and difference. The School houses a standing faculty Committee on Academic and Professional Standards, which includes as part of its mission assurance that students and faculty abide by the policies of our profession. The Field Education Office includes diversity as a key competency to be developed and assessed during students’ field education. On both the BSW and MSW levels, the field practicum learning contracts call for demonstrated competence in practice that is responsive to a multicultural society and reflects understanding of the diversity of our communities (more about this can be found under Accreditation Standard 2.1).

Within the curriculum of the School of Social Work, we have policies and procedures that promote the teaching and understanding of diversity. For example, one of the factors that is to be included in grading criteria (as outlined in policy SWK 312 of the School of Social Work Policy Manual) is a demonstration of “insightful and thoughtful understanding of diversity and
implications for practice.” This criterion for grading reflects the faculty expectation that teaching about diversity is an integral part of the content within our courses.

Input to ensure a diverse reflection of our community is supported by the School of Social Work Community Advisory Board. The Community Advisory Board (CAB) meets three times a year and serves as a mechanism for interaction between the professional community and the School. The purposes of the CAB include obtaining community input regarding the School’s professional degree programs; sharing with the community the School’s Mission and Goals, changes in curriculum, or new programs; and seeking consultation on issues relevant to the School (e.g., enhancing recruitment of students; pressing practice needs in the community). The CAB includes individuals who hold leadership positions in diverse health and human service agencies and government agencies reflecting the diversity of our community.

Our Tucson Component also has an Advisory Board that helps with recruiting students, planning School events and receptions for new students, discussing trends in the field which might affect social work education, and giving input when curriculum changes are under consideration. The Tucson Advisory Board includes members who reflect the diversity of the Tucson area.

Members of our Community Advisory Boards support for the School’s commitment to enhancing understanding of diversity was evident as part of the School of Social Work’s 50th Anniversary celebration in 2014. In collaboration with the Community Advisory Board, the School hosted a community forum on “Promoting Social Justice: Addressing Race and Ethnicity in a Changing World” and published a monograph based on related faculty research. The forum was open to the public and several hundred of the monographs were distributed to community partners.

In collaboration with NASW-AZ, the School sponsors CEU-earning workshops on various topics each year. In order to provide access to social workers throughout the state, these workshops are held in Phoenix, Prescott (about two hours drive northwest of Phoenix), and Tucson. Each year, several of these workshops are devoted to diversity issues. For example, in Fall 2014, Dr. Kelly Jackson, Associate Professor in the School of Social Work taught a continuing education workshop on “Culturally Attuned Practice with Diverse Clients.”
The policies and structures of the University and the School of Social Work provide the foundation to ensure the creation of a learning environment in which respect for all persons and understanding of diversity and difference are practiced. The framework of community advisory boards and strong connections with NASW Arizona enhance our efforts to provide a professional learning environment that encourages faculty, staff and students to pursue ways to demonstrate our commitment to teaching cultural competence, experiencing diversity, and developing a deeper scholarly understanding of diversity and difference, both within the classroom and as part of the larger learning environment, with particular attention to the diverse communities of the Southwest. The next section outlines the teaching, scholarship, and community efforts within the School and on the part of our students, faculty and staff that are dedicated to engaging diversity and difference in practice.

3.1.2: The program describes how its learning environment models affirmation and respect for diversity and difference.

Numerous formal and informal processes are in place within the School to ensure we have a learning environment where respect for all persons and understanding of diversity and difference are practiced. Development of a deeper understanding of diversity, particularly in regard to communities of the Southwest, is a high priority within the teaching environment, is part of student engagement, is evidenced within our faculty scholarship, and is reflected by our community engagement.

Pedagogy – Curriculum and Student Engagement

The most formal avenue for teaching diversity within the classroom is through required content and required courses. Our curricula at both the BSW and MSW levels reflect an emphasis that all our courses include content on teaching about diversity, particularly related to the Southwest. This content is explained and assessed in more detail in this self-study document under the explicit curriculum competencies related to Educational Policy 2.1.4 and 2.1.5. Assignments can be found in almost all of our courses that require students to learn more about the diverse populations with whom they will work, and/or about themselves in relation to diversity issues. Specifically, both the BSW and MSW foundation curricula include an
additional required course that focuses exclusively on diversity issues: “Diversity and Oppression in a Social Work Context.”

Additional formal efforts to teach deeper understanding of diversity can be found through the selection of elective courses that are offered to students. These electives include:

“Lesbian, Gay, Bisexual, Transgender and Queer Issues”

“Immigrants and Refugees”

“Southwest Borderland Immigration Issues”

“Multicultural Perspectives on Community Development”

“Aging: A Social Work Perspective”

“Working with American Indians”

“Community Inclusion: People with Disabilities”

Informal opportunities to learn about diversity include brown bag lunch discussions and presentations, on topics such as working with Latino families and how best to serve veterans. These programs invite students and faculty to engage in informal discussions.

Also as part of the formal curriculum, the School of Social Work also offers several certificate programs that provide students opportunities to develop deeper knowledge and understanding of diversity. The Certificate Programs include a Graduate Certificate in Latino Cultural Competency, a Foundational Graduate Certificate in Gerontology, and the College hosts a Certificate in LGBT studies. In order to receive a certificate, students take 15 credits of coursework that is specialized to the area. Certificates are designed to provide students, as well as professionals in the field, with specialized coursework to enhance their competency with diverse populations.

Mentorship is a critical component of professional learning, and our faculty are engaged in numerous mentoring roles. Serving on BSW student honors thesis and MSW student graduate thesis committees is spread throughout the faculty. Many of our students pursue researching theses that contribute to deeper understanding of diversity. Recently completed theses include:

“Examining Predictors of Anti-Immigrant Sentiment”

“Effects of Acculturation and Gender on Mexican American Teens”
Field education is another area where respect for diversity and difference is taught. It is an expectation that in all field placements “Students will demonstrate an ability to identify and analyze the forms of oppression that have an impact on client systems. Students will articulate their understanding of the role of cultural values and diversity in social work practice, particularly as it relates to populations of the Southwest.” The School of Social Work works to ensure that all placements that host students serve diverse populations and teach cultural competent practice. Numerous agencies that provide training for our students are especially dedicated to serving diverse communities that are primarily in the Southwest, such as: Chicanos Por La Causa, Fort McDowell Yavapai Nation Family Services, La Frontera Behavioral Health, Native American Connections, and Valle del Sol in the Phoenix area; Casa de Los Ninos, Indian Health Service, Las Familias, Pascua Yacqui Tribe, and Santa Rosa Care Center in the Tucson area.

Student organizations also reflect a commitment to enhancing diversity and building a respectful learning environment. The American Indian Social Work Student organization is an association of graduate and undergraduate students who share an interest in American Indian issues and concerns. The group is committed to enhancing the success rate of American Indian students within the school through monthly meetings, social gatherings, and informal advising. The International Connections – Mosaic Club brings together undergraduate and graduate students who would like to meet other international students. The organization, housed in the School of Social Work, aims to promote a closer bond among international students and promote cultural and ethnic diversity on all four ASU campuses.

An organizational format used throughout the University to establish an organized effort in a unique area of service and research is through the establishment of a specialized “office.”
While there are numerous offices in the School of Social Work committed to specialized research, there are also a number of offices committed to expanding services to diverse groups and provide support for students, faculty and further connections with community partners.

**Office of American Indian Programs (OAIP)**

The Office of American Indian Projects (OAIP) was founded in 1977, based on the advocacy of the Inter Tribal Council of Arizona, the Indian Health Services, the Navajo Nation, the Phoenix Indian Center, and the Salt River Pima-Maricopa Indian Community. The purpose of OAIP is to develop the capacity of American Indian communities and programs. The vision of the project is to develop strengths in both individuals and systems within the social work arenas of American Indian communities, in conjunction with the emerging federal mandate for tribes to assume responsibility for the delivery of social services to American Indian people.

The mission of OAIP includes the development of a site where American Indian research and grant projects can be coordinated and monitored to ensure a focus that is beneficial to the tribes and one that reinforces a government-to-government approach. The mission also includes recruiting American Indian social work students and faculty, mentoring students, and providing American Indian people with a friendly reception within the University. OAIP is headed by Edwin Gonzalez-Santin, MSW. Professor Gonzalez-Santin serves as a member of the Intertribal Council of Arizona, and in that capacity he builds strong linkages between the School of Social Work and American Indian communities across the state. The Office also supports the *American Indian Social Work Student Organization*, which enhances the success rate of American Indian students in the School of Social Work by fostering mutual support among faculty, students, and the University.

**Office of Latino Projects**

The Office of Latino Projects was established in 2007. It is a social and economic justice resource center providing information, data and policy analysis about the growing Latino population in the U.S. and in the Southwest Border Communities for scholars, community agencies and advocates, public sector organization, foundations and think tanks.

The primary goals of the Office of Latino Projects are:

1. Promote culturally-grounded and community-driven social policy research.
2. Conduct research and policy analysis to develop fair and effective policies in areas such as immigration, migrant labor, family and community asset building, financial knowledge, health/behavioral health and strengthening children, youth and families.

3. Develop, evaluate and disseminate information on culturally-competent and linguistically appropriate models of service delivery with Spanish-speaking individuals, families and communities.

4. Create strategies to mentor and expand the size of the social work professional labor force that is equipped with linguistic and cultural competence to work with populations of the Southwest.

**Office of Gerontological Social Work Initiatives**

The Office of Gerontological Social Work Initiatives strives to:

- Conduct and facilitate opportunities for faculty and student research in aging, focusing on culturally-grounded and community-embedded research with populations of the southwest;
- Provide mentoring, networking, scholarship, and leadership opportunities to support faculty and students interested in gerontology;
- Create and advance gerontological curriculum initiatives that build knowledge and skills for competency-based practice with older adults;
- Advance interprofessional educational partnerships, programs, and training opportunities to improve healthcare delivery and outcomes for older adults and their families;
- Cultivate community partnerships to promote collaboration in community-embedded research, practice, field, and civic engagement for students and older adults;
- Identify, evaluate, and disseminate information on best practices in gerontological social work practice and policy that maximize independence, foster quality of life, promote civic engagement, and create just and healthy communities across the lifespan; and
- Develop and promote strategies for expanding the gerontological social work force in Arizona.

**Office of Offender Diversion and Sentencing Solutions**
The Office of Offender Diversion and Sentencing Solutions was established to explore questions and issues related to the application of professional social work expertise to legal matters. It provides opportunities for students to engage in deeper learning about forensic social work practice. One of the current projects that the Office is involved in is a collaboration with the College of Law to investigate the over-incarceration of individuals of color in prisons.

The explicit curriculum and these formal offices provide demonstrated support for student engagement and learning about how diversity characterizes and shapes our experiences. The above initiatives reflect recognition that for some communities, these experiences may include oppression and marginalization. Together these efforts contribute to the achievement of our School goals of preparing professionals who understand the forms and mechanisms of oppression and discrimination and who understand and respect social and cultural diversity.

**Faculty Research and Scholarship: Commitment to Understanding Diversity**

Our commitment to develop a better understanding of diversity and how to demonstrate that insight in our practice is also reflected in our research. We are committed to putting into action our goal of contributing to the development of social work knowledge relevant to the social problems most prevalent in Arizona and the Southwest that reflects a deeper understanding of our cultural diversity. Several research centers and collaboratives that are committed to these goals are housed within the School with faculty serving as center directors or collaborative facilitators.

**Southwest Interdisciplinary Research Center (SIRC)**

This research center was originally funded by a five-year grant from the National Institutes of Health through the National Institute on Drug Abuse Social Work Research Initiative. This Initiative supported the development of research centers to strengthen and expand social work research on drug use and to improve the infrastructure of social work programs at U.S. universities. SIRC’s primary mission was to prevent substance abuse among Latino and American Indian populations of the Southwest. SIRC is now funded by a five-year grant from the National Institutes of Health through the National Center on Minority Health
and Health Disparities.

Today SIRC is an Exploratory Center of Excellence conducting transdisciplinary minority health and health disparities research, training and community outreach.

- **SIRC** targets health disparities in drug abuse, mental health and HIV/AIDS.
- **SIRC** focuses on health disparities research among Mexican American, American Indian, African American and Asian American populations of the Southwestern United States.
- **SIRC** produces and disseminates research to reduce, eliminate or prevent health disparities in partnership with Southwestern communities and international collaborators.

SIRC sponsors ongoing colloquia that are attended by university and community members and an annual conference on substance abuse prevention which is attended by national and international scholars in this area. SIRC has nine full-time staff and hires a number of our BSW, MSW and Ph.D. students who gain valuable research experience with regard to health disparities. Dr. Flavio Marsiglia, a Professor in our School, is the P.I. and Director of SIRC.

**Southwest Collaborative on Immigration, Inequality and Poverty (SCIIP)**

The Southwest Collaborative on Immigration, Inequality and Poverty (SCIIP) explores ways to serve as researchers in the community who are helping to build on community strengths while gathering information that can inform our understanding of immigration, poverty, social and economic inequality, social justice, human rights, globalization, social empathy, and the intersection of these issues.

SCIIP is a laboratory for sharing ideas and research projects done in and with the community, with projects falling under one of five divisions. Although “collaborative” is typically used as an adjective, we use it as a noun, known as the Collaborative. This term connotes sharing across different boundaries with a cooperative and collective spirit. At the same time, members are engaged in their own research projects, leaving “ownership” to the creators. Part of the Collaborative process includes planning projects that fall under the facilitation of the Collaborative. The research projects include community members with an emphasis on strengths-based research.

The Collaborative is not a research center in the traditional sense, but a place for University and community researchers to discuss what needs to be investigated, and from there
develop research projects. The Collaborative provides faculty with a forum to present their ideas and foster research with the community. The Collaborative also serves as a forum for community groups to bring their ideas and research needs to the attention of university-based researchers. SCIIP is facilitated by Dr. David Becerra.

**InQueery**

Developed in 2013, this group is dedicated to research on and community partnerships with the LGBTQ community. InQUEERy is a research collaborative housed in the School of Social Work. It involves multiple disciplines and institutions. The working mission of the collaborative is to 1) build a scholarly community invested in lesbian, gay, bisexual, transgender, and queer (LGBTQ) population research, 2) raise consciousness about the importance of this inquiry, 3) share resources and knowledge about LGBTQ research, and 4) conduct scholarly activities (collaborative research projects, refereed publication, presentation). Participants in the collaborative include faculty, students and community members. Faculty coordination of InQueery is facilitated by Dr. Natasha Mendoza.

**Refugee Empowerment Program**

This research effort is headed by Drs. David Androff and Barbara Klimek. The project involves refugees from Somalia, the Congo, Bhutan, Burma and Iraq who live in both the Phoenix and Tucson areas. Students are involved as research assistants and doing field practicum in ethnic community-based organizations that serve these refugee populations. The overall goal of the project is to build community capacity through empowerment of the local refugee organizations.

**Published Scholarship**

One of the strongest contributions to creating an environment that respects diversity and difference by the faculty of the School of Social Work is in conducting community relevant research that strives to better understand how social work practice can best respond to diverse populations. In keeping with our goal of promoting student and faculty research, much of our scholarship involves students in all facets of the development and conduct of our research. Our research also reflects our mission by assessing and highlighting interventions and social work practice that reflect social justice and prepare students to empower individuals, families, and
communities, with an emphasis on the unique social, political and cultural diversity of the Southwest. Examples of recent scholarship that reflect efforts to build deeper understanding of diversity include (School of Social Work faculty are in bold, current or former students are designated by *):


research to identify health and service needs of Cambodian American adolescents. *Families & Community Health*, 38, 1, 55-65.


Community Involvement and Service

In addition to conducting community-based research, faculty serve in various capacities with numerous community organizations that reflect a commitment to diversity and respect for all persons. Dr. David Androff is part of the Arizona Refugee Behavioral Health Taskforce; Dr. Elizabeth Anthony is part of the Executive Team of the Arizona Foundation for Social Justice in Children and Youth Services; both Drs. Cecilia Ayón and Lynn Holley serve on the Advisory Committee of the Phoenix organization Unlimited Potential, an agency that serves Latino, economically challenged families through education and leadership training; Dr. Robin Bonifas is a member of the Arizona Long-Term Care Social Work Task Force and a board member of the Phoenix Elder Suicide Prevention Coalition; Dr. Chandra Crudup is the organizer for the Critical Mixed Race Studies Conference held in Phoenix, Drs. Nora Gustavsson and Ann MacEachren volunteer with the One-n-Ten Center for LGBTQ youth in Phoenix; Dr. Kelly Jackson is a board member and Vice President of MAViN, a national organization that provides awareness and educational resources on mixed heritage identify; Dr. Barbara Klimik works with Ethnic Community Based Organizations and Catholic Charities to enhance community development and capacity building for refugees; Dr. Natasha Mendoza serves as a trainer for the LGBTQ Consortium of Central Arizona; Dr. Jill Messing is on the Board of Directors of the Arizona Coalition Against Domestic Violence; Dr. Elizabeth Segal works with the Phoenix chapter of the Gay, Lesbian, Straight Educational Network (GLSEN); Drs. Kelly Jackson and Chandra Crudup are consultants with the Center for the Study of Race and Democracy; and Dr. Fei Sun facilitates a new effort that is linked to CSWE, a collaboration with Chinese schools of social work that brings visiting students from China to meet with our student and promote future possibilities for international social work studies.

In Tucson, proximity to the border with Mexico has created opportunities for research and service delivery that crosses the border. Dr. Lela Williams is involved research on dating violence among Mexican American young adults and extending SIRC health disparities research to southern Arizona. The Tucson Component Student Council is also involved in promoting diversity. For example, their fall 2014 programming included a “Diversity In December” potluck that involved bringing a dish from one’s own culture or one they were interested in learning
more about. During the course of the evening, information was shared about the different cultures represented.

With courses offered in Northern Arizona, the School of Social Work is developing stronger ties with communities in that region. Key populations of the area include members of the Navajo Nation and the Hopi Tribe, both located in Northeast Arizona. With courses now being taught in Flagstaff, the School is broadening its inclusion of tribal members who would not be able to travel to Phoenix to further their social work education. This extension of the school’s MSW program means that there will be a growing cadre of master’s level social workers in the region and who will be available to train future social workers.

**Student Body as a Reflection of the Diversity of the Southwest**

Consistent with the Mission and Goals to serving populations of the Southwest, the School of Social Work attracts a higher percentage of ethnic minority, first generation, low socioeconomic students for whom English is a non-dominant language than is found in the university undergraduate student body as a whole. As outlined in Table 3.1.2, AY 2014-15, BSW students included a high percentage of students of color at 57.6%, compared with a rate of 36.3% in the University at large. The proportion of American Indian students in the School of Social Work was three times greater than the overall rate in the University (5.1% compared to 1.5%), and for Latino students, the School rate was almost two times greater( 37.6% compared to 20%). The African American population in Arizona is relatively small, only 4.6% of the general population. Yet our undergraduate student body in the School of Social Work includes a rate of 9.8% African American students. While we may expect more diversity among social work students due to the profession’s commitment to diversity, faculty and staff in the School are committed to the recruitment and retention of students of color and students from marginalized backgrounds and identities. We have therefore prioritized outreach, recruitment, and support to potential BSW students of color and of diverse backgrounds and identities through our introductory courses that are open to all students across the University. Data over the past several years suggest that those efforts are seeing positive results. Our undergraduate student diversity has increased over the past five years, both in overall numbers and in proportion of the student body.
Table 3.1.2: Undergraduate Student Profile

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<tbody>
<tr>
<td>Total Undergraduate</td>
<td>544</td>
<td>626</td>
<td>660</td>
<td>668</td>
<td>663</td>
</tr>
<tr>
<td>headcount (Fall)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% women</td>
<td>86.9%</td>
<td>85.9%</td>
<td>85.5%</td>
<td>83.2%</td>
<td>84.5%</td>
</tr>
<tr>
<td>(473)</td>
<td>(538)</td>
<td>(564)</td>
<td>(556)</td>
<td>(560)</td>
<td></td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>8.1%</td>
<td>6.5%</td>
<td>5.0%</td>
<td>5.5%</td>
<td>5.1%</td>
</tr>
<tr>
<td>(44)</td>
<td>(41)</td>
<td>(33)</td>
<td>(35)</td>
<td>(34)</td>
<td></td>
</tr>
<tr>
<td>Asian American</td>
<td>1.8%</td>
<td>2.4%</td>
<td>1.8%</td>
<td>1.5%</td>
<td>1.7%</td>
</tr>
<tr>
<td>(10)</td>
<td>(15)</td>
<td>(12)</td>
<td>(10)</td>
<td>(11)</td>
<td></td>
</tr>
<tr>
<td>African American</td>
<td>10.7%</td>
<td>9.1%</td>
<td>8.5%</td>
<td>8.8%</td>
<td>9.8%</td>
</tr>
<tr>
<td>(58)</td>
<td>(57)</td>
<td>(56)</td>
<td>(59)</td>
<td>(65)</td>
<td></td>
</tr>
<tr>
<td>Latino</td>
<td>27.6%</td>
<td>31.5%</td>
<td>34.5%</td>
<td>35.2%</td>
<td>37.6%</td>
</tr>
<tr>
<td>(150)</td>
<td>(197)</td>
<td>(228)</td>
<td>(235)</td>
<td>(249)</td>
<td></td>
</tr>
<tr>
<td>2 or More Races</td>
<td>0.9%</td>
<td>1.1%</td>
<td>2.0%</td>
<td>3.0%</td>
<td>3.3%</td>
</tr>
<tr>
<td>(5)</td>
<td>(7)</td>
<td>(13)</td>
<td>(20)</td>
<td>(22)</td>
<td></td>
</tr>
<tr>
<td>White</td>
<td>48.0%</td>
<td>47.4%</td>
<td>46.1%</td>
<td>44.2%</td>
<td>40.4%</td>
</tr>
<tr>
<td>(261)</td>
<td>(297)</td>
<td>(304)</td>
<td>(295)</td>
<td>(268)</td>
<td></td>
</tr>
<tr>
<td>% Students of Color</td>
<td>49.1%</td>
<td>50.6%</td>
<td>52.1%</td>
<td>54.0%</td>
<td>57.6%</td>
</tr>
<tr>
<td>(267)</td>
<td>(317)</td>
<td>(344)</td>
<td>(361)</td>
<td>(382)</td>
<td></td>
</tr>
<tr>
<td>% International</td>
<td>0.4%</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0.7%</td>
<td>0.7%</td>
</tr>
<tr>
<td>(2)</td>
<td>(4)</td>
<td>(4)</td>
<td>(5)</td>
<td>(5)</td>
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</tbody>
</table>

The School has very high levels of racial diversity among its graduate students as well. In 2014-15, almost 40% percent of the MSW student population was a member of a community of color. This compares to an overall rate of 21.6% in the larger University. This represents a growing rate over the last five years. Within the school, our graduate student population included 3.5% American Indian and 24% Latino. These rates are also higher than in the overall University, almost three times greater for American Indian students and more than twice the
rate for Latino students. The proportion of African American students in our graduate program, 7.9%, is higher than the state average of 4.6% of the population. Our commitment to building a diverse learning environment that promotes tolerance of difference is reflected in the composition of our student body and our commitment to support and grow that diversity.

Table 3.1.2: Master’s Student Admissions and Profile

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<tbody>
<tr>
<td>Total Graduate MSW headcount (Fall)</td>
<td>698</td>
<td>651</td>
<td>649</td>
<td>633</td>
<td>711</td>
</tr>
<tr>
<td>% women</td>
<td>84.1% (587)</td>
<td>84.5% (550)</td>
<td>83.4% (541)</td>
<td>82.0% (519)</td>
<td>82.6% (587)</td>
</tr>
<tr>
<td>% Ethnicity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian</td>
<td>2.4% (17)</td>
<td>2.9% (19)</td>
<td>3.1% (20)</td>
<td>3.0% (19)</td>
<td>3.5% (25)</td>
</tr>
<tr>
<td>Asian American</td>
<td>2.9% (20)</td>
<td>1.8% (12)</td>
<td>2.0% (13)</td>
<td>1.6% (10)</td>
<td>1.7% (12)</td>
</tr>
<tr>
<td>African American</td>
<td>6.6% (46)</td>
<td>5.2% (34)</td>
<td>5.7% (37)</td>
<td>6.6% (42)</td>
<td>7.9% (56)</td>
</tr>
<tr>
<td>Latino</td>
<td>17.3% (121)</td>
<td>17.7% (115)</td>
<td>22.0% (143)</td>
<td>20.1% (127)</td>
<td>23.9% (170)</td>
</tr>
<tr>
<td>2 or More Races</td>
<td>1.3% (9)</td>
<td>1.5% (10)</td>
<td>2.8% (18)</td>
<td>3.0% (19)</td>
<td>3.0% (21)</td>
</tr>
<tr>
<td>White</td>
<td>66.8% (466)</td>
<td>69.1% (450)</td>
<td>63.2% (410)</td>
<td>64.1% (406)</td>
<td>58.5% (416)</td>
</tr>
<tr>
<td>% Students of Color</td>
<td>30.7% (214)</td>
<td>29.5% (192)</td>
<td>35.7% (232)</td>
<td>34.4% (218)</td>
<td>39.9% (284)</td>
</tr>
<tr>
<td>% International</td>
<td>0.4% (3)</td>
<td>0.6% (4)</td>
<td>0.8% (5)</td>
<td>1.1% (7)</td>
<td>0.6% (4)</td>
</tr>
</tbody>
</table>

The diversity of our faculty also contributes to building a learning environment that models affirmation and respect for diversity and difference. Of our 49 full-time faculty (who are discussed in detail under Accreditation Standard 3.3) one third identify as persons of color. Eleven faculty identify as Latino, 2 as Asian, 2 as multi-racial, and 1 as African American. Among
our Latino faculty, we have two who are specially recognized across the university as Borderland Scholars. This is a designation that comes from the Provost’s office, and signifies faculty whose scholarship is particularly relevant to issues related to Arizona’s proximity to the shared border with Mexico. Units are selectively chosen to be awarded a Borderlands Scholar position based on a competitive application process. The School of Social Work has been very successful, receiving two such positions. Dr. David Becerra and Dr. Luis Zayas were both hired as Borderland Scholars, in 2011 and 2008 respectively. Additionally, a number of our faculty are active in the LGBTQ community and are open to serving as role models for students in terms of sexual orientation and gender identity.

3.1.3: The program discusses specific plans to improve the learning environment to affirm and support persons with diverse identities.

Overall, our MSW program student population exhibits a good pattern in terms of gender and racial/ethnic composition. Nationwide and historically the social work profession has attracted more females than males. Our program is not an exception to this pattern. Given our program’s geographical location being the Southwest, and a goal of the program to specifically prepare professional social workers to work with communities of the Southwest, we plan to increase our efforts in recruitment of diverse students, specifically Latinos and Native Americans. There is a demand for highly quality social workers who speak Spanish and know the culture. To meet that need, we plan to further promote our Certificate in Latino Cultural Competency. Native American social workers are also in high demand, so one of our program’s strategies is to concentrate around recruitment from Native American tribes. We have begun that effort with reaching out to rural geographic areas with Native American reservations. Developing more classes online will help to reach Native American students who cannot relocate to Phoenix for their studies.

Another effort that has begun but with greater growth would contribute affirmation of our support for persons with diverse identities is to develop scholarships specifically to promote diversity. This is an area that the School of Social Work plans to further develop in order to grow the diversity of our student body.
Currently, the BSW Program Coordinator is working with the College of Public Programs and the Vice Provost of Academic Partnerships to conduct outreach to the Tohono O’odham Nation to assess the capacity for offering lower division core social work courses through Tohono O’odham Community College. This would create a pathway to the social work profession and the potential to transfer to the BSW Program offered through the ASU Tucson Component. This outreach can serve as a model for other areas of the state and other tribes.

An increase in enrollment of international students would add to our diversity. Our program is below the College numbers for international students. Some initiatives to increase the international student presence includes the already in progress China Collaboration with designated MSW programs in China Universities, and other initiatives with Gandhi College of Social Work in India, as well as plans to create an International/Refugee Resettlement Certificate. One initiative that has just begun is the creation of an International Student Organization at the Downtown campus, Mosaic. Although open to students from other discipline, Schools, and Colleges, this organization is hosted by the School of Social Work. We need to ensure faculty support for this student-led initiative, and help the group to secure resources to promote their activities. One way to ensure this connection is through faculty advisors. The School currently provides that support, and needs to continue to do so.

Another way to monitor our progress on creating and supporting a learning environment and to affirm and support persons with diverse identities is through our Graduating Student Surveys. All students upon graduating fill out the survey. It is important to monitor their responses to the questions regarding their preparation to engage diversity and difference in their practice (EP 2.1.4) and to advance human rights and social and economic justice (EP 2.1.5). The trend over the last couple of years has been an increase in students’ self-reported competency, which reflects the attention we have paid to these important practice skills. With this instrument applies every year to all graduating students, we have in place an ongoing assessment of students’ self-assessed abilities to practice with understanding and sensitivity to diversity. More details and the specific data on this assessment are provided in section AS 4 of this document.
Accreditation Standard 3.2 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation

M3.2.1: The program identifies the criteria it uses for admission. The criteria for admission to the master’s program must include an earned bachelor’s degree from a college or university accredited by a recognized regional accrediting association.

MSW Application Process and Admission Criteria

Students applying to the Master of Social Work (MSW) Program must apply both to the Arizona State University Graduate Admission Services as well as to the School of Social Work. Graduate Admission Services evaluates the transcript and verifies that the Bachelor’s Degree has been obtained from an accredited institution (or will be obtained in the case of undergraduate seniors applying for admission the subsequent year). The file is then released to the School for evaluation for admission. The application to the School of Social Work must include a transcript, three references, a statement of career goals, a resume documenting at least 120 hours of volunteer or paid human service experience, and a signed statement of ethical and professional behavior.

In addition to the references, statement of career goals, and resume, students applying for admission to the Standard MSW program must have earned a bachelor’s degree and must have maintained an undergraduate GPA of 3.2 in the last two years of work leading to the bachelor’s degree. If a student has not maintained the 3.2 GPA, he/she must take either the Graduate Record Examination or Miller’s Analogy test to ensure that the student has the requisite academic preparation and skills to be successful in the program. As an alternative to taking these tests, a student may register as a non-matriculated graduate student and take two-graduate-level courses in which the student must receive a grade of 3.0 or higher to demonstrate aptitude for graduate-level study. There is no required cut-off score on the GRE or MAT; rather those scores are evaluated in the context of all the other materials submitted by the applicant.

Students applying to the MSW Advanced Standing Program must submit all of the above information, meet the above criteria for admission, and indicate the concentration for which
they are applying. In addition, applicants for advanced standing must have received a Bachelor’s of Social Work degree within the last six years from a CSWE-accredited program with a GPA of at least 3.2 in the last two years of work leading to the BSW degree. Applicants for advanced standing also must have successfully completed a course in statistics and a course in biology.

**Evaluation Process for Applications to the MSW Professional Degree Program**

The Social Work Faculty devised a rating system that is used to evaluate an applicant’s credentials for admission. This system helps ensure that the same criteria are used to assess all candidates. Once an applicant’s file is complete, it is submitted to the MSW Program Coordinator for review and ratings. A 100 point rating system with objective and subjective criteria is used for MSW Admissions to allow for faculty input in selection of applicants, to provide a basis for recommending financial aid from the Graduate College and other sources, and to build a database for ongoing research and evaluation. The rating system has four major criteria: 1) References; 2) Experience; 3) Personal Statement; and 4) Special Qualifications. The rating system is provided below:

1. **References** (Maximum 20 Points)

   **Points Awarded Criteria**

   20  Letters from appropriate persons, with all 3 providing above average positive evaluations.

   15  Letters from appropriate persons, with all three providing average positive evaluations.

   10  Letters from appropriate persons, with 2 of 3 providing positive evaluations.

   0   Letters from inappropriate persons and/or 2 or more negative evaluations.

   Appropriate persons are academic instructors, work supervisors, or volunteer placement supervisors. Inappropriate persons are friends, relatives, or VIPs with no supervisory or academic experience of the candidate. It is highly recommended that one reference reflects the applicant’s human service organization volunteer/work experience.

2. **Experience** (Maximum 30 Points)
Points Awarded Criteria

30  Full-time equivalent of 5 or more years employment in social work or related field within the past 10 years.

25  Full-time equivalent of 1 to 4 years employment or continuous volunteer experience of 240 hours per year for 2 or more years in social work or related field within the last 10 years. Applicants with a BSW degree should be awarded minimum of 25 points.

20  Full-time equivalent of less than 1 year employment, continuous volunteer experience of at least 120 hours during a 6-month period within the past 5 years.

10  Exposure to volunteer experience in social service related work within the past 5 years.

0   No employment, and/or volunteer experience during a 6-month period within the past 5 years.

3.  Personal Statement (Maximum 40 points)

   1  Writing Skills (Maximum 20 points)
      
      Criteria: Grammar, syntax, punctuation, spelling, neatness, organization, clarity of expression, and logical flow. (see attachment A for rubric)

   2  Content (Maximum 20 points)
      
      Criteria:

      Interest in Social Work as a Career
      • Experiences or relationships influencing decision
      • Understanding of social work as a career
      • Experience (personal/professional) with diverse populations
      • Understanding/Acceptance of Mission Statement

      Personal Experience and Self-Awareness
      • Ability to translate and apply personal experiences to social work issues and concerns
      • Indications of appropriate self-awareness
      • Relevance and appropriateness of self-disclosure
4. **Special Qualifications** (Maximum 10 Points)

Faculty Rater should look for strong evidence (10 points), moderate evidence (5 points), and no evidence (0 points) of any combination of the following criteria:

A. Applicant has special knowledge of and/or documented commitment to a minority group and/or has lived in a minority community as part of his/her life experience.

B. Applicant has special knowledge of and/or commitment to rural communities low-income populations, disabled persons, children/youth, the aged, and/or women with unique problems.

C. Applicant has demonstrated ability to achieve academic goals despite severe or unusual circumstances such as a physical disability, being a single head of household, or raising children while completing undergraduate study.

D. Applicant has demonstrated ability in a foreign language with special emphasis be given to members of historically oppressed populations in the Southwest, including Spanish, Native American languages, or sign language for the hearing impaired.

E. Applicant has an undergraduate degree in Humanities or Social Sciences.

F. Applicant has a Master degree from accredited institution.

**Admissions Procedures**

There are two deadlines for submission of applications for admission to the MSW program. The priority deadline is February 1st. Applicants who submit their material on or before the February 1st deadline may be notified of their admissions status by mid-March. The second deadline is March 1st. Applicants who submit their materials by March 1st may be notified of their admissions status by early April but no later than May 1st. Applications received after March 1st will be considered only if the target number of suitable and qualified candidates cannot be filled from the pool of candidates described above.

The student support staff process all admissions materials and create a rating form for each applicant. The staff provide GPA scores based on student self-reporting. To avoid mistake for accepting applications with less than 3.2 GPA, the staff review and recalculate self-reporting GPA for applicants who report GPA of 3.2 or less. The files, with attached rating forms, are
forwarded to the MSW coordinator who will award points for References and Experience. Upon completion of the MSW coordinator’s review, files are forwarded to faculty raters. Faculty raters score the applicants on the Personal Statement and Special Qualifications sections. Upon completion of the MSW coordinator and faculty raters’ review, applicants who have a composite score on References, Experience, Personal Statement and Special Qualifications of 80 or more points and GPA of 3.2 or higher and no issues of concern are granted admission to the program.

The MSW Admissions Committee provides additional review and recommendation for admission for applicants:

- who have a minimum composite score on the above-noted criteria **80 points** and GPA **above 3.2** and issues of concern, or
- who have a minimum composite score on the above-noted criteria **80 points** and GPA **below 3.2**

In these cases, the MSW Admissions Committee has authority to admit the applicant without conditions; admit the applicant with conditions, and all conditions need to be stated; or not recommend admission and the Committee chair must explain the committee’s action and rationale.

Applicants who have a composite score on **References, Experience, Personal Statement** and **Special Qualifications** of **less than 80 points** are declined admission.

There is no fixed or inflexible cutoff for applicants who were not awarded immediate admission. In any given year, judgment may be exercised by the MSW coordinator, in consultation with the faculty and the Director, as to how many students should be admitted and what cutoff point should be used for non-admission.

Once eligible students have been admitted, the remaining applicants will be put in a pool for consideration the following year. They need only request that their file be re-activated. Applications for admission to the part-time program form a separate pool of candidates but are considered using the same admissions criteria. Applications for admission to the Advanced Standing program also form a separate pool of candidates and use the same admissions criteria.
As noted above, all applicants to the Standard MSW Program are required to have completed a Bachelor’s degree from an accredited school. This degree must be a BSW degree from a CSWE-accredited School of Social Work, or a liberal arts bachelor’s degree, or another degree as long as 30 hours of specified liberal arts courses have been taken as part of that degree. Applicants to the MSW Advanced Standing Program must have earned a BSW from a CSWE-accredited School within the past six years.

3.2.2: The program describes the process and procedures for evaluating applications and notifying applicants of the decision and any contingent conditions associated with admission.

The process and procedures for evaluating applications for the BSW and MSW programs and any contingent conditions associated with admission are unique to each program and therefore were previously discussed by program. For the BSW program, that information is included in the narrative under B3.2.1. For the MSW program, that information is included in the narrative under M3.2.1

M3.2.3: BSW graduates entering MSW programs are not to repeat what has been mastered in their BSW programs. MSW programs describe the policies and procedures used for awarding advanced standing. These policies and procedures should be explicit and unambiguous. Advanced standing is awarded only to graduates holding degrees from baccalaureate social work programs accredited by CSWE, those recognized through its International Social Work Degree Recognition and Evaluation Service, or covered under a memorandum of understanding with international social work accreditors.

Students who meet the criteria described previously for admission to the MSW Advanced Standing Program are exempted from the foundation year courses, thus avoiding redundancy of foundation content. In addition, the MSW program has policies for granting exemptions from foundation courses to students from CSWE-accredited BSW programs who have not been admitted to Advanced Standing. To be eligible for such exemptions, students must have received their BSW degree no more than six years prior to the date of admission. The courses for which they can be exempted are: Macro Human Behavior in the Social Environment (SWG 502); Research Methods in Social Work (SWG 519); Social Policy and
Services (SWG 531); Diversity and Oppression in a Social Work Context (SWG 533); and Macro Social Work Practice (SWG 585). To qualify for course exemption, the equivalent undergraduate course must have been completed with a grade of A or A-.

Any student, regardless of undergraduate major, may participate in a series of waiver exams that are administered prior to the start of Fall semester. The examinations are designed to assess whether an incoming student has mastered the content at the level expected of a student who satisfactorily completes the particular course in the MSW program. Students are given reading lists and course competencies to help them prepare for the exams. The following exams are offered: Micro Human Behavior in the Social Environment (SWG 501); Macro Human Behavior in the Social Environment (SWG 502); and Research Methods in Social Work (SWG 519).

3.2.4: The program describes its policies and procedures concerning the transfer of credits.

The transfer policy for the school of social work is as follows, and is explicitly stated on the School's website (http://ssw.asu.edu).

Transfer of undergraduate credits: Credit may be awarded for traditional course work successfully completed at institutions of higher learning as indicated by Arizona State University and the Board of Regents. There are several qualifications:

- Transfer Credit is not given for courses in which the lowest passing grade (D) or a failing grade was received.
- While courses successfully completed but evaluated on nontraditional grading systems (e.g., pass-fail) are acceptable for transfer, some colleges at ASU may not accept such credits as fulfillment of graduation requirements.
- Credit granted for "life experience" by an institution previously attended cannot be transferred.
- Grades and honor points earned at other colleges and universities are considered for admission but are not included in the final computation of student's cumulative grade point average at ASU. A maximum of 64 semester hours of credits will be accepted as lower division credit when transferred from community, junior, or two-year college.

Transfer of graduate credits: Upon review and recommendation of the MSW Coordinator, the first year of graduate study (up to 30 graduate semester hours earned at another CSWE-
accredited school of social work may be transferred and applied toward the MSW degree at ASU. Under these circumstances, the student must complete the second full year of graduate study (at least 30 semester hours of graduate work) at ASU, resulting in a 60-hour program composed of the work from both schools. A full report from the school at which the intended transfer credit was obtained is required.

A maximum of nine semester hours of course work earned as a non-degree in the ASU School of Social Work or six semester hours of graduate course work earned in another discipline may be transferred. A combination of credit earned as a non-degree student at ASU or transferred from another university may not exceed nine semester hours and of those nine hours no more than six hours may be elective credit. Consideration for acceptance of prior graduate credits must be applied for at the time of admission. The grades for all transfer credit must be a "B" or better and must have been completed within three years of the semester and year of admission to the program.

3.2.5: The program submits its written policy indicating that it does not grant social work course credit for life experience or previous work experience. The program documents how it informs applicants and other constituents of this policy.

The policy for not granting social work credit for life experience or previous work experience is explicitly described in the following statement on the web site:

“In keeping with accreditation requirements, no academic credit can be awarded for life or work experience.” (http://ssw.asu.edu/admissions-degrees/msw-folder/msw-information/?searchterm=life%20experience)

The policy is also explicitly stated in the Social Work Policy Manual (which is available in the Appendix of this self-study) as follows under policy SWK 302:

SWK 302
Testing Out and Transferring of Credits
Effective 8/92
Revised 2/15/13

PURPOSE: To define policies for waiving and transferring of credit

SOURCE: Faculty Council
APPLICABILITY: All students, School of Social Work

POLICY: Waiving and Transferring Credits

Consistent with the policies of the Council on Social Work Education, credit for life experience and previous work experience must not be given under any circumstances, in whole or part, in lieu of field practicum or of courses in the professional foundation areas.

3.2.6: The program describes its academic and professional advising policies and procedures. Professional advising is provided by social work program faculty, staff, or both.

The School uses a dual advising system. Faculty serve as professional advisors, while academic services staff serve as curriculum and program advisors. Each student is required to participate in mandatory academic advising every semester, including summer sessions. Students cannot register for classes until they have met with an academic advisor. The academic advisor meets with the student to review the student’s progress through the program, discuss course pre-requisites, and develop an academic plan for completion of degree requirements. The advising session is also utilized to inform students of deadlines and to explain the petition process in case a student wants to request a curriculum variance. Students also are assigned a faculty advisor. The role of the faculty advisor is to provide career guidance, serve as an advocate, and help students solve problems related to their program of study. This faculty advisement is key to student’s professional development. The policy for academic advisement is as follows:

SWK 308 Advisement

PURPOSE: To define the role of the faculty/academic advisor

SOURCES: School of Social Work Faculty Council

APPLICABILITY: All Faculty and Students, School of Social Work
POLICY: Advisement

A. Upon admission to the School or BSW Program each student is assigned a faculty member who serves as an advisor. The advisement relationship is supportive and flexible, attempting to meet the needs of each student. It is not meant to be a therapeutic relationship.

B. Responsibilities of the Faculty Advisor

1. Counseling on matters pertaining to registration;
2. Selection of a curriculum, a major field of specialization and vocational goals;
3. Consultation on other academic problems the student may experience;
4. Linking students to the Student Support and Retention Services;
5. Assistance in following policies and procedures (including filling out proper forms) in such areas as readmission, grievances, appeals, curriculum variances, etc.;
6. Engaging in goal setting and career planning with students who withdraw or are terminated from the program.

C. The advisor has the responsibility to have knowledge of:

1. School of Social Work curriculum requirements, regulations and resources.
2. Professional standards and expectations.
3. University regulations, requirements, and resources.
4. Student’s professional goals.
5. Student’s academic progress.
6. Student’s strengths and educational needs.

D. Responsibilities of the non-faculty Academic Advisor

1. The responsibilities of an academic advisor are to deliver accurate, timely and appropriate information and personal interchange necessary to guide students efficiently and effectively toward their educational goals.

2. The academic advisor is available, when necessary, to assist students in dealing with program requirements and completing essential forms. The academic advisor also utilizes the Student Support and Retention Service Program.

3. If the student has no faculty advisor, the academic advisor has the role of providing the necessary forms and identifying a tenure track faculty member or Academic Professional to act as faculty advisor and enable the student to follow procedures in appeals or grievance issues.
The School of Social Work includes all policies related to student academic and professional performance on the School web site. Policy SWK 310 describes the meaning of grades. The policy states that a grade “is a measurement of the level of the student’s performance relative to course requirements....There are many aspects of performance that grades do not measure such as effort, sincerity, and motivation. Similarly, the grade does not reflect the conditions of learning, such as class size, quality of instruction, and distracting circumstances....Instructors should keep students informed of their progress, but teachers are expected to assign grades only on the basis of how well students meet or exceed common course standards as established in sequences and specified in syllabi. Any changes during the semester in the basis for grading should be circulated to all students in the class in writing.” Policy SWK 312 explains the implications of grading criteria.

**SWK 312**  
**Implications of Grading Criteria**

**PURPOSE:** To Explain the Implications of Grading Criteria for Graduate and Undergraduate Students

**SOURCES:** School of Social Work Faculty Council

**APPLICABILITY:** All Faculty and Students, School of Social Work

**POLICY:** Implications of Grading Criteria

A. The following grading guidelines must be used for Graduate and Undergraduate courses. Every course syllabus must include these grading guidelines. Faculty may choose to use the plus/minus system, or the A-E system, but the system used must be explicitly stated on the syllabus.

**Undergraduate**

**A – E System**
An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go well above and beyond the basic expectations for the course.

A B grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a majority of students would be expected to achieve at this grade level.

A C grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Plus/Minus System

An A+ grade at the undergraduate level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the undergraduate level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the undergraduate level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the undergraduate level means that a student is doing well above average work. The student attends class regularly, completes all of the course assignments and demonstrates a strong grasp of the material.

A B grade at the undergraduate level means that a student is doing above average work. The student attends class regularly, hands in all of the course assignments and demonstrates (at the very least) a strong grasp of the material. In most courses, a
majority of students would be expected to achieve at this grade level.

A B- grade at the undergraduate level means that a student is doing slightly above average work. The student attends class regularly, completes all of the course assignments and demonstrates understanding of the material.

A C+ grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting more than the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A C grade at the undergraduate level means that a student is doing at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A D or E at the undergraduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Graduate

A – E System

An A grade at the graduate level means that a student is doing outstanding or excellent work, in which a student attends class regularly, hands in all of the course assignments and demonstrates a thorough grasp of the material. To receive an A grade a student must go above and beyond the basic expectations for the course.

A B grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the AB@ or AC@ level.

A C grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.

A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

Given the above grading guidelines it would be contradictory for a majority or a large plurality of students to receive A’s.
Plus/Minus System

An A+ grade at the graduate level means that a student is doing exceptional work. The student attends class regularly, completes all of the course assignments, and demonstrates a detailed, comprehensive grasp of the material in the assignments and in class participation. To receive an A+ grade a student must achieve at the highest level; such grades are rare and may not be given during any one semester.

An A grade at the graduate level means that a student is doing outstanding or excellent work. The student attends class regularly, completes all of the course assignments and demonstrates a thorough grasp of the material through course assignments and in class participation. To receive an A grade a student must go well above and beyond the basic expectations for the course.

An A- grade at the graduate level means that a student is doing excellent work. The student attends class regularly, hands in all of the course assignments and in the majority of coursework, and demonstrates a thorough grasp of the material. To receive an A- grade a student must go above and beyond the basic expectations for the course.

A B+ grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts.

A B grade at the graduate level means that a student is going at least satisfactory work, and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a basic level of understanding of the course concepts. In most courses, a majority of students would be expected to achieve at the B or C level.

A B- grade at the graduate level means that a student is going satisfactory work and meeting the minimum requirements for the course. The student attends class regularly, hands in all of the course assignments, and demonstrates a minimal level of understanding of the course concepts.

A C+ grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly and/or fails to hand in some of the course assignments. The student demonstrates a basic level of understanding of the course concepts.

A C grade at the graduate level means that a student is doing inconsistent work. The student does not attend class regularly, fails to hand in some of the course assignments, and/or fails to demonstrate a basic level of understanding of the course concepts.
A D or E at the graduate level means that a student is doing unacceptable work, demonstrating a complete lack of understanding of course concepts.

The School of Social Work also has explicit policies for grade appeals and other grievances, which are posted on the web site and are included in the School of Social Work Policy Manual. The following policy outlines the rationale and process behind the grade appeals and other grievances that is used in the School.

**SWK 314-01**
Grade and Other Appeals/Grievance Process

**PURPOSE:** To define the appeals process

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All faculty and students, School of Social Work

**POLICY:** Grade and Other Appeals/Grievance Process

A. Introduction

1. It is the policy of the School of Social Work to guarantee to students the right to protection against prejudice or capricious academic evaluations or other faculty actions relative to scholarly activity. This protection is provided through the Committee on Academic Professional Standards.

2. Formal grade appeals relate only to the end of semester grades because it is only at such times that formal grades are awarded. Other appeals may be made during the semester upon referral from the student and her/his advisor.

3. “Professional expectations and standards” refers to those delineated in the University Code of Conduct, the NASW Code of Ethics, and the CSW Curriculum Policy Standards (Section 5.0 Social Work Values). Copies of these documents are on file in the Director’s Office and with the chairperson of the Committee on Academic and Professional Standards.

B. Rationale

1. Students have the right to appeal grades or actions which they believe have been unfair, arbitrary or capricious.
2. The school has an obligation to provide procedures for hearing such appeals and for making decisions on them.

3. No stigma nor retaliation shall occur for either student or faculty as a result of pursuing the appeals process.

C. Procedures

1. If a student wishes a “change” because of a grade or grievance, the student is to discuss his or her issues with the involved instructor or faculty member within **28 days** of the final grade or incident to resolve the problem directly.

2. If they do not agree about resolution of the issues, **the student is to write** his or her view of the situation, a description of the process followed for problem resolution, the dates and results of discussions with the instructor, supporting documents, and lastly complete the appropriate Grievance/Appeal form (SWK 314-02 or SWK 314-03). This material is to be submitted to the instructor or faculty member and the School’s Academic Services Office, who will then forward the material to the Program Coordinator within **5 working days** of meeting with the instructor or faculty member.

3. The instructor/faculty member has **5 working days** to respond with his or her view of the situation and with documentation. The material is submitted to the student and to the School’s Academic Services’ office who will then forward the materials to the Program Coordinator.

4. The Program Coordinator (BSW, MSW or PhD) reviews and discusses the materials with the student, and optionally with the instructor/faculty member within **5 working days** after the submission of materials. At the end of **5 working days**, the Program Coordinator determines whether or not to forward the student’s materials and the instructor’s materials to the Standards Committee as a grievance/appeal.

5. If the appeal goes forward, the Standards Committee meets and reviews the appeal with the student, Program Coordinator, and instructor/faculty member at their regularly scheduled meeting prior to the start of the next semester.

6. The Standards Committee makes a recommendation and submits all the documentation and their recommendations in writing within **2 working days** to the Director of the School of Social Work.

7. Within **5 working days** of the committee’s report, recommendations and documentation, the Director of the School of Social Work communicates a decision in writing to the student, with copies to the Chair of the committee, the instructor/faculty member, and Program Coordinator. In the instance of a graduate student’s appeal
relative to termination, the Director of the School communicates with the Graduate College which, in turn, provides notification to the student of action on the appeal.

D. Grievance Procedures

1. The policies and procedures for a grievance against a student, staff, or faculty member alleging violation of the ASU Code of Conduct, the NASW Code of Ethics, and of CSWE Standards are the same as for the grade appeal noted above, except that the formal grievance is reported on a Grievance Form (SWK 314-03).

2. This form may be initiated by student(s), staff, or faculty members and must be supported by documented behaviors.

3. All hearings by the Committee on Academic and Professional Standards shall be conducted as closed hearings to protect the liberty, interest/reputation of the parties involved, unless an open hearing is requested.

3.2.8: The program submits its policies and procedures for terminating student’s enrollment in the social work program for reasons of academic and professional performance.

Termination of a student’s enrollment is a very serious undertaking. As such, the policy on termination is very detailed in order to ensure that only in cases where it is absolutely necessary to revoke a student’s position in the School of Social Work is that action taken. This thorough approach protects both the students’ rights and the integrity of the School of Social Work programs.

Policy SWK 313 defines probationary and unsatisfactory status and conditions for termination. A BSW student is placed on unsatisfactory status automatically for a grade of D or E in any required social work course, regardless of GPA. Graduate students are placed automatically on probationary status for a cumulative GPA of less than 3.00 at the end of any semester, or for a grade of D or E in any required course, regardless of GPA. Students can also be placed on probationary status for violations of academic integrity or violations of Professional Code of Conduct. The Academic Integrity and Professional Conduct Code are described in detail in SWK 313.
Once placed on probationary or unsatisfactory status, the student must devise a plan in writing that indicates when and how deficiencies will be made up. The plan must be submitted to the student’s Faculty Advisor for signature, and then to the Chair of the Academic and Professional Standards Committee. Probationary students may be denied registration in the absence of such a plan.

The termination component of the policy specifies the conditions for termination from the program. Termination can occur for academic reasons, for professional conduct in violation of the NASW Professional code of ethics, for lack of acceptance by three or more field agencies (if, in the judgment of faculty and field staff the placement can provide appropriate experience without undue hardship for the student), or for violating any academic integrity standards of the School and University.

A student who is recommended for terminated from the program may appeal to the School of Social Work’s Committee on Academic and Professional Standards. Both undergraduates and graduate students may appeal the decision of the committee to the Associate Dean of the College of Public Programs. If the decision is upheld by the College the undergraduate decision is considered final and the graduate student is then recommended for termination to Graduate Education.

SWK 313
Probation and Termination

PURPOSE: To define probationary and unsatisfactory status and conditions for termination

SOURCE: School of Social Work Faculty Council

APPLICABILITY: All students, School of Social Work

POLICY: Probation and Termination

A. Probationary Status for Graduate Students and Unsatisfactory Academic Status for Undergraduate Students

1. A BSW student is placed on unsatisfactory status and an MSW student is placed on probationary status automatically under the circumstances identified below.
Students may also be put on unsatisfactory status or be recommended for probationary status for reasons other than grades (see Section E).

a. Undergraduate Students (Unsatisfactory Academic Status)
   1) A grade of D or E in any required social work course, regardless of GPA

b. Graduate Students (Probationary Status)
   1) Cumulative GPA of less than 3.00 at the end of any semester
   2) A grade of D or E in any required course, regardless of GPA

2. Probationary or unsatisfactory status shall require completion of a probationary/academic plan which indicates when and how deficiencies will be made up. The student writes the plan and it must be signed by the student’s faculty advisor. The plan is submitted to the Chair of the School’s Academic and Professional Standards Committee (hereafter referred to as the Committee). Copies of the plan are given to the student, the Faculty Advisor, the Program Coordinator, and the Field Coordinator. This plan must contain a provision to bring the overall GPA up to minimum standards after completion of 12 hours of letter-graded course work. Probationary students may be denied registration in the absence of such a plan.

B. Termination

1. A BSW student shall be terminated from the program and an MSW student will be recommended for termination to the Graduate College under any one of the following circumstances identified in 1a thru 1f. Under these circumstances, the Chair of the Committee shall notify the student by email or certified mail of a date and time at which s/he may appeal the termination. If the student does not appear before the Committee at the scheduled time, the Committee will recommend to the Director that the BSW student be terminated or that the MSW student be recommended to the Graduate College for termination. (See SWK 314-01 for the procedure for students who choose to appeal their termination.)

   a. Failure to meet the requirements of a probationary or academic plan or a verbal or written warning (see sections E4b and E4c).

   b. An E grade (failure) in the field practicum.
c. GPA falls below 3.00 any semester after the completion of 18 or more credits of graded work (graduate students only).

d. An Advanced Standing student who does not achieve a grade of B (3.0) or better in any of three Bridge courses (Bridge Seminar I, Bridge Seminar II, Bridge Field Seminar) after a review by the MSW Program Coordinator may be moved to the Standard MSW program or recommended for termination from the MSW program.

e. Lack of acceptance of/acceptance by two or more field agencies if, in the judgment of faculty and field staff, the placements can provide appropriate field experiences.

f. Violation of the Academic Integrity and Professional Conduct code (see Section E) or lack of adherence to any other standards specified in the policies and procedures in this manual.

2. At any time that Field instructors, Faculty, or the Faculty Advisor identify problems which indicate that a student cannot perform the required functions of a social worker, the Program Coordinator shall be notified, and the Program Coordinator and Faculty Advisor shall consult and assess the written documentation that has led to such indications. If they agree that this documentation warrants further action, they shall meet with the student to engage in new goal setting and career planning. If the student wants to continue in the School of Social Work after this meeting and the Program Coordinator, Field Instructor, Faculty, or Faculty Advisor continues to assess that the student cannot perform the required functions of a social worker, the Program Coordinator shall refer the student to the Committee for consideration of probation or termination.

3. In the case of termination from the program for any reason, it is recommended that the student schedule an appointment with the faculty advisor to discuss alternative education and/or career options.

C. Termination Appeals

1. Any BSW student terminated from the Professional Program by the Director or any MSW student recommended for termination from the program by the Director may appeal the decision to the Associate Dean of the College of Public Programs.

D. Readmission of Terminated Students

1. Students who do not appeal their termination or whose appeal has been denied
may apply for readmission to the School of Social Work provided that:

a. All academic deficiencies have been made up; and

b. At least one full year has elapsed between the date of termination and intended enrollment for BSW or for MSW students.

2. All applications for readmission from formerly terminated students must be reviewed by the Committee, which submits a recommendation to the Director. The Director makes the final decision as to whether an applicant will be readmitted to the BSW Professional Program. For MSW applicants, the Director forwards her/his recommendation to the Graduate College.

E. Academic Integrity and Professional Conduct Code

1. Preamble

As a professional school, the Arizona State University School of Social Work (SSW) is responsible for preparing students for competent and ethical practice in organizational settings in which students can work with faculty, colleagues, clients, and supervisors in an effective manner. The delivery of quality services to diverse populations is a primary mission of the profession. Fundamental to the accomplishment of these goals is the incorporation of the National Association of Social Workers (NASW) Code of Ethics in both curricula and in procedures used to evaluate alleged violations of student conduct.

2. Student and Professional Conduct Violations

Any member of the university community (e.g., faculty, staff, field instructors, students) may bring to the attention of the SSW Academic and Professional Standards Committee students whose conduct may violate the Arizona Board of Regents (ABOR) Student Code of Conduct, the ASU or SSW Student Academic Integrity policy (SWK 314-01), the NASW Code of Ethics, or the SSW Standards of Professional and Ethical Behavior. Such conduct violations may consist of the following:

a. Conduct which violates the ABOR Student Code of Conduct including all forms of academic dishonesty;

b. Assultive behavior including harassment or discriminatory activities with members of the university community; such behavior includes actions that threaten or harm the physical and/or emotional well-being of students, faculty, and/or staff;
c. Unethical or unprofessional conduct which occurs in a field placement or in connection with other social work or social work related duties including but not limited to behavior that indicates a lack of professional judgment, skills and demeanor necessary for effective and ethical practice;

d. Conduct that occurs off campus and away from the field setting which may indicate a lack of suitability for social work practice (e.g., unethical or unprofessional conduct). Such conduct can include violations of criminal codes; or

e. Conduct resulting in litigation or where other outside procedures have taken place (e.g., decisions of the Arizona Board of Behavioral Health Examiners, the filing of an internal grievance in relation to ethical practice in a social agency, NASW Code of Ethics).

3. Procedures for the SSW Committee on Academic and Professional Standards for the Resolution of Alleged Conduct Violations

a. Review the evidence in order to determine whether the alleged conduct violation did occur; in cases where litigation or investigation of professional standards, etc. may be pending (see E.2.e., above), the Committee will be responsible for requesting the outcome of those decisions that have been made and assessing whether there are grounds for action, e.g., disciplinary action(s) by the Board of Behavioral Health Examiners;

b. Evaluate the likelihood of the alleged conduct reoccurring;

c. Determine whether the alleged conduct is in violation of professional standards;

d. Determine the appropriate sanction for the professional misconduct and the degree of potential harm to clients, staff, and other members of the University Community that the alleged conduct represents.

4. Dispositions

After gathering information on the alleged conduct violations, the Committee will meet to make its disposition in a timely period, defined as not more than then (10) work days.

Upon finding credible evidence that the alleged conduct violation did occur and
that it is in fact a violation of the SSW or the ASU Student Code of Conduct, of the NASW Code of Ethics, or of the SSW Standards of Professional and Ethical Behavior, the Committee shall make one of the following recommendations to the Director:

a. Termination from the School of Social Work, which includes no Social Work degree awarded;

b. Probation: The student may continue to be enrolled in the program if the student agrees to follow certain conditions;

c. Verbal or written warning: The student may receive a written statement advising the student of the conduct violation and the consequences of future misconduct and may be required to carry out specific actions to avoid future probation or termination;

d. No corrective action needed.

The Committee will make a recommendation to the Director. The student will be provided written notification by the Director of the disposition.

5. Appeal

The student may appeal the Director’s decision in writing directly to the Associate Dean of the College of Public Programs.

3.2.9: The program describes its policies and procedures specifying students’ rights and responsibilities to participate in formulating and modifying policies affecting academic and student affairs.

Social Work Policy SWK 401 states the rights that students have to representation on committees where final decisions are made regarding curriculum and general governance issues. Students on these committees are non-voting members, but they are accorded the full rights for participation in discussion of most issues before each of the School’s standing committees: Faculty Council, MSW Foundation Committee, MSW-ADP Concentration Committee, MSW- PAC concentration Committee, BSW Program Committee, and the Ph.D.
Committee. Students are encouraged to select a representative for these committees to ensure that they have representation.

**SWK 401**
**Student Participation – School Committees**

**PURPOSE:** To define policy on student participation in School committees

**SOURCE:** School of Social Work Faculty Council

**APPLICABILITY:** All Social Work Students

**POLICY:** Student Participation - Student Committees

A. Students in the School have the right to representation on committees where final decisions are made regarding curriculum or general governance issues. These committees include:

1. Faculty Council
2. PhD Program Committee
3. MSW Foundation Committee
4. MSW - ADP Concentration Committee
5. MSW - PAC Concentration Committee
6. BSW Program Committee

Each of the four student organizations (BSW, MSW - Tempe, Tucson, PhD) will be invited to send one representative to the Faculty Council. The BSW and PhD student organizations will each be requested to designate one representative to their corresponding program committee, and the MSW student organization will be requested to designate representatives to the MSW Foundation Committee, the MSW - ADP committee and the MSW - PAC committee.

B. Faculty will be responsible for seeking student representation from the BSW, MSW - Phoenix, Tucson, and PhD student organizations. At the beginning of the academic year, the chair of each of the above committees will contact the respective student organization to request that a representative be appointed.

C. Student representatives to each committee will be non-voting members, but they will be accorded full rights for participation in discussion of most issues before the committee. The exception will be issues involving individual students or faculty, at which time student representatives will be asked to excuse themselves.
Opportunities and encouragement of students organizing is done on two levels, formally and informally. Formally, students are encouraged to organize and participate in the structure of the School of Social Work through policy SWK 400 Student Participation—Student Organizations. This policy clarifies and defines procedures for the establishment and support of student organizations.

**SWK 400**  
**Student Participation – Student Organizations**

**PURPOSE:** To define policy for establishment and support of student organizations  
  
**SOURCE:** School of Social Work Faculty Council  
  
**APPLICABILITY:** All Social Work Students  
  
**POLICY:** Student Participation - Student Organizations  
  
A. During student orientation at the beginning of each academic year, the coordinators of the BSW, MSW, and PhD programs will apprise students in each program of the need to establish and participate in a student organization. Program coordinators will also be responsible for setting a time and place for an initial organizational meeting for students in each program, working collaboratively with officers from the previous year’s student organizations where possible.

B. The initial organization meeting should occur within the first three weeks of the Fall semester. Program coordinators will attend this initial meeting to appraise students of typical activities of the student organization, including the need to elect officers and representatives to school committees and of resources available to assist the organization.

C. The faculty coordinator of the Tucson component assume responsibilities similar to those described for Program coordinators above for scheduling an initial organizational meeting of students in the Tucson component. The faculty coordinator of the Tucson component will also be responsible for assisting the Tucson student organization in coordinating with its counterpart on the Phoenix campus, and for communicating questions and concerns of Tucson students to faculty and administration.
Formal organizing has resulted in the establishment of structures for student participation and representation. Under the section on AS 3.1 – Diversity we presented student groups that are committed to supporting diversity, including the American Indian Social Work Organization and Mosaic, the International Connection Club. For overall student representation, the Social Work Student Organization (SWSO) is composed of elected representatives from the Downtown Phoenix Campus' BSW and MSW programs. SWSO promotes student activities and interests, and represents student issues to the school's administration and faculty. Examples of student sponsored activities include: coordination of student activities, including meetings of the student body, social events, and civic engagement activities; fundraising activities; and representation on the School's Faculty Council and Program Committees. The group collaborates with representatives of the Tucson Component Student Council regarding mutual interests and issues. It is responsible for coordination of selected activities with related student groups such as the Phi Alpha Honor Society, American Indian Social Work Student Organization, Hispanic Task Force, and Tucson Component Student Council. Members of other social work student organizations, including Phi Alpha Honor Society, American Indian Social Work Student Organization, and Hispanic Task Force are also eligible to serve as representatives and active members in the Social Work Student Organization. All School of Social Work students are automatically members of SWSO per the group’s constitution. Recent activities include an annual Veterans Day support program by SWSO, and very successful fundraising activity by the Tucson Component Student Council that netted over $2,000 that was directed towards suicide prevention services.

Informally, students are encouraged and supported to organize in ways that are meaningful to them and that enhance their academic experience and professional training. Recent organizing efforts include the development of a gerontology interest group that Dr. Robin Bonifas advises, and a group of students who work on various projects across campuses related to Intimate Partner Violence who meet to discuss their work supporting IPV survivors, are mentored by Dr. Jill Messing. Two new student groups have formed under the advisement of Dr. David Androff: an ASU chapter of the Macro Social Work Student Network (MSWSN) for students interested in macro practice, and the New American Youth Initiative that was started.
by and undergraduate student to connect ASU students with refugee youth, primarily Somali high school students. Students who are representatives to the Advanced Direct Practice Program Committee have worked with faculty to organize special topic sessions and presentations on social work licensure. A new club was developed in the spring of 2015, the Psychodrama Club by students interested in bringing trainers form the Arizona Psychodrama Institute to campus and to further the ways that students can gain expertise in psychodrama techniques. Dr. Martica Bacallao is serving as the faculty advisor. In Tucson, students have recently developed clubs for Policy, Administration and Community Students, and Advanced Direct Practice students. The ADP club has registered officially with ASU as a club, and is meeting weekly with one of our Faculty Associates, Danielle Demailo, to work their skills around direct practice issues.

Student interests are dynamic, and change over time. The structure of School formal organizations, complemented with informal opportunities, allow students to pursue organizing around their interests.

Accreditation Standard 3.3 – Faculty

3.3.1: The program identifies each full and part-time social work faculty member and discusses her/his qualifications, competence, expertise in social work education and practice, and years of service to the program. Faculty who teach social work practice courses have a master’s degree in social work from a CSWE-accredited program and at least two years of social work practice experience.

There are several university designated categories for teaching and research positions at Arizona State University. The School of Social Work’s faculty members fall under the following categories for the full and part-time positions within the unit, and are listed by name on Faculty Summary forms Part 1 and Part 2 (see pp. xx-xx):

(i) Ranked Faculty: Faculty members who are on tenure track or are tenured, and are under the titles of Assistant Professor, Associate Professor, and Professor.

(ii) Clinical Faculty: Non-tenured, non-tenure-eligible faculty members who are qualified by training, experience, or education to direct or participate in university
functions, including student internships, training, or practice components of degree programs.

(iii) **Research Faculty**: Non-tenured, non-tenure-eligible faculty members who are qualified to engage in, be responsible for, or oversee a significant area of research or scholarship.

(iv) **Academic Professionals**: Faculty members who are primarily involved in teaching related functions; these positions can be year-to-year appointments or continuing status, which is similar to tenure. These are ranked appointments. Faculty in this designation can be promoted from Assistant to Associate to Full Academic Professionals.

(v) **Lecturers**: Faculty members who are involved primarily in teaching-related functions; these non-tenure accruing positions are from 1 – 3 year renewable appointments. Faculty in this designation can be promoted to Senior Lecturer.

(vi) **Faculty Associates**: Part-time instructors who support the academics of a unit through teaching or field liaison work; these positions can vary in workload, from a minimum of serving as a field liaison for a couple of students to teaching four courses over the academic year, as well as serving as a field liaison for students, and attending curriculum committee meetings.

All the teaching within the School of Social Work is carried out by members from these categories. Within the category of ranked faculty are 10 Professors, 17 Associate Professors and 6 Assistant Professors; there are 4 Senior Academic Professionals; 5 Associate Clinical Professors; one Assistant Research Professor; and 6 Lecturers. These 49 faculty members are on full-time appointments (details can be found on Faculty Summary Parts 1 and 2). The category of Faculty Associates is made up of doctoral students and community professionals who have the requisite expertise and experience, and at least a master’s degree in social work or in the area relevant to their teaching. In the 2014-15 academic year, 95 individuals (also listed on Faculty Summary Parts 1 and 2) taught one or more courses as a part-time appointment. Their qualifications and expertise are outlined in their curriculum vitae.

Before discussing teaching assignments and those who specifically teach practice courses, it would be helpful to explain the process for making teaching assignments and how determinations are made about how each program is supported by which faculty.
The first step in making teaching assignments is that all full-time faculty members are asked to list their teaching preferences based on the pending schedule of courses. No faculty members are required to teach in a specific program. Faculty are encouraged to follow their interests and strengths in listing their top choices. Insofar as possible, faculty preferences are taken into account when assigning faculty to classes. This way, faculty teach to their strengths and interests, which we believe provides a superior learning experience for students. Thus, although faculty members are not required to teach exclusively in either the BSW or MSW programs, many faculty tend to gravitate toward one or the other program. This allows us both program stability and flexibility—stability because there are some faculty who teach exclusively in the BSW or the MSW program, and flexibility because we can fill in for faculty who are on leave from either program. Moreover, having some faculty who teach in both programs enhances the vertical integration of the BSW and MSW programs, and it reduces the chances of redundancies in the curriculum. While faculty may request to teach any course, only those with an MSW from a CSWE-accredited program and at least two years of post MSW work experience can teach any of the practice courses.

For the 2014-15 academic year, out of the 49 full-time faculty, 6 full-time faculty members taught exclusively in the BSW program, 25 taught exclusively in the MSW program, and 18 taught across the two programs. The School of Social Work employed ninety-five Faculty Associates (the University term for part-time instructors as explained above) who taught from as many as four courses a year to only one course during the academic year. Based on the full-time teaching load of 4 courses, this translated to 25.25 FTE full-time faculty members at the BSW level, and 23.25 FTE faculty members at the MSW level. Thus, the total complement of faculty on an FTE basis (including full- and part-time people) equaled 40.25 in the BSW program and 57.25 in the MSW program.

**Faculty Qualifications and Expertise in Relation to the EPAS Competencies**

In terms of faculty expertise, service and experience in terms of the program’s competencies, the faculty of the School of Social Work as a whole are extensively qualified in the areas of the EPAS competencies. The curriculum vitae of the faculty are replete with examples of scholarship, pedagogy, professional experience and community service that reflect
the EPAS competencies. A number of faculty members have authored texts that demonstrate expertise in competency areas, and these texts are used here and by many other schools of social work across the nation. We have highlighted some examples of key contributions from our full-time faculty that reflect and inform our teaching of the ten EPAS competencies:

**EP 2.1.1 Professional Identity**

Promoting professional identity is critical to future contributions that our students will make to the social work profession. Over the years we have built a strong relationship with our professional organizations, particularly the NASW Arizona Chapter. Many of our full-time faculty members have served on NASW Arizona committees and been recognized by the organization as exemplary social work practitioners. Just this year, Professor Pam Scala received the Lifetime Achievement Award from NASW Arizona, and Professor Josefina Ahumada and Dr. Craig Lecroy are past recipients of the award as well as having been recognized as a Social Worker of the Year. Elizabeth Segal served as Treasurer of the NASW Arizona PACE committee for many years. Dr. Robin Bonifas is the current Treasurer of the NASW Arizona chapter, and she also serves as a Board member of the Association for Gerontology Education in Social Work.

Faculty have played significant roles on national professional social work organizations as well. Dr. Cynthia Lietz is a former chair of the NASW Professional Development Committee. Professor Saundra Ealy is a member of the CSWE Council on Field Education and a former member of the CSWE Council on Racial, Ethnic and Cultural Diversity. Dr. Elizabeth Segal was a member of the CSWE Council on Leadership Development. Dr. Cindy Sangalang is a former CSWE Minority Fellow, and is serving as a mentor for students interested in pursuing a fellowship. Dr. Flavio Marsiglia just completed his term as Vice President of the Society for Social Work and Research and is a member of the Inaugural class of Fellows of the Society for Social Work and Research. Dr. Lela Williams is an elected Board Member of the Society for Social Work and Research. Dr. Teri Kennedy has served as the Treasurer of the Association for Gerontology Education in Social Work. All of these faculty members model service to the profession and reinforce the importance of identity as a professional social worker.
Faculty serve in key roles of other professional organizations, further modeling the importance of serving as representatives of the profession, its mission, and core values. Dr. Martica Bacallao is a reviewer for the American Board of Examiners in Group Psychotherapy, Psychodrama, and Sociometry certification. Dr. Natasha Mendoza is Board Secretary of the National Council on Alcoholism and Drug Dependence, Phoenix chapter. Dr. Jill Messing is on the Board of Directors for the Arizona Coalition Against Domestic Violence. Dr. Dominique Roe-Sepowitz is an appointed member of the City of Phoenix Mayor’s Human Trafficking Task Force, and has been invited to serve as an expert on the US Department of Health and Human Services, Administration for Children, Youth and Families workgroup.

**EP 2.1.2 Social Work Ethics**

All faculty in the School of Social Work are bound by the ethical principles of our profession, and have made a commitment to include that content throughout our teaching. Several specific roles highlight the competency of our faculty in in knowledge about the value base of the profession, its ethical standards and laws that are relevant to our practice. Dr. Judy Krysik is a co-chair for the CSWE Values and Ethics track and is on the editorial board of the *Journal of Social Work Values and Ethics*. Dr. Paz Zorita is also a reviewer for the *Journal of Social Work Values and Ethics*. Our Office of Offender Diversion and Sentencing Solutions engages in research and training to educate social workers regarding relevant laws, and help legal personnel better understand social work matters.

Several of our faculty members have been involved in teaching ethics and values in the community and as part of their scholarship. Dr. Robin Bonifas presented a workshop on *Navigating Ethical Tensions in Elder Abuse Situations* for the National Association of Social Workers, Arizona Chapter. Dr. Kelly Jackson has led numerous continuing education courses on *Ethical Issues and Decision-Making in Social Work*, also for the National Association of Social Workers, Arizona Chapter. Dr. Lela Williams co-led a roundtables discussion on *The Ethics and Logistics of Qualitative Research with Children and Adolescents: Extraordinary Possibilities and Complex Challenges* at the Society for Social Work Research annual conference.

**EP 2.1.3 Critical Thinking**

Effective oral and written communication that demonstrates the synthesis of relevant information in a thoughtful and knowledgeable manner is perhaps the hallmark of our roles as faculty in
the School of Social Work. As members of a research intensive institution of higher learning, our commitment to critical thinking is evident in the quality of our scholarship. The CV’s that are compiled in this volume demonstrate the significant productivity of faculty over just the last 5 years, with prolific publication in the most rigorous of professional outlets, peer-reviewed journals. The publication rate of vetted work is very high and recognized externally. For example, Dr. David Hodge was ranked #1 among the 100 most influential articles to appear in the periodical *Social Work* over the past decade based upon total citations.

Scholarship that speaks directly to critical thinking as an integral part of social work practice includes the recent book coauthored by Dr. Cynthia Lietz, *Applying Theory to Generalist Social Work Practice*, published by John Wiley & Sons, Inc. in 2015. Dr. Lietz has also published the article “Critical Thinking in Child Welfare Supervision” in the journal *Administration in Social Work*. The School includes as an elective graduate course *Critical Theory*, and out of that course Dr. Elizabeth Segal co-authored with students the article “Critical Theory: Pathway from Dichotomous to Integrated Social Work Practice” that was published in *Families in Society: The Journal of Contemporary Social Sciences*. Overall, the faculty are not just deeply committed to promoting critical thinking among student in the classroom, but model it in their own scholarship and application to practice.

**EP 2.1.4 Engage Diversity**

Accreditation Standard 3.1 discusses the multiple ways that our faculty engage diversity and contribute to building a learning environment that models affirmation and respect for diversity and difference. We have an active research agenda that reflects a strong commitment to understanding the intersectionality of multiple forms of diversity, and faculty involvement in the community is further demonstration of our experience and expertise in training students to become practitioners who themselves engage in diversity and understand ways that our system’s structures and values may oppress and marginalize certain groups. So as not to be redundant, we refer the reader to section 3.1, pages 101-122, that provides a full narrative of how faculty have the qualifications, expertise, service and experience to teach students to engage in practice that affirms diversity.

Psychodrama Techniques to Help Latino Immigrant Families Manage Acculturation Stress, published by Nova Science Publishers, Inc., serves as a valuable training guide for social work practice that demonstrates cultural competency. And one additional example of the work faculty do to promote better understanding and awareness of diversity in practice is the workshop developed by Dr. Kelly Jackson that is taught in conjunction with NASW across the state for professional social workers, “Culturally Attuned Practice with Diverse Clients.”

EP 2.1.5 Advance Human Rights and Economic Justice

The commitment to social justice is foundational for the faculty in the School of Social Work. It is front and center in our mission and it is expected to be part of all our courses and field experiences. A few examples of recent faculty contributions to promotion of human rights and economic justice are worth highlighting. Dr. Androff’s new book, Practicing Rights: Human Rights Based Approaches to Social Work, published by Routledge Press, promises to be a valuable resource to social work teachers and practitioners across the country. Dr. Androff also serves on the CSWE Committee on Human Rights.

Dr. Elizabeth Anthony is part of the Executive Team of the Arizona Foundation for Social Justice Children and Youth Services and Dr. Melissa Del-Colle is on the Board of Directors of the Arizona chapter of Human & Equal Rights Organizers (H.E.R.O.).

EP 2.1.6 Engage in Research-informed practice and practice-informed research

The use of research to inform practice is a major contribution that the faculty of the School have committed to over the years. Again, as evidenced in the CVs, the scholarship productivity among the faculty is extensive. In addition to scholarly publication, faculty are actively engaged in the review of scholarship across the profession. Serving as reviewers and on editorial boards demonstrates a commitment to ensure that quality research is shared professionally. Dr. Stephanie Ayers is a reviewer for the American Journal of Public Health. Dr. Cecilia Ayón is a reviewer for Child Welfare, Race and Social Problems, and American Journal of Community Psychology. Dr. Robin Bonifas is a reviewer for Health and Social Work and the Journal of Gerontological Social Work. Dr. Kelly Jackson is a reviewer for the journals
Qualitative Social Work and Ethnic and Racial Studies. Dr. Judy Krysik is a consulting editor for the Journal of Social Work Education and Social Work Research. Dr. Michelle Carney is an Editorial Board Member of the journal Research on Social Work Practice. Dr. Cynthia Lietz is an editorial Board Member for the Journal of Family Social Work. Dr. Jill Messing is on the Editorial Review Board of the Journal of the Society for Social Work and Research. Dr. Christina Risley-Curtiss recently served as a Guest Editor for the Journal of Sociology and Social Welfare and is currently a reviewer for the British Journal of Social Work and Affilia. Dr. Dominique Roe-Sepowitz is an Editorial Board Member of the Journal of Violence Against Women. Dr. Cindy Sangalang is a reviewer for the journal Ethnicity and Health. Dr. Elizabeth Segal is the founding co-editor of the Journal of Poverty and an Editorial Board Member of the Journal of Social Work Education. Dr. Michael Shafer is Co-chair, Assessment Study Research Protocol, Criminal Justice Drug Abuse Treatment Studies, National Institute of Drug Abuse, NIH, a grant reviewer for NIDA, and is a reviewer for the Journal of Evaluation and Program Planning. Dr. Layne Stromwall is on the Editorial Board of the Journal of Poverty and is a reviewer for the Community Mental Health Journal. Dr. Fei Sun is on the Editorial Board of the Journal of Sociology and Social Welfare. Dr. Lela Williams is a reviewer for Children and Youth Services Review and the Journal of Adolescent Research. Dr. Paz Zorita is a reviewer and translator for the International Social Work Journal. And Dr. Elizabeth Anthony is an Early Career Fellow in Health Disparities, National Institute on Minority Health and Health Disparities (NIMHD).

While extensive, the journal boards and faculty members mentioned are not inclusive of the entire range of editorial and review work of the faculty. What it represents is that the commitment to engaging in research-informed practice and practice-informed research is a key element across the faculty of the School of Social Work. The publication records and grant activities that are recorded on the CV’s provides additional examples of the importance of research in our school.

**EP 2.1.7 Knowledge of Human Behavior and the Social Environment**

A significant contribution to the application of knowledge of human behavior and the social environment is evidenced by the widely adopted book coauthored by Drs. Craig LeCroy and José Ashford, *Human Behavior in the Social Environment: A Multidimensional Perspective*,
Dr. Robin Bonifas’ expertise in understanding the life cycle was recognized by her receipt of a Faculty Achievement Award from the Association Gerontological Education in Social Work. She has developed numerous education resources for gerontological social work practice that are available on the web for practitioners across the nation. And Dr. Lela Williams has developed strong interdisciplinary connections as an Adolescent Health and Development Initiative Member of the Frances McClelland Institute for Children, Youth, & Families at the University of Arizona. Her current work is built upon her experience as a Post-Doctoral Fellow in Human Development at the University of Maryland.

**EP 2.1.8 Engage in Policy Practice**

The School has several social welfare policy authors on faculty. Elizabeth Segal authored the text *Social welfare policies and social programs: A values perspective*, published by Brooks/Cole Cengage Learning. This book is used by schools of social work nationally, and is entering its 4th edition. Dr. Segal draws on her policy experience as an American Association for the Advancement of Science Fellow working on Capitol Hill to inform her teaching and research on social welfare policies and policy practice. Drs. Judy Krysik and Robert Moroney (emeritus and now serving as a Faculty Associate) co-authored the book *Social Policy and Social Work: Critical Essays on the Welfare State*, published by Transaction Publishers, which is also used in policy courses.

The School of Social Work has a strong link to the local policy practice arena, having several graduates who have gone on to hold public office. One graduate of our BSW and MSW programs, Representative Kyrsten Sinema, is serving as a member of Congress and still returns to teach for our School as a Faculty Associate several weekends each semester. We have sent interns to work with Congresswoman Sinema in Washington, D.C., and continue to place students with her local office.

**EP 2.1.9 Respond to Contexts that shape practice**

Community embeddedness is one of the University’s goals, making the School of Social Work a leader in that area. Understanding changing contexts and being proactive in response
to those changes is a key quality of professional social work. For the faculty at School of Social Work, understanding and responding to the locales, populations, and emerging societal trends drives our community-based research as well as our service. As evidenced on the CV's, faculty members serve on numerous community boards and are valuable contributors to community action.

For example, Professor Edwin Gonzalez-Santin was recognized for his community service with receipt of The United States President’s Volunteer Service Award for Lifetime National Volunteer Service. Dr. Barbara Klimek provides Technical Assistance to five Ethnic Community Based Organizations (ECBOs) in Maricopa and Pima Counties to help design, develop, and deliver culturally and linguistically competent orientations to refugees.

**EP 2.1.10 (a)-(d) Engage, assess, intervene and evaluate with individuals, families, groups, organizations, and communities**

Ability to effectively practice with individuals and at all levels of systems is perhaps the most significant competency we can foster for our students. Faculty in the School of Social Work have a multitude of practice experiences at both the micro and macro levels, as well as understanding of the practice demands at the mezzo level. Dr. David Androff is Chair of the Promotion and Public Support of Macro Leaders and Practitioners Working Group of the Association for Community Organization and Social Administration (ACOSA). Dr Androff’s community work was recognized by ACOSA with the organizations young scholar award. Drs. Lecroy and Anthony have contributed to the pedagogy of practice with the book *Case Studies in Child, Adolescent, and Family Treatment*, published by J. Wiley Books and in its 2nd edition. Dr. Joanne Cacciatore was awarded the Empathic Therapist of the Year Award by the Center for the Study of Empathic Therapy and Education. Drs. Nora Gustavsson and Christina Risley-Curtiss have facilitated the Child Welfare Education Training Grant, IV-E, for MSW students, funding more than 20 students to specialize in public child welfare work, funded for $4 million for each of the last 5 years.
Professor Rounds developed the Social Work and Integrated Behavioral Healthcare Initiative, which merges clinical social work with an interdisciplinary medical team in a local community primary care setting, and is jointly funded by CSWE and the National Association of Social Work Deans and Directors. This project builds upon the Integrated Health Practice courses and certificate developed by Dr. Napoli. Dr. Napoli has authored a practice text that teaches alternative health practice, *Tools for Mindful Living: Steppingstones for Practice*, published by Kendall/Hunt Publishing. Other examples of professional practice involvement include Dr Fei Sun’s contributions as a trainer for Banner Hospital’s Alzheimer’s Institute and Dr. Luis Zayas’ service as a trainer on cultural competency through the Cultural Competency Advisory Board of the Valle del Sol social service agency.

**Faculty who Teach Practice Courses**

All faculty full- and part-time who teach the following required practice courses in our MSW program have master’s degrees in social work from CSWE-accredited programs, as well as extensive social work practice experience. Table 3.1 lists those courses and the instructors who teach and their degrees and their years of practice experience.

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<th>Years Practice Experience Post MSW</th>
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<td>R. Sheade</td>
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<td>Foundation Practice II (SWG 511)</td>
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<td>P. Zorita (2 sections), M. Klinker, M. Greenwell, M. Drinkman, K. Gutowski, J. Overmyer, B. Fitzharris, J. Daley, R. Olson, D. Demailo</td>
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<td>A. Nichols</td>
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As evident in Table 3.1, everyone teaching a practice course has at least two years of social work practice experience and an MSW degree from a CSWE accredited program.

**Faculty Background**

The following Tables, 3.2 and 3.3, provide the data for Faculty Summary Part I and Faculty Summary Part II. The narrative above, written to respond to AS 3.3.1, used the
information from Tables 3.2 and 3.3, as well as the CV’s that follow to highlight the competencies of the faculty and identify practice experience.
### Table 3.2
FACULTY SUMMARY – PART 1

#### Full-Time Faculty

<table>
<thead>
<tr>
<th>Initials and Surname of Faculty Member</th>
<th>Date of Appointment</th>
<th>Ethnicity</th>
<th>Years of Practice Experience*</th>
<th>Years of Employment as Full-Time Educator</th>
<th>Percentage of TimeAssigned to Program</th>
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### FACULTY SUMMARY – PART 1

Full-time Faculty continued

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<th>Years of Employment as Full-Time Educator</th>
<th>Percentage of Time Assigned to Program</th>
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## FACULTY SUMMARY – PART 1

Full-Time Faculty continued

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**Full-Time Faculty continued**

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**FACULTY SUMMARY – PART 1**

**Part-time Faculty**

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# Faculty Summary Part 2

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<td>Plosker, J.A.</td>
<td>Faculty Associate</td>
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<td>Reyes, M.</td>
<td>Faculty Associate</td>
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<tr>
<td>Richardson, K.K.</td>
<td>Faculty Associate</td>
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<td>Robinson, B.</td>
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<td>Salas, L.M.</td>
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<td>Schenk, L.D.</td>
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<td>Schimmel, A.</td>
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<td>Sharp, C.P.</td>
<td>Faculty Associate</td>
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<td>Sinema, K.</td>
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<td>Steimer, K.A.P.</td>
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<td>Stott, T.</td>
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<td>Stuckwisch, K.L.</td>
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<td>Thieleman, K.</td>
<td>Faculty Associate</td>
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<td>Thomas, C.</td>
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<tr>
<td>Triana, P.R.</td>
<td>Faculty Associate</td>
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<td>Urbaeva, Z.</td>
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<td>Valderrama, J.</td>
<td>Faculty Associate</td>
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<td>Voelkel, H.</td>
<td>Faculty Associate</td>
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<td>Walruff, J.</td>
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<td>Wardian, J.</td>
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<td>Woolley, J.</td>
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<td>Worden, D.</td>
<td>Faculty Associate</td>
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</tbody>
</table>
Full-Time Faculty CVs
Josefina Ahumada MSW, LCSW

Degree: MSW University of California 1975

Professional Experience

1/99 - Current
Arizona State University-School of Social Work -Tucson
Academic Professional: Coordinator of Tucson Field Education Program.
Past Courses Taught:
SWG 606 Assessment
SWG 613 Social Work With Individuals
SWG 621 Integrative Seminar
SWG/ SWU Communication Skills with Latinos (re-titled Social Work Practice with Latinos)
SWG/SWU Supervision
SWG/SWU Crisis Intervention
Arizona State University- School of Social Work Certificate Program:
Coordinator of Latino Cultural Competency Certificate in Social Work
Course/Special Projects Development:
Web Base Instruction for Field Instructors

10/95 - 12/98
Southern Arizona Mental Health Corp./Southern Arizona Mental Health Center: Case Management Program Manager; Crisis Services Program Manager.

1998
Pima Community College: Adjunct Instructor Dept. of Social Services

1997
Arizona State University School of Social Work, Faculty Associate
Courses taught: SWG/SWU Case Management; SWG/SWU Social Work With Groups

1981-1998
Arizona State University School of Social Work, Field Instructor.

1996-1997
La Frontera Mental Health Center: Social Work Consulting Supervisor.

2/90 - 10/95
Arizona Center for Clinical Management- Clinical Director for Triage Services/Clinical Director for SMI Case Management Services.

12/89 -2/90
ADAPT- Clinical Director for SMI Case Management Services (Transition Program to Arizona Center for Clinical Management).

12/76 - 11/89
Kino Community Hospital: Psychiatric Social Worker/Program Manager

7/75 - 12/76
Tucson East Community Mental Health Center: Social Worker.

Community Service
Borderlinks: Board Co-President

Co-Lead on the Helping Occupations & Professions Exposition (HOPE) program development and career expo.

National Association of Social Workers (NASW) Arizona Chapter

Training: Clinical Supervision Workshops

NASW National: Candidate for Board Vice President 2015-2018

NASW Consuelo W. Gosnell Scholarship Panel Member

House of Neighborly Services: Immediate Past Board President

South Tucson Revitalization Coalition

Zona de Promesa

Awards
Arizona State University Ubiquity Award, Academic Contribution in Teaching Award

National Association of Social Workers, AZ, Branch II Social Worker of the Year

National Association of Social Workers AZ Chapter Lifetime Achievement Award

YWCA Women on the Move Award for Health Services

Professional Membership:

National Association of Social Workers
Association of Latino Social Work Educators

1. David K. Androff, MSW, PhD

2. Degree information
   PhD in Social Welfare
   University of California, Berkeley
   August 2008

3. Academic appointments
   ASU
   Assistant Professor
   Phoenix, AZ
   August 2008 – present

4. Professional post-baccalaureate and post-master’s social work experience
   Office of the State Public Defender
   Social Work Investigator
   San Francisco, CA
   August 2003-May 2004

   Alameda County Mental Health Board
   Board member
Alameda County, CA
May 2002-May 2005

Human Rights Data Analysis Group
Field Consultant
Palo Alto, CA
June 2004-December 2004

Center for Social Services Research, UC Berkeley
Field Researcher
Berkeley, CA
August 2006 – May 2007

5. List your current professional, academic, community-related, and scientific memberships.
   Society for Social Work and Research (SSWR)
   Council on Social Work Education (CSWE)
   International Consortium for Social Development (ICSD)
   International Federation of Social Workers (IFSW)
   National Association of Social Workers (NASW)
   Association for Community Organization and Social Administration (ACOSA)

6. List your community service responsibilities and activities for the last 3 years.
   Social Work
     • Consulting editor, 2012-present

   Council on Social Work Education (CSWE)
     • Council on External Relations, Commission on Global Social Work Education
       o Co-chair 2013-2014; committee member, 2011-2014
     • Committee on Human Rights, Commission on Global Social Work Education
       o Founding member 2013-present

   International Consortium for Social Development (ICSD)
     • 19th Biennial Symposium – Singapore
       o Scientific Program Committee Member
     • Asia Pacific Branch Conference - Yogyakarta, Indonesia
       o International Committee Member, 2010-12

   Society for Social Work and Research (SSWR)
     • Dissertation Award Selection Committee, 2012-13

   Association for Community Organization and Social Administration (ACOSA)
     • Special Commission to Advance Macro Practice
       o Chair of the Promotion and Public Support of Macro Leaders and Practitioners Working Group, 2013

182
• Award Selection Committee, 2012-13

Arizona Refugee Behavioral Health Taskforce
• Best practice for behavioral health in refugee communities, 2013-14

Ad-hoc peer reviews

Social Service Review 2014
NASW Press – Book Proposal 2014
Routledge Press – Book Proposal 2013
Sage Publications – Book Proposal 2013
Social Science & Humanities Research Council, Canada – Grants 2013
Journal of Latino and Latin American Studies 2013
Violence & Victims 2012-present
Social Work & Social Development - International Conference 2012
Council on Social Work Education – Annual Program Meeting 2012
International Social Work 2010-present
Contemporary Justice Review 2010-present
International Journal of Transitional Justice 2010-present

Community Presentation
TERROS - 10th Cesar E. Chavez Behavioral Health Conference
Promoting refugee community empowerment: Capacity-building for behavioral health and domestic violence issues.
Phoenix, AZ. March 27, 2014.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Awards
Certificate of Appreciation for Leadership 2013
Somali American United Council Arizona
Frank Turner Prize for Best Article 2011
International Social Work 54(2), 209-222
ACOSA Emerging Scholar Award 2011
Association for Community Organization and Social Administration
Centennial Professor Award Nominee 2012
Arizona State University

Public Speaking
Bandung College of Social Welfare

University of Padjadjaran
Community Practice and an American Truth and Reconciliation Commission
Faculty of Political and Social Sciences, June 2012, Bandung, Indonesia

Grant Funding
Social Entrepreneurship with Refugee Communities (Co-PI) 2014-15
Arizona Department of Economic Security, Refugee Resettlement Program
$150,000
Capacity-building with Refugee Communities (Co-PI) 2013-14
Arizona Department of Economic Security, Refugee Resettlement Program

$292,618
Assessing Mental Health among Arizona’s Refugees (PI) 2013-14
ASU College of Public Programs, Strategic Research Investment Funds

$20,000
Technical Assistance to Refugee Communities (Co-PI) 2012-13
Arizona Department of Economic Security, Refugee Resettlement Program

$291,690
8.  List your professional presentations presented during the last 5 years.

Conference Presentations (* indicates student)


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.


10. Include any other relevant information below

*Book*


*Book Chapters*


*Research Center Activity and Affiliations*
Southwest Collaborative on Immigration, Inequality, and Poverty - ASU
  • Founding Member
Center for Law and Global Affairs, Sandra Day O'Connor College of Law, ASU
  • Faculty Affiliate
Office of Forensic Social Work, School of Social Work, ASU
  • Faculty Affiliate
School of Public Affairs, College of Public Programs, ASU
  • Faculty Affiliate
  
**Mentoring at Arizona State University - School of Social Work**

Dissertation Chair
  • Chris Fike  2013-
Thesis Chair
  • Kassaw Merie  2014-
Thesis Committee Member
  • Elizabeth Kiehne  2013-14
  • Elizabeth Schepel  2010-11
Independent Study Supervisor
  • Chris Fike  2013
  • Neda Milesic  2011-12
Field Liaison – Refugee Empowerment Project
  • Kassaw Merie  2014-
  • Lisa Hameed  2014-
  • Sonya Brooks  2013-14
  • Katherine Gieszl  2013-14
  • Sherri Shimansky  2013
  • Tom Taknan  2013
Faculty Advisor
  • Macro Social Work Student Network, ASU Chapter  2014-
  
**Mentoring at other National and International Universities**

Dissertation Committee Member
  • Amanda West, University of Utah  2012-14
  • Walter Belsito, University of Connecticut  2013-
  • Odessa Benson, University of Washington  2013-
Dissertation Reader
  • Sharlene Nipperess, Curtin University, Australia  2013

1. **Elizabeth K. Anthony**

2. Degree information
  • Degree
    Post-doctoral Fellowship, PhD, MSW, MA, BA
  • Institution granting degree
University of California, Berkeley (Post-doc); University of Denver (PhD and MSW); Santa Clara University (MA); University of California, Davis (BA)

- Major
  Social Work (PhD and MSW); Counseling Psychology (MA); Psychology (BA)
- Date awarded (month/year)
  2008 (post-doc); 2006 (PhD); 2004 (MSW); 1998 (MA); 1995 (BA)

3. Academic appointments

- Employing academic institution
  Arizona State University
  University of California, Berkeley
  California State University-East Bay
  University of Denver

- Associate Professor (ASU)
  Assistant Professor (ASU)
  Research Director (UC-Berkeley)
  Lecturer (CSU-East Bay)
  Research Director and Adjunct Faculty (University of Denver)

- City and state
  Phoenix, AZ (ASU)
  Berkeley, CA (UC-Berkeley)
  Hayward, CA (CSU-East Bay)
  Denver, CO (DU)

- Start date (month/year)
  8/2014 (Associate Professor-ASU)
  8/2008 (Assistant Professor-ASU)
  6/2006 (Research Director-UC Berkeley)
  8/2006 (Lecturer-East Bay)
  8/2003 (Research Director/Adjunct Faculty-DU)

- End date (month/year)
  Current (Associate Professor-ASU)
  6/2014 (Assistant Professor-ASU)
  6/2008 (Research Director-UC Berkeley)
  6/2008 (Lecturer-CSU-East Bay)
  6/2006 (University of Denver)

4. Professional post-baccalaureate and post-master’s social work experience

  2011, Clinical Training, Cognitive Behavior Therapy for Children and Adolescents, Beck Institute, Philadelphia, Pennsylvania
2009, Clinical and Research Training, Annie E. Casey Foundation, Common Elements Approach to Evidence Based Practice: Child and Youth Mental Health, University of California, Los Angeles, California
2004-2006, Parent Intervention and Scholarship Program Director, The Bridge Project, Denver, Colorado
1999-2001, Case Manager, Developmental Disabilities Resource Center, Jefferson County, Colorado
1997-1998, Therapist, Benson Counseling Center, Santa Clara University, California
1997-1998, Support Group and Educational Outreach Provider, National Association of Anorexia Nervosa and Associated Disorders, Los Altos, California

1996-1999, Project Coordinator, Life Quality Assessment, State of California, Department of Social Services
1994-1997, Support Specialist, Foundation for Educational Achievement- Community Options, San Jose, California
1994-1995, Therapist, Families for Early Autism Treatment, Davis, California

5. List your current professional, academic, community-related, and scientific memberships.
   National Association of Social Workers
   Society for Prevention Research
   Society for Research on Adolescence
   Society for Research in Child Development
   Society for Social Work and Research

6. List your community service responsibilities and activities for the last 3 years.
   Executive Team, Arizona Foundation for Social Justice Children and Youth Services, 2010-Present
   Psychotherapy Subcommittee, Arizona Board of Behavioral Health Examiners, Phoenix, Arizona, 2012


7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.


Anthony, E. (2013, April). *We invariably find what we are looking for: Exploring the use of well-being measurements with system-involved children and adolescents.* Poster presentation at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.


9. **Refereed Journal Articles:**


Book Chapters:


Books:


Professional Service:

Consulting Editor, *Social Work Research*, 2009-Present
Ad Hoc Reviewer, *Oxford University Press*, 2011
Ad Hoc Reviewer, *Children and Youth Services Review*, 2010- present
Ad Hoc Reviewer, *Journal of Children and Poverty*, 2009-present
Ad Hoc Reviewer, *American Journal of Community Psychology*, 2012-present
1. José B. Ashford

2. Education:

**Degree**: PhD Sociology,
Institution: Bowling Green State University,
Major: Criminology/Social Deviance, minor Social Change with a focus on life course development.
Date Awarded: June, 1984

**Degree**: MSW,
Institution: The Ohio State University
Major: Clinical Social Work
Date: Awarded: June, 1976

**Degree**: BA,
Institution: Loyola University of the South,
Major: Sociology and minor psychology
Date: Awarded: January 1974

3. Academic appointments:

**Employing Academic Institution**: University of Wisconsin-Oshkosh.
Title: Lecturer Department of Social Work and .25 appointment Masters of Public Administration.
City and State: Oshkosh, Wisconsin.
Start date: August, 1980; End date: May 1981.

**Employing Academic Institution**: University of Wisconsin-Oshkosh
Title: Assistant Professor of Social Work.
City and State: Oshkosh, Wisconsin.
Start date: August, 1981; End date: May 1984.

**Employing Academic Institution**: Arizona State University
Title: Assistant Professor of Social Work
City and State: Tempe, Arizona.
Start date: August 1984; End date: May 1988.

**Employing Academic Institution**: Arizona State University
Title: Associate Professor of Social Work and Interdisciplinary Doctoral Program in Justice Studies
City and State: Tempe, Arizona.
Start date: August, 1988 to the present.

**Employing Academic Institution**: Arizona State University
Title: Full Professor of Social Work
City and State: Tempe, Arizona and Phoenix, Arizona
Start date: August 1995; End date:
4. Professional post-baccalaureate and post-master’s social work experience

**Employer:** Davis and Deshaies, LLC  
Position: Statistical consultant.  
City and State: Edmonds, Washington  
Start date: November 2007; End date: October, 2009.

**Employer:** Mercer Human Resources Consulting.  
Position: Senior Consultant as substance area expert on mental health criminal justice interactions.  
City and State: Phoenix, Arizona and San Francisco, California  
Start date: October, 2001 to present.

**Employer:** Ashford/Disbrow Ltd.  
Position: Mitigation Expert in the penalty phase of capital cases.  
City and State: Tempe, Arizona.  
Start date: February 1989 to present.

**Employer:** Court Diagnostic and Treatment Center.  
Position: Clinic team leader and liaison for Mental Health and Mental retardation Contract.  
City and State: Toledo, Ohio  
Start date: January, 1979; End date: May 1980.

**Employer:** Court Diagnostic and Treatment Center.  
Position: Forensic Psychiatric Social Worker  
City and State: Toledo, Ohio  
Start date: January, 1975; End Date, December, 1979.

**Employer:** Goodwill Industries.  
Position: Assistant Director, Parolee Rehabilitation and Employment Program  
City and State: Dayton, Ohio.  
Start date: January 1974; End date: July, 1974.

5. List your current professional, academic, community-related and scientific memberships.

**Scientific Memberships:** American Society of Criminology, Corrections and Sentencing Division, and Experimental Criminology Division.

**Professional membership:** Licensed Clinical Social Worker, Arizona Board of Behavioral Health Examiners.

**Professional membership:** National Alliance for Sentencing Advocates and Mitigation Specialists.

6. Community service responsibilities, and activities for the last 3 years.

**Community Service:** Research and clinical consultant for the City of Phoenix Prosecutor’s Office, Community Prosecution, Trial Bureau, and Diversion Units.

**Community Service:** Member Systems Reform Task Force on Domestic Violence for the City of Phoenix.
Community Service: Appointed as a member of the Advisory committee for the Juvenile Court for developing a specialty status offender court.

Community Service: Member of the Offender Treatment Workgroup administered by the Arizona Coalition to End Sexual and Domestic Violence.

Community Service: Member of the Fathers & Families Coalition of America team for addressing fathers in the criminal justice system.

7. Awards, grants and other recognition past 3 years:


Grant: Ashford, J.B. (October, 2012). Principle Investigator. Maricopa County Department of Human Services Reentry Collaboration. This grant will assess whether changes in self-sufficiency reduces recidivism for adult and juvenile offenders in need of human services, $100,000.

Award: November, 2012, President of the United States Volunteer Service Award Recipient of a Call to Service Award from the Points of Light Foundation.

Grant: Ashford, J.B. (July, 2011). Principal Investigator. Maricopa County Human Services Department Jail Reentry Grant. This grant is evaluating the effects of quality of relationships in dual role and in single role approaches to the supervision of juveniles and female offenders on probation and how these relationships affect outcomes, $101,000.

Grant: Ashford, J. B. (2011). Consultant. Projecto "Niñez sin Rejas: En América Latina, construccón de sistemas de justicia juvenil en acuerdo con la CDN y orientados por las reinsercion socio-familial, funded by BICE (Bureau International Catholique de l'Efance and Generalital de Catalunya Departament de Justicia). This is an outside evaluation of a 3 year project on the reintegration of juvenile offenders following detention involving five Latin American Countries (Guatemala, Brazil, Columbia, Ecuador, and Peru).

8. Professional presentation last 5 years.


April, 2014. Bridging the cultural divide: Applying life course theory and principles to the Harris case. Capital Mitigation Training Agenda. Sponsored by Maricopa County Public Defender and Superior Court of Maricopa County Phoenix, Arizona.


October, 2011. Invited presentation "Desafíos en la evaluación de las iniciativas socio-educativos: Un
metodo teorica", Metodologia de evaluation de experiences de reinsercion de delinquententes, Semenario III: Projecto Niñez Sin Rejas, Guatemala City, Guatemala.


9. Professional Publications


Ashford, J.B. & Gallagher, J. M. (June, 2013). Evaluation of the positive alternatives program for
misdeemeanor assaultive offenders: Preliminary findings. Phoenix: City Prosecutor’s Office.


10. Administrative Positions:

2007 to present: Director, Office of Forensic Social Work Research and Training, Arizona State University, Phoenix, Arizona 85004-0589.

2006 to 2012: Associate Director, School of Social Work, Arizona State University, Phoenix, Arizona 85004-0589 and Affiliate Professor School of Criminology and Criminal Justice, Arizona State University.

1. Stephanie L. Ayers

2. Degree information
   • Ph.D.
3. Academic appointments
   • Southwest Interdisciplinary Research Center, Arizona State University
     • Associate Director of Research
     • Phoenix, AZ
     • 07/2009
     • present

   • School of Social Work, Arizona State University
     • Assistant Research Faculty
     • Phoenix, AZ
     • 08/2012
     • present

4. Professional post–baccalaureate and post–master’s social work experience
   • Colorado Coalition for the Homeless
     • Intake Coordinator
     • Denver, CO
     • 09/1998
     • 09/2000

   • Mountain Resource Center
     • Director of Family & Crisis Services
     • Conifer, CO
     • 09/2000
     • 08/2004

5. List your current professional, academic, community-related, and scientific memberships.
   • American Sociological Association
   • American Public Health Association
   • Pacific Sociological Association
   • Society for Prevention Research

6. List your community service responsibilities and activities for the last 3 years.
   2011-14   Mentor, Research Education & Training Core, SIRC
   2008-14   Recruitment and Hiring Committee, SIRC
   2008-14   Conference Planning Committee, SIRC
   2011-14   Grant Proposal Review Committee, SIRC
   2014     Proposal Reviewer, City University of New York - Law, Criminal Justice, Sociology and Urban Studies Panel
   2014     Abstract Review Committee, Society for Prevention Science Annual Conference

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
National Institutes of Health/National Institute on Minority Health and Health Disparities

National Institutes of Health/National Institute on Minority Health and Health Disparities
R01MD006110, Kulis, S. (PI). Title: “Using CBPR to Adapt a Culturally-grounded Prevention Curriculum for Urban American Indian Parents” 09/30/2010 to 07/31/2015. Role: Associate Director of Research. $1,900,000.

National Institutes of Health/National Institute on Minority Health and Health Disparities
P20MD002316, Marsiglia, F. (PI) Title: “Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency” 09/30/2007 to 05/31/2012. Role: Coordinator of Research. Amount awarded: $7,100,000.

8. List your professional presentations presented during the last 5 years.


results. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.


Ayers, S. L., Marsiglia, F., & Kulis, S. (2010, June). Using propensity score matching to test the effectiveness of REAL Groups, a small group component to keepin’ it REAL. Paper presented at the annual meeting of the Society for Prevention Research, Denver, CO.


of the National Institute of Drug Abuse International Forum, Scottsdale, AZ.


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

PEER REVIEWED PUBLICATIONS (* indicates student authors)


*NON-PEER REVIEWED PUBLICATIONS


10. Include any other relevant information below

Courses taught:
SOC5024 Research Methods
SOC427 Sociology of Health and Illness
SOC3121 Statistics Lab
SOC340 Social Problems
SOC301 Principles of Sociology
SOC270 Racial and Ethnic Relations


GRADUATE STUDENT COMMITTEES

Booth, J. (2010). An exploration of perception of neighborhood safety and its association with levels of mental health in Arizona adults, Committee Member, M.S.W. Thesis

Jeong, S. (2013). “We do love them equally:” Parental perceptions of being a sibling of a child with autistic spectrum disorder (ASD) , Committee Member, M.S.W. Thesis

Cecilia Ayón, PhD, MSW

Education
University of Washington, Seattle, WA
2008  PhD in Social Welfare

California State University, Long Beach, CA
2004  Master of Social Work

California State University, Long Beach, CA
2001  Bachelors in Arts, Psychology

Pasadena City College, Pasadena, CA
1999  Associate in Arts

**Academic Appointments**

2014- present  **Associate Professor**
Arizona State University, School of Social Work

2014 – present  **BSW Program Coordinator**
Arizona State University, School of Social Work

2008-2014  **Assistant Professor**
Arizona State University, School of Social Work

2007-2008  **Practicum Instructor**
University of Washington, School of Social Work
Supervised six MSW students completing their practicum requirements – group supervision and individual supervision. Recruited and developed multiple field placements with Latino serving agencies in Seattle.

2006  **Instructor**
University of Washington, School of Social Work
Child and Family Inequalities -Child and Family Policy and Services (SW 521) Fall 2006, Co-taught with Dr. Peter Pec

**Professional Experience**

2007-2009  **Consultant**
Catholic Charities, San Gabriel Region CA
Completed needs assessment including surveys and focus groups with community members to inform the development of a program that aims to promote the well-being of Latino families, in East Los Angeles. Developed and implemented an evaluation component for the program.
Completed a comprehensive needs assessment for a new preventative mental health program in non-traditional settings for low income families.

2004-2007  **Statistical Consultant**
RBUSD Evaluation of the Elementary School Counseling Program, Redondo Beach CA
California State University, Long Beach
Completed statistical analyses for a longitudinal evaluation of a school based counseling program focused on mental health outcomes.

2003-2004  **Field Organizer**
Catholic Charities, San Gabriel Region CA
Developed and implemented a program addressing environmental stewardship, health issues, and advocacy. Aspects of the program were implemented through collaborate efforts with a promotoras group and representatives from the Department of Public Health.

2003  **Program Evaluator**
National Conference for Community and Justice (NCCJ), Long Beach CA
Conducted a socio-demographic scan of Orange County including an analysis of population demographics, government (local and state), educational patterns, and police systems.
Completed an evaluation of the Neighborhood Leadership Program (NLP) employing multiple methods. Collected data from over 200 NLP graduates, analyzed data, and wrote a comprehensive report. The evaluation consisted of: (1) pre and post-test assessment; (2) follow up assessment, and (3) qualitative interviews.

2002-2003  **Intern, Social Worker**
Catholic Charities, Psychological Services, Los Angeles CA
Provide therapeutic services to parents involved with the public child welfare system.
Provide counseling services to children in school setting.
Completed a community needs assessment.
Developed and implemented an intervention for senior citizens. Facilitated weekly sessions for the senior support group/social club.
Participated in weekly individual and group supervision with clinical social worker.

2001-2002  **Counselor**
Bishop Mora Salesian High School, Los Angeles CA
Individual counseling with secondary aged adolescents (9-12th grade; Caseload 35-40).
Academic advising and college counseling (Caseload approximately 200). Participated in weekly supervision with clinical psychologist.

2000-2002  **Intern Counselor**
Outreach Concern, Inc., Santa Ana CA
Individual and group counseling with primary aged children (K-8th grade) and secondary aged adolescents (Caseload 25-30 students). Participated in weekly supervision with clinical psychologist.

**Professional Memberships**
Member, Council for Social Work Education (CSWE)
Member, Society for Social Work Research (SSWR)
Member, International Association for Social Work with Groups (IASWG)

1. **Service**
Public/Community Service.

Unlimited Potential, Phoenix AZ
- Advisory Committee Member (January 2014-present)
- Program evaluation Pro Bono (January 2013-present)
  o Abriendo Puertas, Promotoras

Unlimited Potential, Phoenix AZ
- Board Member (September 2009 – December 2013),
- Board Chair (March 12, 2012 – December 2013)
- Chair Fundraising Committee (October 2009-January 2013),
- Program evaluation Pro Bono (September 2009-December 2013)
  o Abriendo Puertas, Adult Literacy Classes and GED program, & Early Childhood program
- Board Secretary (November 2010-March 2012)

University, College, and Department/School Service.

Arizona State University, School of Social Work
- Chair, BSW Program Committee (2014-Present)
- Member, Curriculum Committee (2014-Present)
- Member, Management Team (2014-Present)
- Member, Search Committee (2010-2011; 2011-2012; 2012-2013)
- Member, Promotion and Tenure Committee (2009-2010; 2012-2013)
- Member, BSW Advancement Subcommittee (Fall 2013-2014)
- Member, PAC Committee (Aug 2008 – 2014)
- Member, PhD Committee (Aug 2012-August 2013)
- Exam Grader, PhD Program (2013, 2014)
- Member, Nominations Committee (2013, 2014)
- Member, Annual Performance Evaluation Committee (2013-present)
- Faculty Advisor, Social Work Student Organization (Fall 2013-Spring 2014)
- Arizona State University, College of Public Programs
- Mentor, President Barack Obama Scholars Program (August 2009 – present)

Service to the Profession
- Ad Hoc Reviewer, Cultural Diversity and Ethnic Minority Psychology (2014)
- Ad Hoc Reviewer, Affilia (2014)
- Ad Hoc Reviewer, Race and Social Problems (2012)
- Ad Hoc Reviewer, American Journal of Community Psychology (2012, 2014)
- Ad Hoc Reviewer, Children and Youth Services Review (2009, 2011-present)
Research and Creative Activities

Research Grants

2013-2016  Principal Investigator, ¿Tu de donde eres?: Latino immigrant families’ efforts to resist discrimination.
Foundation for Child Development, Young Scholars Program: $150,000

2010-2012  Principal Investigator, Building strong Latino families and communities through culturally grounded community based preventive interventions.
The Lois and Samuel Silberman Fund Faculty Grant Program: $39,673

Peer Reviewed Paper Presentations


Invited Presentations


Peer Reviewed Poster Presentations


Articles in Refereed Journals
(Order of authorship represents relative contributions, *student co-authors)


Free access link: http://www.tandfonline.com/eprint/kK4ncTTqUvFmNpDI4tn2/full


Martica Bacallao, Ph.D., M.S.S.W., T.E.P.

**Degree Information**

Doctorate  
University of North Carolina at Chapel Hill  
Social Work  
12/04

Master of Science  
University of Wisconsin-Madison  
Social Work  
08/97

Master of Arts  
George Washington University, Washington D.C.  
Community Counseling  
06/91

Bachelor of Arts  
College of St. Catherine  
Elementary Education and Theater  
00/82

**Academic Appointments**

Arizona State University  
Assistant Professor  
Phoenix, Arizona  
2013  
Present

Arizona State University  
Faculty Affiliate, Southwest Interdisciplinary Research Center  
Phoenix, Arizona  
2013  
Present

University of North Carolina Greensboro  
Assistant Professor  
Greensboro, North Carolina  
08/08  
07/12
North Carolina Academic Center for Excellence in Youth Violence Prevention
Director of Implementation
Chapel Hill, North Carolina
09/10
Present

University of North Carolina Greensboro
Lecturer/Visiting Assistant Professor
Greensboro, North Carolina
08/04
05/08

University of North Carolina - Chapel Hill
Clinical Assistant Professor
Chapel Hill, North Carolina
08/07
01/08

University of North Carolina - Chapel Hill
Clinical Assistant Professor
Chapel Hill, North Carolina
09/02
07/04

University of North Carolina - Chapel Hill
Latino Mental Health Consultant
Chapel Hill, North Carolina
01/01
08/11

University of North Carolina - Chapel Hill
Research Interviewer and Data Collector – Latino Adolescent Mental Health & Adaptation Project
Chapel Hill, North Carolina
01/02
08/02

University of North Carolina - Chapel Hill
Clinical Supervisor – Making Choices Project
Chapel Hill, North Carolina
09/99
06/02

University of Minnesota
Instructor
Minneapolis, Minnesota
12/99
01/99
St. Cloud State University  
Faculty Member  
St. Cloud, Minnesota  
08/98  
06/99

University of Wisconsin - Madison  
Instructor  
Madison, WI  
01/98  
08/98

Professional Post-Baccalaureate and Post-Master’s Social Work Experience

Catholic Charities  
Hispanic Outreach Social Worker  
Madison, Wisconsin  
01/98  
08/98

Psychodrama Trainer, Educator & Consultant  
Chapel Hill, North Carolina & Phoenix, Arizona  
08/06  
Present

University of Wisconsin - Madison  
Qualitative Field Researcher – Bradley Residential Learning Community  
Madison, WI  
08/95  
01/96

Wisconsin Mental Health Consumers Network Study  
Interviewer for the Wisconsin Mental Health Consumers Network Study  
Janesville, WI  
09/95  
01/96

Lower West Side Counseling Service  
Bilingual Crisis Counselor II  
Buffalo, New York  
11/92  
08/95

Washington, D.C. Commission on Mental Health Services  
Psychodrama Intern  
Washington, DC  
09/91
Psychiatric Institute of Montgomery County
Mental Health Intern Counselor
Rockville, Maryland
04/91
08/91

Center for Multicultural Human Services
Bilingual Counseling Intern
Falls Church, Virginia
01/91
04/91

Region III, English as a Second Language Program
ESL Program Coordinator and Instructor
Victoria, Texas
08/86
03/89

Edna High School
Long-term Substitute Teacher in the Special Education Program
Edna, Texas
08/87
01/88

Aldine School District
Bilingual First Grade Teacher
Houston, TX
08/85
06/86

Community Service Responsibilities

• Consultant for Fortalezas Familiares, an intervention and prevention program for Latino families whose parent struggles with depression. Carmen R. Valdez, PI, University of Wisconsin – Madison, Department of Counseling Psychology
• Consultant for Healthy Youth Development Prevention Research Center on the Positive Action Program, adapted for middle schools, Barbara J. McMorris, PI, University of Minnesota, School of Nursing
• Reviewer for Journal of Latina/o Psychology
• American Board of Examiners in Group Psychotherapy, Psychodrama, and Sociometry, reviewer for certification exams, 2007 - present

Special Awards, Fellowships, Grants

• Teaching Award, School of Human and Environmental Sciences, (May 2011).
• North Carolina Academic Center for Excellence in Youth Violence Prevention, U.S. Centers for Disease Control and Prevention, 9/2010-9/2015 (Co-Principal Investigator, Co-Director for Implementation)

Professional Presentations


Bacallao, M. (Oct. 2014). To be engaged or not to be engaged, that is the question; Using the diamond of opposites for decision-making. Arizona Psychodrama Conference: Scottsdale, AZ.


Bacallao, M. & Smokowski, P.R. & (2012, February). Becoming bicultural: Working with Latino adolescents and their families to promote cultural adaptation, mental health, and educational success. Moses Cone Medical Center: Greensboro, NC.

Bacallao, M. & Smokowski, P.R. & (2010, April). Acculturation & mental health: Results from the Latino Acculturation and Health Project. Ninth Annual Conference of the Southwest Interdisciplinary Research Center, Arizona State University, Phoenix, AZ.
Bacallao, M. (2010, March). Becoming bicultural: Working with Latino adolescents and their families to promote cultural adaptation, mental health, and educational success. Southern Regional Area Health Education Center, Fayetteville, NC.


**Professional Publications**

*Books/Book Chapters*


*Articles*


223


David Becerra

PhD, Arizona State University.
July, 2008

MSW, Arizona State University.
May 2004

BA, Arizona State University.
December 1996

ACADEMIC APPOINTMENTS

Arizona State University
Assistant Professor, Southwest Borderlands Scholar
Phoenix, Arizona
August 2011 – Present

Colorado State University
Assistant Professor
Fort Collins, Colorado
August 2008 – July 2011

POST-BACCALAUREATE AND POST MASTER’S SOCIAL WORK EXPERIENCE

Valle del Sol, Inc
Clinical Consultant
Phoenix, Arizona
August 2005 – March 2008

Valle del Sol, Inc.
Counselor II
Phoenix, Arizona
April 2004 – August 2005

Phoenix Union High School District
Teacher
Phoenix, Arizona
September 2000 – May 2002

Sweetwater Union High School District
Teacher
MEMBERSHIPS

- National Hispanic Science Network on Drug Abuse
- Society for Social Work and Research

Community Memberships and Outreach

Co-Director (2014 – Present) Family Impact Seminars
Steering Committee Member (2013 – Present): Lebanese Emigration Research Center
Advisory Council Member (2009 – 2011): Prevention, Empowerment, and Resiliency Collaborative (PERC)

PROFESSIONAL PRESENTATIONS


PROFESSIONAL PUBLICATIONS


1. **Robin P. Bonifas**

2. **Degree Information**

   August 2007  **Doctor of Philosophy**, Social Welfare; University of Washington; Dissertation topic: *Multi-Level Factors Related to Deficiencies in Psychosocial Care in Washington State Skilled Nursing Facilities*

   2000  **Licensed Independent Clinical Social Worker**, Washington State

   1992  **Master of Social Work**, University of Washington; Specialization: Health care and gerontology

   1989  **Bachelor of Social Work; Bachelor of Arts, Psychology**, University of Washington

3. **Academic Appointments**

   2014-present  **Associate Professor**, Arizona State University School of Social Work, Phoenix, Arizona

   2007- 2014  **Assistant Professor**, Arizona State University School of Social Work, Phoenix,
Arizona


2001-2007 Instructor, Resident Councils of Washington Continuing Education, Belfair, Washington

2000-2007 Adjunct Faculty, Human Services Department, Highline Community College, Des Moines, Washington

4. Professional post-baccalaureate and post-master’s social work experience

Clinical Positions

2002-present Clinical Supervisor, Private Practice: Foster professional development and advancement of clinical practice skills for new social workers preparing for state licensure through individual and group modalities; focus on health care and gerontological practice.

2002-2007 Social Services Consultant, Resident Councils of Washington, Belfair, Washington: Evaluate psychosocial service delivery in Washington State skilled nursing facilities; provide guidance and expert recommendation to social workers and administrators to enhance regulatory compliance and the provision of quality of psychosocial care.

2001-2002 Medical Social Worker, Geropsychiatry Unit, Auburn Regional Medical Center, Auburn, Washington: Responsible for bi-monthly weekend social work coverage for hospital inpatient geropsychiatry unit and as needed coverage for emergency department. Provided individual, group, and family counseling to older adults with acute mental health needs; also responsible for psychosocial assessment, treatment planning, crisis intervention, problem resolution, and discharge planning. Provided licensed supervision for MSWs preparing for state licensure.

1999-2002 Director of Social Services, Regency at Renton Rehabilitation and Nursing Center, Renton, Washington: Provided psychosocial services to resident and families of 119-bed skilled nursing facility via group and individual counseling, crisis intervention, resource identification, problem resolution, and discharge planning. Responsible for supervision, training, and evaluation of Social Service Assistants and MSW practicum students, training and orientation of new Social Services Directors for sister facilities; chair of Eden Alternative Steering Committee to implement facility cultural change to enhance quality of life for residents and staff.

1995-1999 Director of Social Services/Alzheimer’s Unit Coordinator, Lemon Grove Nursing and Rehabilitation Center, Lemon Grove, California: Responsible for social services delivery within 154-bed skilled nursing facility. Facilitated psychotropic/behavioral review team to minimize inappropriate usage of psychotropic medications. Screened admissions to and discharges from 24-bed
secured Alzheimer’s unit. Provided family, group, and individual counseling to facilitate adjustment to illness, loss, placement, and physical rehabilitation, with special attention to maximizing rehabilitation outcomes. Responsible for hiring, training, supervision, and evaluation of Social Services Assistants.

1990-1995 **Director of Social Services, Edmonds Rehabilitation and Healthcare Center, Edmonds, Washington:** Provided discharge planning for 98-bed skilled nursing facility, including 18-bed sub-acute rehabilitation unit. Responsible for assessment and care planning to address the psychosocial, emotional, and behavioral needs of facility residents; facilitated adjustment to illness, disability, and nursing home environment through family, group, and individual counseling.

5. **Current professional, academic, community-related, and scientific memberships**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Membership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gerontological Society of America</td>
<td>Council on Social Work Education</td>
</tr>
<tr>
<td>Society for Social Work Research</td>
<td>National Association of Social Workers</td>
</tr>
<tr>
<td>Arizona Geriatrics Society</td>
<td>Assoc. for Gerontology Education in Social Work</td>
</tr>
<tr>
<td>American Society on Aging</td>
<td>American Medical Directors Association</td>
</tr>
</tbody>
</table>

6. **Community service responsibilities and activities for last 3 years**

**Board and Committee Memberships**

2009-present Committee Member, Arizona Long-Term Care Social Work Task Force
2007-present Board member, Phoenix Elder Suicide Prevention Coalition

**Presentations, Workshops, and Webinars**

<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>02/26/14</td>
<td>Invited presentation for Extendicare Canada’s National Meeting on Strengthening Psychosocial Care and the Social Work Role in Long Term Care: <em>Best practices in psychosocial care: Managing resident-to-resident aggression</em>; Toronto, Ontario.</td>
</tr>
<tr>
<td>02/07/14</td>
<td>Presentation for the National Association of Social Workers, Arizona Chapter: <em>Latino perspectives on living with diabetes: Implications for social work practice</em>. With Dr. Luis Zayas; Mesa, Arizona</td>
</tr>
<tr>
<td>04/12/13</td>
<td>Presentation for the National Association of Social Workers, Arizona Chapter: <em>Navigating ethical tensions in elder abuse situations.</em></td>
</tr>
<tr>
<td>12/19/12</td>
<td>Webinar for Nursing Home Social Workers <em>Behavioral Care Planning for Psychotropic medications</em>; hosted by University of Iowa School of Social Work.</td>
</tr>
<tr>
<td>09/19/12</td>
<td>Presentation at the 1st Annual Behavioral Health Symposium <em>Aggressive behavior and bullying: How to handle it</em>. Archie Hendriks, Sr. Skilled Nursing Facility, Sells, Arizona.</td>
</tr>
<tr>
<td>12/21/11</td>
<td>Webinar for the American Association of Service Coordinators; <em>Understanding bullying among older adults: Knowledge for intervention</em></td>
</tr>
<tr>
<td>09/21/11</td>
<td>Webinar for Iowa Association of Housing Services for the Aging; <em>Motivational Interviewing</em></td>
</tr>
</tbody>
</table>
02/28/12  Workshop presentation for Caring Senior Services of Maricopa County, 09/08/11  Communication in the Context of Dementia

7. Special awards, fellowships, grants, other recognition received during last 3 years

July 2014  Faculty Achievement Award – Association Gerontological Education in Social Work
2011-2013  John A. Hartford Faculty Scholar in Geriatric Social Work: $100,000.

8  Professional presentations during last 5 years

INVITED PRESENTATIONS


Bonifas, R. P. (October, 2013). Recognizing and responding to relational aggression and bullying in late-life. Invited presentation at the 23rd Annual Conference of the Western Regional Chapter of the National Association of Professional Geriatric Care Managers, Scottsdale, Arizona.


**SELECTED PEER-REVIEWED PRESENTATIONS** *Indicates student collaborators*


the Society for Social Work Research, Washington, D.C.


Bonifas, R. P. (November, 2009). The link between social work role identity and positive outcomes in psychosocial care: Implications for the social culture of skilled nursing facilities. Symposium paper presentation at the 62nd Annual Scientific Meeting of the Gerontological Society of America, Atlanta, Georgia.


Kennedy, T., & Bonifas, R. P. (November, 2009). Creative approaches to field aging infusion: Linking the importance of gerontology and student careers in social work. Late-breaker poster presentation at the 62nd Annual Scientific Meeting of the Gerontological Society of America, Atlanta, Georgia.


Bonifas, R. P. & Bailey, K.* (January, 2009). Factors related to psychosocial outcomes in skilled nursing

FORTHCOMING PEER-REVIEWED PRESENTATIONS


Ingram, K., Bonifas, R. P. (November, 2014). It’s All About Teamwork!” An Enhanced Interprofessional Simulation Experience. Poster presentation at the American Speech and Hearing Association conference


9. Journal publications for last 5 years

PEER-REVIEWED PUBLICATIONS *Indicates student collaborators


BOOK CHAPTERS


**BOOK REVIEWS**


**PUBLISHED CONFERENCE PROCEEDINGS (ABSTRACTS ONLY)**


**COMMUNITY-BASED RESEARCH DISSEMINATION**


10.

Educational Resources Developed


PROFESSIONAL SERVICE

Elected Leadership Positions
2014-2017  Treasurer, Arizona State Chapter, National Association of Social Workers (NASW)
2012-2015  Board member-at-large, Association for Gerontology Education in Social Work (AGE-SW)
2003-2006  Treasurer, Washington State Chapter, NASW
2001-2003  Puget Sound Region Representative, Washington State Chapter, NASW

Appointed Committee Memberships

01/2014- 12/2015  NASW representative to the Joint Commission’s Professional and Technical Advisory Committee for Nursing and Rehabilitation Centers
11/2013- 01/2016  Membership Committee for Social Research, Policy and Practice (SRPP) section of the Gerontological Society of America
2013-present  Expert Panel Member, Retirement Research Fund Best Practices in Nursing Home Psychosocial Care Webinar Series
2000-2007  Consultant/Advisory Board-Plus member, Resident Councils of Washington
1999-2006  Annual Conference Committee, Co-chair 2003; Washington State Chapter, NASW

Editorial and Manuscript Reviewer Appointments, Peer-reviewed Journals

2014-present  Executive committee member/Editorial board, *Journal of Gerontological Social Work*
2013-present  Consulting editor, *Health and Social Work*
2011-present  Manuscript reviewer *Health and Social Work*
2009-present  Manuscript reviewer *Journal of Gerontological Social Work*
2007-present  Manuscript reviewer *Journal of Health Psychology*

Professional Group Leadership

2011-2013  Co-facilitator, HGSWI Networking Group: Trauma, Violence, and Elder Abuse across the Lifecourse
2008-2011  Co-facilitator, Long-term Care Social Work Researchers’ Network, a group of social work scholars interested in nursing home research that later became the HGSWI Long-term Supportive Services Network

Professional Conference Abstract Reviews

2009-present  Annual Program Meeting of the Council on Social Work Education
2009-present  Annual Meeting of the Gerontological Society of America
2007-present  Association for Gerontology in Higher Education

Clinical Service
2005-present  Approved Clinical Social Work Supervisor, Washington State
1999-2001  Practicum Instructor, University of Washington, School of Social Work

EXTERNALLY FUNDED PROJECTS

2013-2016  **Co-Investigator, Interprofessional primary care curriculum: Implementation and evaluation.** Josiah Macy Jr. Foundation; Principal Investigator, Dr. Gerri Lamb, ASU School of Nursing and Health Innovation: $836,714

2011-2014  **Principal Investigator, Resident-to-resident aggression in skilled nursing facilities: Relationships among contextual factors, interdisciplinary approaches, and positive resident outcomes.** John A. Hartford Foundation: $100,000

2007-2010  **Co-Investigator, Masters advanced curriculum project gero innovations grant.** John A. Hartford Foundation and Council on Social Work Education; Principal Investigator, Dr. Craig LeCroy, ASU School of Social Work: $40,000

2005-2007  **Principal Investigator, Multi-level factors related to deficiencies in psychosocial care in Washington State skilled nursing facilities.** John A. Hartford Foundation: $50,000
1. **Cora Bruno**

2. **Degree Information**

   Arizona State University  
   Downtown Phoenix, AZ  
   - Doctor of Behavioral Health  
   - Studies emphasize integrative healthcare approach in offering mental health services in medical settings  
   - August 2013

   Arizona State University  
   Tempe, AZ  
   - Master of Social Work  
   - Studies emphasized Direct Practice, Multicultural Counseling and Policy  
   - May 2002

   Arizona State University  
   Tempe, AZ  
   - Bachelor of Science, Psychology  
   - Women Studies and Diversity Emphasis  
   - December 1998

   North Shore Community College  
   Beverly, MA  
   - Emergency Medical Technician Certificate  
   - May 1994

   Endicott College  
   Beverly, MA  
   - Associates of Science, Athletic Training  
   - May 1993

3. **Academic appointments:**

   Arizona State University School of Social Work  
   - Lecturer, Field Liaison & Research Assistant (Dr. Mendoza)  
   - Downtown Phoenix, AZ  
   - August 2013 to Present

   Arizona State University School of Social Work  
   - Faculty Associate  
   - Downtown Phoenix, AZ  
   - August 2009-May 2013
4. **Professional post-baccalaureate and post-master’s social work experience:**

Northlight Counseling Associates, Inc
- Psychotherapist
- Phoenix, AZ
- August 2013 – Present

TriWest Healthcare Alliance
- Crisis Counseling to active duty and retired military personnel and their families
- Phoenix, AZ
- July 2009-March 2013

Southwest Center for HIV/AIDS (Formerly Body Positive)
- Behavioral Health Clinical Director
- Phoenix, AZ
- July 2007 – July 2009

Self-Employed
- Psychotherapist
- Phoenix, AZ
- September 2006 – August 2007

Southwest Center for HIV/AIDS (formerly Body Positive)
- Senior Staff Therapist
- Phoenix, AZ
- May 2002 – July 2009

EMPACT-SPC
- Crisis Therapist
- Tempe, AZ
- August 2002 – October 2004

Body Positive
- Prevention Specialist
- Phoenix, AZ
- September 2001 – May 2002

5. **List of Professional Licenses and Certification**

Licensed Clinical Social Worker
LCSW – 12024
Arizona State Board of Behavioral Health Examiners
June 2006 – Present

American Association of Suicidology
Crisis Worker Certification
February 2010-Present

Department of Defense ADP/IT-IIACLC Security Clearance
September 2009-Present

6. Community Involvement:

Multiple Sclerosis Walk
• Team Captain
• 2008-2013

1. Joanne Cacciatore

2. Degree information
• Baccalaureate
• Arizona State University- Barrett Honors College
• Psychology- summa cum laude
• 05/2001

• Masters
• Arizona State University
• Social Work
• 05/2004

• Doctorate
• University of Nebraska-Lincoln
• Family Science
• 12/2007

3. Academic appointments
• Arizona State University
• Associate Professor
• Phoenix, Arizona
• 05/2014
• Current

• Arizona State University
• Assistant Professor
• Phoenix, Arizona
• 05/2007
• 05/2014

4. Professional post-baccalaureate and post-master’s social work experience
• MISS Foundation
• Director, Clinical Services
• Phoenix, Az
• 2001
• Current, gratis
• MISS Foundation
• Family liaison to Maricopa County Medical Examiner’s Office
• Phoenix, Az
• 2001-2007

5. List your current professional, academic, community-related, and scientific memberships.

International Society for Ethical Psychology & Psychiatry; American Academy of Bereavement; International Stillbirth Alliance, Scientific Advisory Committee; Ronan Thompson Research Foundation; Association for Death Education and Counseling; MISS Foundation Executive Board; MSW Foundation Committee; Graduate Certificate in Trauma and Bereavement review committee.

6. List your community service responsibilities and activities for the last 3 years.

International Stillbirth Alliance, Scientific Advisory Committee.

Community Counts Arizona. The Zen of grief: Helping families facing death and loss. A free community presentation

MOOC on the bereavement exclusion in the DSM-5. Sponsored by the California School of Professional Psychology and Alliant continuing education

Presenter, Parents of Murdered Children National Conference workshop: Trauma and the Brain

Co-Chair, MISS Foundation’s International Conference: The Transformative Nature of Grief

Speaker, The Compassionate Friends Worldwide Remembrance Day

Auxiliary Board of Directors, Ronan Thompson Foundation for Pediatric Cancer

Chair, International Kindness Project Day

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Father Ken Czillinger Award, National Organization of the Parents of Murdered Children
  For work on the behalf of survivors of homicide and in recognition of outstanding contribution, dedication and sensitivity to victims of violent crime

Empathic Therapist of the Year Award, Center for the Study of Empathic Therapy and Education
  For scholarly contributions and practice in the field of trauma and bereavement

Women Who Move the Valley Award, Arizona Foothills Magazine
  For women who contribute to the well-being of Arizona’s citizens
8. List your professional presentations presented during the last 5 years.

• Cacciatore, J. (2013). *Crisis Intervention with Grieving Families.* Maricopa County Medical Examiner’s Office.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.


1. Michele Mohr Carney
   The Ohio State University Concentration: Juvenile Delinquency
   Dissertation Title: An Evaluation of Wraparound Services with Juvenile Delinquent Youth

   Master of Science, Social Administration, 1989

   Case Western Reserve University Concentration - Macro Practice
   Bachelor of Science, Social Work, 1988 The Ohio State University

3. Academic Appointments

   **ARIZONA STATE UNIVERSITY**, Phoenix, Arizona 2014-present
   Professor (Tenured). Teaching macro social work practice.
4. Professional Experience

**UNITED CEREBRAL PALSY**, Madison, Wisconsin
1996-1998 Director of Development. Managed all agency fund raising, special events planning and direct mail campaigns. **Achieved 100%+ of development goals in the first year.** Directed agency special event fund raising activities, including a Celebrity Banquet and Auction, Casual Day and a phoneathon. Coordinated nearly 500 community volunteers over a two-day period for beverage stand coverage at the Taste of Madison. Constructed a new computerized system for donor tracking, management and communicating. Developed a long-term plan to diversify sources of revenue and increase visibility of United Cerebral Palsy and its varying programs throughout the Greater Dane County Community. Planned and coordinated all agency public relations materials, community relations, volunteer involvement, donor development and recognition.

**JUVENILE DELINQUENCY EVALUATION PROJECT**, Columbus, Ohio 1993-1996 Director. Managed all aspects of a three-year funded innovative service approach to court diversion for unruly and delinquent youth in Franklin County, Ohio. Worked with planners to develop and test data collection tools, and to operationally define their goals. Hired, trained and supervised a team of four front-line staff members. Developed and managed a complex system of data collection and collaboration with both the Children’s Services and Juvenile Court systems. Conducted 18-month follow-up interviews and participated in the preliminary and final reporting.

**HILL HOUSE**, Cleveland, Ohio 1991 - 1993 Director of Fund Development. Developed new programs and wrote corporate and foundation grants. Managed direct mail solicitations, fund raising, and special events planning. **Wrote grants for the agency in excess of $2 million** in 1991 and 1992. **Wrote Clubhouse Model**

**UNIVERSITY OF GEORGIA**, Athens, Georgia 2011-2014 Professor (Tenured). Teaching macro social work practice, specifically evaluation research, fundraising, grantsmanship, organizational development, and nonprofit management. Member of Graduate Faculty. Teaching responsibilities at the master’s and doctoral levels.

**UNIVERSITY OF GEORGIA**, Athens, Georgia 2010-2014 Director and Instructor, Northern Ireland Study Abroad

**UNIVERSITY OF GEORGIA**, Athens, Georgia 2004-2011 Associate Professor (Tenured).

**UNIVERSITY OF SOUTH CAROLINA**, Columbia, South Carolina 2004-2004 Associate Professor (Tenured). Teaching in the areas of evaluation research and macro social work practice, specifically community organizing, intervention, and social work administration. Teaching responsibility at the master’s level.

**UNIVERSITY OF SOUTH CAROLINA**, Columbia, South Carolina 1998-2004 Assistant Professor.
grant funded by the Cleveland Foundation for $202,741 in 1992. Created and implemented annual special events fund raising and donor recognition events. Acted as staff liaison to the Board of Trustees, the Board Development Committee and the Board Public Relations Committee. Planned and coordinated all agency public relations, community relations, volunteer involvement, donor development and recognition. Set up a system of reporting to foundation and individual funders, and directed the writing and development of the Annual Report. Created a community-agency partnership and organized and planned interventions within the mental health community. Developed media contacts and expanded sources of revenue.

YWCA of Cleveland, Cleveland, Ohio
Financial Development Director. 1990 - 1991

THE EAGLES-United Way Services, Cleveland, Ohio
Executive Director. 1989 - 1990

SOUTHWEST GENERAL HOSPITAL, Middleburg Heights, Ohio
Family Liaison. 1988-1989

5. Memberships

Board Membership

6. Community Service

Georgia Department of Education, 21st Century Community Learning Centers
PEAK After School Program, Greene County Boys & Girls Club

2012-present Independent Evaluator
Contracted to provide a five-year comprehensive process and outcome evaluation for a DOE funded project.

The Center for Human Services Research, Evaluation and Assistance, LLC
2009-present Consultant/Advisor
Provide program development and evaluation direction.

Project Safe
2009-2014 Consultant/Advisor/Evaluator
Provide program development and evaluation direction.

The Cottage (Northeast Georgia Sexual Assault Center)
2006-2014 Consultant
Provide board development and strategic planning direction to the Agency Board of Directors.

Administration for Children and Families 2009 Stimulus grant funding.
Building Community Services That Grow Local Economies
2009-2011 Independent Evaluator
Contracted to provide a two-year comprehensive process and outcome evaluation for an ACF funded project

Athens Regional Foundation
2008-2011
Grant writer/Consultant
Provide program development and evaluation direction as well as funder research and grant writing.

Island Healthcare
2000-2013
Hilton Head, South Carolina
Consultant
Provide direction to private home healthcare agency as they plan to expand and include social work services.

7. Fellowships, grants, recognition

2013-2014 Teacher of the Year, Master of Arts, Nonprofit Management, University of Georgia
2012-2013 Teacher of the Year, Master of Arts, Nonprofit Management, University of Georgia
2012 Graduation Speaker – August Commencement, School of Social Work, University of Georgia
2011-2012 Teacher of the Year, Master of Arts, Nonprofit Management, University of Georgia
2011 Public Service and Outreach (PSO) Fellow, Office of the VP for PSO, University of Georgia
2010-2011 Teacher of the Year, School of Social Work Doctoral Program, University of Georgia

Grants Funded
2. September, 2009-September, 2010. Scholarship of Engagement, Office of Public Service and Outreach, University of Georgia. Creating an on-line community for nonprofit organizations. $5,500

8. Professional Presentations

Carney, M, & Meehan, J. 2014 (November). Increasing Nonprofit Organizational
Motlagh, A. S., Carney, M. M., & Smith, M. L. 2014 (March). The importance of interdisciplinary collaborations: Mapping Coastal Georgia’s social and health services assets. Poster to be presented at the Georgia Public Health Association Annual Conference, March 10-11, 2013, Atlanta, GA.

9. Professional Publications

Peer Reviewed (In Print/In Press)


Book Chapters


Monographs and Technical Reports

Community Learning Centers Program. PEAK, Greene County, Georgia. June, 2014


Katherine M. Crowley, M.S.W., L.C.S.W.

Master's degree in Social Work
Arizona State University
Tempe, Arizona 85287
Direct Practice in Social Work
May, 1989

Bachelor of Science (Cum Laude)
Westfield State College
Westfield, Massachusetts 01086
Dual Major: Psychology and Criminal Justice
May, 1983

Academic Appointments:

Arizona State University – Downtown Campus
Lecturer
Phoenix, AZ
Start date (January, 2010)
End date (current)

Arizona State University – West Campus
Lecturer
Glendale, AZ  
Start date (August, 2006)  
End date (May, 2010)

Post-Master’s Employment:

Private Practice  
Independent Social Worker  
Phoenix, AZ  
Start date (March, 2006)  
End date (current)

Arizona Children’s Association  
Director of the Center for Family Based Practice  
Phoenix, AZ  
Start date (June, 2001)  
End date (March, 2006)

Mercy Care Health Plan  
Case Manager  
Phoenix, AZ  
Start date (November, 2000)  
End date (June, 2001)

Jewish Family and Children’s Services  
Clinical Director (promoted from Contract Therapist after 4 months)  
Glendale, AZ  
Start date (February, 1993)  
End date (November, 2000)

Westbridge Residential Treatment Center  
Clinical Director (promoted from Treatment Coordinator after 14 months)  
Phoenix, AZ  
Start date (June, 1989)  
End date (January, 1993)

Memberships:  
Current member – NASW

Community Service:

Member Advanced Direct Practice committee (2012-current), member of MSW Foundation Committee (2010-2012)

Presentations:

“Living with Chronic Illness”, October, 2010  
“The Path Less taken”, March, 2011

Publications:
1. **Chandra Crudup, MSW, PhD**

2. **Degree information**
   - PhD of Social Work
   - Arizona State University
   - Social Work
   - Dec 2014
   - Master of Social Work
   - Arizona State University
   - Social Work
   - May 2005
   - Bachelor of Social Work
   - Azusa Pacific University
   - Social Work
   - May 2004

3. **Academic appointments**
   - Arizona State University
   - Lecturer
   - Phoenix, AZ
   - Aug/2010
   - Present
   - Mesa Community College
   - Adjunct Faculty
   - Mesa, AZ
   - Aug/2010
   - June/2012

4. **Professional post–baccalaureate and post–master’s social work experience**
   - Kyrene School District
   - Prevention Specialist
   - Tempe, AZ
   - July/2009
   - June/2011
   - Osborne School District
   - School Social Worker
   - July/2008
   - June/2009
   - Florence Crittenton Academy
   - School Social Worker
   - Phoenix, AZ
   - July/2007
   - Jan/2008
   - Kyrene School District
   - School Social Worker
   - Tempe School District
   - July/2005
   - June/2007
   - The New Foundation
• Milieu Unit Coordinator  
  Scottsdale, AZ  
  Jan/2005  
  July/2005  
• The New Foundation  
• Behavioral Health Specialist  
  Scottsdale, AZ  
  Aug/2004  
  Jan/2005

5. List your current professional, academic, community-related, and scientific memberships.
   National Association of Social Workers  
   School Social Work Association of America  
   Center for the Study of Race and Democracy, Arizona State University  
   Mixed Roots Stories  
   Critical Mixed Race Studies, DePaul University  
   MAVIN  
   Black Theatre Troupe  
   National Black Theater Festival  
   A Summer Arts Program

6. List your community service responsibilities and activities for the last 3 years.
   Online Committee Member, ASU School of Social Work  
   BSW Committee Member, ASU School of Social Work  
   BSW Advancement Committee Member, ASU School of Social Work  
   Facilitate a girls group at Centennial Middle School, Phoenix, AZ  
   Mixed Roots Stories, non profit, Director & CFO  
   Critical Mixed Race Studies Conference Festival Organizer  
   MAVIN, non profit, Vice President & Secretary  
   One Drop of Love Community Event Panel Facilitator in Phoenix, AZ  
   One Drop of Love Talk Back Facilitator at Mesa Arts Center, Mesa, AZ  
   Education and Outreach Program Coordinator for the Black Theater Troupe, Phoenix, AZ

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   2013 Research Talk Student Ambassador  
   2012 Competitive Travel Grant

8. List your professional presentations presented during the last 5 years.


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below
Currently serve as Faculty Associate Support Specialist (since Fall/2013) and Field Liaison (since Fall/2010) for the ASU School of Social Work

1. Jacqueline Davidson, LCSW, MSW

2. Degree information
   - Degree: Masters of Social Work
   - Institution granting degree: Arizona State University
   - Major: Social Work
   - Date awarded (month/year): May 1981

3. Academic appointments
   - Employing academic institution – Arizona State University
   - Title: Lecturer
   - City and state: Phoenix, Arizona
   - Start date (month/year): August 2006
   - End date (month/year): teaching currently

4. Professional post–baccalaureate and post–master’s social work experience
   - Employer: Alterra Healthcare
   - Position: Director
   - City and state: Sun City West, Arizona
   - Start date (month/year): July 1998
   - End date (month/year): August 2000
   - Employer: Mercy Healthcare
   - Position: Social Worker, Manager
   - City and state: Phoenix, Arizona
   - Start date (month/year): May 1984
   - End date (month/year): August 1997
5. List your current professional, academic, community-related, and scientific memberships:
   National Association of Social Workers, Licensed Clinical Social Worker by Board of Behavioral
   Health Examiners
6. List your community service responsibilities and activities for the last 3 years: none
7. List special awards, fellowships, grants, or any other recognition you have received during the
   last 3 years: none
8. List your professional presentations presented during the last 5 years: none
9. List your professional publications for the last 5 years. Include the title of the publication or
   journal, the month and year it was published and the city and state of the publisher: none.
10. Include any other relevant information below or as a separate attachment.

1. **Melissa Del-Colle**
2. Degree information
   - Doctor of Philosophy, Social Work
   - Arizona State University
   - Social Work
   - May 2010
   - Master of Social Work
   - Arizona State University
   - Planning, Administration, & Community Practice
   - May 2003
   - Bachelor of Social Work
   - Arizona State University
   - Social Work
   - May 2001
3. Academic appointments
   - Arizona State University
   - Lecturer
   - Phoenix, Arizona
   - 08/2010
   - Present
4. Professional post-baccalaureate and post-master’s social work experience
   - City of Phoenix, Prosecutor’s Office
   - Initial Appearance & Domestic Violence Victim Advocate
   - Phoenix, Arizona
   - 10/2007
   - 05/2010
   - City of Scottsdale, Police Department
   - Crime Analysis Technician
   - Scottsdale, Arizona
   - 10/2004
   - 8/2006
5. List your current professional, academic, community-related, and scientific memberships.
   
   Member - ASU School of Social Work Standards Committee, 2012 to present
   Member - BSW Committee, 2011 to present
   Co-Course Creator with Dr. Lynn Holley for Advanced Undergraduate Ethics Course, January 2014 to present
   Co-lead Instructor with Dr. Cynthia Lietz, SWU 310, 311, 312
   Member - BSW Ad-hoc Advancement Committee, 2013 to 2014
   Faculty Advisor – Social Work Student’s Association, 2014 to present
   Faculty Advisor – Mothers Returning to School Organization, 2014 to present

6. List your community service responsibilities and activities for the last 3 years.
   Board of Directors, Fundraising & Training Committees Member – Human & Equal Rights Organizers (H.E.R.O. Arizona), Board of Directors, 2015 to present

   Consultant – Arizona Coalition for Victim Services (ACVS), 2007 to present

   Consultant – Arizona Victim Assistance Academy (AVAA), 2007 to present

   Consultant and Technology Advisor – Angels on Patrol, 2012 to August 2014

   Consultant - Arizona Child & Family Advocacy Network (ACFAN), 2009 to August 2014

   Consultant – Community Werks, Non-profit Organization Start-up, 2010 to 2012

   *Invited Reviewer* – AZ Dept. of Economic Security, Grant Review Panel, 2012 (grant not bid)

   *Invited Reviewer* – AZ Governor’s Office Division of Children, Youth and Families, VAWA Grant Review Panel FY- 2014 (unable to participate), 2012, 2011

   *Invited Reviewer* – AZ Dept. of Public Safety VOCA Grant Review Panel FY-2012, 2011
Angels on Patrol, Fundraising Volunteer, January 2013
Dog Adoption & Placement Volunteer, Mixed Up Mutts, 2009 to 2013
Phoenix Family Advocacy Center, 2006 to 2012

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Fellow - Leading for Change (Center for Progressive Leadership) Fellowship, 2014-2015

8. List your professional presentations presented during the last 5 years.
   2012 – Child Abuse Protocols and History for Victim Advocates, Arizona Victim Assistance Academy, May 2012

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

**Saundra A. Ealy, MSW**

**EDUCATION**

December 1985  Masters of Social Work University of Michigan
   Direct Practice in Physical and Mental Health Ann Arbor, Michigan
December 1974  Bachelors of Social Work Temple University
   Philadelphia, Pennsylvania

**Arizona State University - School of Social Work** Phoenix, Arizona

June 3, 2002 - Present  **Clinical Associate Professor and Coordinator of Field Education**

- The main responsibilities include the placement and coordination of Bachelors field education programs and Master’s level medical/hospital placements.
- BSW and MSW Preparation for Practice three times per year
- Field Instructor Certification Training 3-5 times per calendar year with additional mini-trainings as needed
- Social Work Licensure Presentations with Debra Rinaudo, Director of Arizona Board of Behavioral Health Examiners – 2006-2010
- Trauma Internship Development at JC Lincoln Hospital – North Mountain (2008)
- Recruitment of new students from Northern Arizona University, Maricopa County Community Colleges – in class presentations
- Title 4E Program field placement development, liaison and oversight responsibilities

- School of Social Work BSW Program Committee,
- Faculty liaison for graduates and undergraduates.
- Site visits with community agencies to develop new affiliations.
- Representative to the Committee on Academic Standards as needed.

**Professional Experience**

1995-1999  Coordinator of District Social Services
   Paradise Valley Unified School District Phoenix, Arizona

Responsibilities included the administration, direct or task supervision and evaluation of the school district’s 15 social workers and 10-15 social work interns. Developed the district’s social work policy and procedure manual and co-creator of their social work statistical data collection process. Involved in the recruitment, interview and hiring process of social work employees. Worked closely with district
psychologists to provide services to students not eligible for special education services. Established behavioral programming for the district’s new alternative school. In collaboration with city programs and not for profit organizations to provide information and education to middle schools and parents on good decision making. Facilitated district wide parent meetings on substance abuse, suicide and other topics. Acted as liaison between the school district and various community agencies, committees and programs.

Functioned as field instructor for social work and school counseling programs with area colleges and universities. Coordinated ongoing education for district social workers and provided social workers as speakers for community agencies and programs. Worked as trainer of trainers for the peer support group facilitators. Guest lecturer at various colleges, universities and area organizations.

1991-1999    School Social Worker
Paradise Valley Unified School District                Phoenix, Arizona

Responsible for providing services to assigned elementary schools and acted as a resource person to other area schools. Used individual and support group formats with students, ran parenting academies, did home visits, supplied information and referral to students, staff and families. Used classroom presentations and age/grade specific curriculum to provide services based on identified needs.

1986-1989    Medical Social Worker
University Medical Center                Tucson, Arizona

Provided social-emotional support to families with babies in the Intensive Care Nursery or Well Baby Nursery. Led parenting classes, supplied new parents with information and referral to community agencies. Developed and coordinated the “Rocking Grannies” volunteer program.

1980-1984    Medical Social Worker
Detroit Memorial Hospital                Detroit, Michigan

The provision of social services to pregnant women and teens as part of a federal government program, MIC-PRESCAD. Duties included home visits, case management, information and referral and follow-up services to program participants.

1977-1980    Medical Social Worker
Graduate Hospital of the University of Pennsylvania Philadelphia, Pennsylvania

The provision of social work services to clients utilizing the hospital’s outpatient clinics and emergency department.

1974-1977    Medical Social Worker
Hahnemann Hospital and Medical College Philadelphia, Pennsylvania

Provided in-patient discharge planning, provided case management, information and referral to patients assigned to outpatient clinics or in the emergency room.

**Refereed Conference Presentations**


**SERVICE:**

*National* — Council on Social Work Education 2014 Annual Program Meeting:

2nd Facilitator *Connecting with Field Education: Sharing Best Practices.*


Field Council Connect Session planning team 2014


Council on Social Work Education — Field Council Work Group, Chair 2012-2013

Field Council Connect Session planning team 2013


Council on Social Work Education — Council on Racial, Ethnic and Cultural Diversity

External Reviewer for clinical professional at University of Texas at El Paso – 2013
School - Syllabus Development – Introduction to Addictions – Launch Spring 2014
Advanced Standing Committee 2013-2014
BSW Program Committee Member 2010-2013, 2013-2014
Curriculum Committee Member 2010-2011
➢ 2011 Field Agency Survey on Pre-placement Requirements
Advanced Generalist Concentration Committee Member 2009 - 2010
Non-Tenure Annual Performance Review Work Group - Chair 2

Community – Coalition of Blacks against Breast Cancer 2011-2015 Phoenix, Arizona
MISS Foundation Annual Conference Volunteer 2010 Phoenix, Arizona
Coalition of Blacks against Breast Cancer 2012-2015 Phoenix, Arizona
Susan G Komen Race for the Cure Phoenix, Arizona

Professional Memberships:
Baccalaureate Program Directors
Council on Social Work Education – Council on Field Education
National Association of Social Workers
National Association of Black Social Workers
North American Network of Field Directors

Edwin González-Santin

Degree Information
Master of Social Work
Arizona State University, Graduate School of Social Service Administration
Social Work
1974

Bachelor of Arts
Cameron State College
History, Minors in English and Teacher Certification
1970

Academic Appointments
Arizona State University, School of Social Work
Senior Academic Professional, Senior Research Specialist Phoenix, Arizona
1990
Present

Arizona State University, School of Social Work
Academic Professional, Associate Research Specialist Tempe, Arizona
1989
1990

Arizona State University, School of Social Work
Assistant Clinical Professor Tempe, Arizona
1980
1987

Arizona State University, School of Social Work
Field Instructor
Tempe, Arizona
1979
1980

Professional post–baccalaureate and post–master’s social work experience

Salt River Pima-Maricopa Indian Community
Assistant Director, Community Services, Department of Community Services
Scottsdale, Arizona
1977
1979

Salt River Pima-Maricopa Indian Community
Assistant Director, Social Service Department, Tribal Social Service Department
Scottsdale, Arizona
1977

Salt River Pima-Maricopa Indian Community
Community Social Worker, Tribal Social Service Department
Scottsdale, Arizona
1976

Culture Oriented Recovery Association of Arizona (C.O.R.A.Z.O.N.)
Treatment Director
Phoenix, Arizona
1974
1975

Current professional, academic, community-related, and scientific memberships
2014-Present
Member, Saint Luke’s Health Initiatives Advisory Committee

2014-Present
Member, National Indian Child Welfare Association

2013-Present
Reviewer, Substance Abuse Mental Services Health Administration, Tribal Training and Technical Assistance Center

2012-Present
Member, FRIENDS National Resource Center for Community-Based Child Abuse Prevention National Advisory Network
2012-Present
Member, Indian Child Welfare Act (ICWA) Subcommittee of the State, Tribal and Federal Forum

2011-Present
Arizona Supreme Court, Court Appointed Special Advocate (CASA), Member of the Committee On Diversity and Inclusion (CODI) for the development of a strategic plan for the State of Arizona’s seventeen (17) counties.

2011-Present
Member, Arizona Supreme Court, ICWA Court Improvement Committee

2010-Present
Vice Chair, Advisory Committee Member, Hope Lives-Vive Esperanza a new service agency for seriously mentally ill clients

2010-Present
Ex-Officio Member, Arizona State University Academic Council

2010-Present
Review Member, Native American Center for Excellence (NACE) funded by SAMHSA

2009-Present
Member, National Child Welfare Workforce Institute National Advisory Committee

2009-Present
Member, Arizona State University Promotion and Continuing Appointment Review Committee

2009-Present
Affiliated Member, Commission on the Status of Women, Arizona State University

Special awards, fellowships, grants, or any other recognition … during the last 3 years

Recipient, Recognition of Outstanding Dedication and Commitment to Serving American Indian Students and the American Indian Community from the ASU School of Social Work. 2013

Recipient, The United States President’s Volunteer Service Award for Lifetime National Volunteer Service. 2012

Professional presentations presented during the last 5 years


February 11-14, 2014

Co-presenter, “Working with American Indian Communities” on “Native Talk Arizona” radio show, Phoenix, AZ
December 11, 2013

November 26, 2013

Co-Presenter, “Curriculum Innovation through Implementation of BSW Capstone Projects: Integration on Multiple Levels”, Council on Social Work Education Annual Program Meeting, Dallas, TX
October 30 – November 04, 2013

Co-Presenter, “Indian Child Welfare Act” overview training, Inter Tribal Council of Arizona, Flagstaff, AZ
June 26, 2013

Presenter, “Curriculum Innovation through Implementation of BSW Capstone Projects: Integration on Multiple Levels”, Hawaii International Conference on Social Sciences 2013, Honolulu, HI
May 8 – June 2nd, 2013

May 7, 2013

April 7 – 10, 2013

February 25 – March 1st, 2013

Co-Presenter, Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Winter Regional Meeting, presentation: “Effective Recruitment, Retention, and Supervision of Staff”, Tempe, AZ
January 25-31, 2013

Co-Presenter, Salt River Pima-Maricopa Indian Community Men & Women’s Gathering Workshop Presentation, Scottsdale, AZ
August 30, 2012
Presenter, 13th Annual National Fathers & Families Conference, Fatherhood Practitioner/Healthy Marriage Relationship Educator Certification, presentation: Working with American Indian Fathers and Families”, Los Angeles, CA
February 21, 2012

Consultant/Participant, Navajo Nation Division of Social Services “Data Summit: Data Drive Human Services Practice”, Little America, Flagstaff, AZ

Co-Presenter, Inter Tribal Council of Arizona Inc, “Indian Child Welfare Act Training”, one session on “Case Management with ICWA cases” and a session on “What tribal workers should know about ICWA” November 18, 2011.

Co-Presenter, Navajo Nation Division of Social Services annual conference “Case Planning and Use of Assessments” and “North Carolina Family Assessment Scale”, Little America, Flagstaff, AZ
May 5, 2011

Presenter, Inter-Tribal Council of Arizona Inc.’s Annual CPS Training Academy, on “Federal Policy Impact on American Indian Families” and “Cultural Competencies for Working with American Indian Families” May 3-5, 2011

Co-coordinator, Project SERVE with St. Leo University, Tampa Bay, Florida, Native American Connections, Phoenix Indian Center, and Salt River Pima-Maricopa Indian Community
May 1-5, 2011

April 18, 2011

March 1-4, 2011

Attendee, Maricopa Community Colleges, University of Arizona and Northern Arizona University “4th Summit of Community Colleges and Indian Nations Tribes”, Tempe, AZ
January 18, 2011

Professional publications for the last 5 years


Co-Author, Evaluation report for the fifth year and final year of the Navajo Nation Division of Social Services HHS funded project, “Navajo Nation Division of Social Services Promoting Safe and Stable Families Evaluation”. February 2011.

Grants

Principal Investigator
National Child Welfare Workforce Institute – University Partnerships
Traineeship grant of $735,000 over five years to provide student support and training in the area of child welfare as it pertains to American Indian populations. 2014-2019 (current)

Principal Investigator
Health Resources and Services Administration – Weaving Native Perspectives
Multi-year grant of over $473,000 to provide student support and training in the area of integrated behavioral health in a primary care setting which services American Indian populations. 2014-2017 (current)

Principal Investigator
Zero To Three / PATH
Multi-year grant contract of over $360,000 to provide technical assistance, guidance, and collaboration. 2014-2019 (current)

Principal Investigator
Gila River Indian Community – Career Pathways Program
Multi-year contract to review program planning and implementation, provide evaluation, process evaluation, data analysis, and reporting services. 2012-2015 (current)

Principal Investigator
Salt River Pima-Maricopa Indian Community – MSPI, DVPI
Multi-year grant contracts to evaluate Salt River Pima-Maricopa Indian Community Domestic Violence Prevention Initiative Project and Meth and Suicide Prevention Initiative Project. 2012-2015 (current)
Principal Investigator
Walter R. McDonald & Associates Tribal Home Visiting Technical Assistance Center
Multi-year grant contract to provide technical assistance.
2012-2014

Principal Investigator
Gila River Indian Community
Grant contract to evaluate Gila River Indian Community Tribal Social Services.
2012-2013

Principal Investigator
Navajo Nation Division of Social Services
Grant contract to evaluate the Navajo Division of Social Services Family Conferencing & Family Group Conferencing Program.
2012-2013

Principal Investigator
Navajo Nation Division of Social Services
Granted consecutive yearly contracts, each year, to evaluate the Navajo Nation Division of Social Services Title IV-B and Family Conferencing & Family Group Conferencing program services.
2004-2012

Principal Investigator
Gila River Indian Community Health Care Corporation, Inc.
Contract to evaluate the Gila River Indian Community Health Care Corporation, Inc., Meth Amphetamine and Suicide Prevention Initiative, (MSPI) funded by Indian Health Services (I.H.S.).
2011

Principal Investigator
Salt River Pima-Maricopa Indian Community
Contract to evaluate the Salt River Pima-Maricopa Indian Community Meth Amphetamine and Suicide Prevention Initiative, (MSPI) funded by Indian Health Services (I.H.S.)
2009/10/11

Nora S. Gustavsson

EDUCATION

Ph.D. University of Southern California
School of Social Work
Los Angeles, CA (1985)

M.S.W. Hunter College, School of Social Work, New York, NY (1972)

Academic Appointments

Assistant Professor, University of Illinois, Champaign/Urbana, 1985-1994

Associate Professor, Arizona State University, Tempe, 1994-present

Post MSW Work Experience

Covent of the Good Sheppard, RTC, Los Angeles, CA, 1972-1977


Community Service

One-n-ten Center for GLBTQ youth, Phoenix, AZ

Lost Our Home, Tempe, AZ

Grants

Child Welfare Education Training Grant, IV-E, MSW students, $4 million for each of the last 5 years,

PUBLICATIONS

Journal Articles


*Chapter in edited book*

DAVID R. HODGE

_Hartford Faculty Scholar in Geriatric Social Work_

**EDUCATION**

*University of Pennsylvania*—Post-doctoral Fellowship, 2005
  Program for Research on Religion and Urban Civil Society

Washington University in St. Louis—*Ph.D., 2003*
  George Warren Brown School of Social Work

New Mexico Highlands University—*M.S.W., 1998*
  Concentration: Mental Health

**ACADEMIC AFFILIATIONS**

**Primary**

*Arizona State University (ASU)*—Professor, School of Social Work

*Arizona State University*—Ph.D. Program Coordinator, School of Social Work, 2011 - present

**Secondary**

*Duke University*—Nonresident Scholar, Center for Spirituality, Theology and Health, in the Center for Aging at Duke University Medical Center

*Baylor University*—Senior Nonresident Fellow, Institute for Studies of Religion

*University of Pennsylvania*—Senior Nonresident Fellow, Program for Research on Religion and Urban Civil Society

**PROFESSIONAL MEMBERSHIPS**

Society for Social Work Research
Society for Spirituality and Social Work
Islamic Social Services Association—USA
North American Association of Christians in Social Work
Integral Social Work Network
Council on Social Work Education
Arizona Geriatrics Society
Gerontological Society of America
The Association for Gerontology Education in Social Work
AFL-CIO— Retired member

**COMMUNITY SERVICE & ACTIVITIES**

In-service Trainings


Workshop Presenter

Bridges to the Doctoral Program, University of Michigan, 2014
Bridges to the Doctoral Program, University of Michigan, 2012

Invited Presentations

Hodge, D. R. (2013, April 17, 24). Treating the whole person: Moving beyond the mind and body to incorporate the spirit. [Sixth 6th Annual Spring Geriatrics Mental Health & Aging Conference]. Arizona Geriatrics Society. Phoenix, Tucson, AZ.


SELECTED AWARDS & HONORS


Asked to author, and regularly update, the entry: “Spirituality in Social Work” for the Encyclopedia of Social Work Online by the National Association of Social Workers (NASW) and Oxford University Press (OUP), 2013.

Asked to author the chapter on spiritual assessment for APA handbook of psychology, religion, and spirituality by the American Psychological Association, 2013.

Repeatedly ranked the #1 most read (#67) article of the month, Affilia-The 50 most-frequently read articles, in various months from 2007 through to 2012.

Ranked #1 among the 100 most influential articles to appear in the periodical Social Work over the past decade based upon total citations. (Hodge, Lacasse, & Benson, 2011. Influential publications in social work discourse: The 100 most highly cited articles in disciplinary journals: 2000-09. British Journal of Social Work, 2012.)

GRANTS


CONFERENCE PRESENTATIONS
Refereed Presentations (* denotes graduate student co-author)


PUBLICATIONS

Refereed Journal Articles (* denotes graduate student co-author)


1. **Lynn C. Holley, PhD, ACSW**

2. **Degree information**

Ph.D., 1998  
University of Washington, Seattle, WA  
Field of Study: Social Welfare  
Dissertation: Ethnic Agencies in Communities of Color: A Study of Missions, Services, Structures, and Capacity-Building Needs  
(Chair: Anthony H. Ishisaka)

M.S.S.W., 1989  
University of Tennessee, Knoxville, TN  
Field of Study: Social Work  
Area of Concentration: Administration and Planning

B.A., 1979  
University of Tennessee, Knoxville, TN  
Major: Human Services  
Minor: Black Studies

3. **Academic appointments**

4/2006 - present  
Associate Professor; School of Social Work, College of Public Programs, Arizona State University, Phoenix, AZ

9/2013 – present  
Affiliated Faculty, Center for Applied Behavioral Health Policy, Arizona State University, Phoenix, AZ

BSW Program Coordinator; School of Social Work, College of Public Programs, Arizona State University, Phoenix, AZ

Assistant Professor; School of Social Work, College of Public Programs, Arizona State University, Tempe, AZ

Assistant Professor; Graduate School of Social Work, University of Utah, Salt Lake City, UT

9/1995 - 12/1997  
Instructor, School of Social Work, University of
4. Professional post–baccalaureate and post–master’s social work experience


8/1983 – 2/1985  Family Services Director, Children's Center of Knoxville, Inc., Knoxville, TN.


5. List your current professional, academic, community-related, and scientific memberships.

Society for Social Work and Research
National Association of Social Workers
Committee on Academic and Professional Standards, ASU School of Social Work
BSW Program Committee, ASU School of Social Work

6. List your community service responsibilities and activities for the last 3 years.

Jan 2012 - Dec 2013  Secretary, Board of Directors, Unlimited Potential, Phoenix, AZ
Apr 2011 - Dec 2013  Member, Board of Directors, Unlimited Potential, Phoenix, AZ

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

8. List your professional presentations presented during the last 5 years.

Holley, L. C., Stromwall, L. K., Louis, R., & Yoshida Tavassoli, K. (accepted for 2015, January). Discrimination against people with mental illnesses: Experiences of people who are of color and/or LGB. Paper to be presented at the 19th Annual Conference of the Society for Social Work and Research, New Orleans, LA.


9. **List your professional publications for the last 5 years.**


**Jane Holschuh**

**EDUCATION**

Ph.D. University of California at Berkeley
Social Welfare, 1994
Dissertation: "The Community Care Experience of Former Psychiatric Patients: A Social Network Analysis"

M.S.W. University of California at Berkeley
Community Mental Health, School of Social Welfare, 1987

B.A. University of California at Berkeley
Social Welfare, with High Distinction, 1985
ACADEMIC POSITIONS

2014-present Associate Clinical Professor
School of Social Work-Tucson
Arizona State University

2009-2014 Lecturer
& Fall, 2008 School of Social Work-Tucson
Arizona State University

2009-present Professor Emerita
Department of Social Work
Humboldt State University

2008-2009 Professor
Department of Social Work
Humboldt State University

2004-2008 Associate Professor
Department of Social Work
Humboldt State University

2000-2004 Assistant Professor
School of Social Work
Arizona State University

1992-2000 Assistant Professor
School of Social Work
University of Wisconsin-Madison

1988-1991 Graduate Student Instructor
School of Social Welfare
University of California at Berkeley

1988-1989 Research Assistant
Dr. Henry Miller’s book On the fringe: The dispossessed in America
School of Social Welfare
University of California at Berkeley

1986-1992 Research Assistant
Dr. Steven P. Segal’s Mental Health and Social Welfare Research Group
School of Social Welfare
University of California at Berkeley

PROFESSIONAL EXPERIENCE

1985-1991 Clinical Social Worker
Substance Abuse Treatment Program  
Merritt-Peralta Institute  
Oakland, California

1987-1991 Clinical and Research Associate  
Citywide Case Management Program  
Department of Psychiatry  
University of California, San Francisco

1987-1988 Clinical Social Worker  
Private Practice  
San Francisco, California

Langley Porter Psychiatric Institute  
University of California, San Francisco

1985-1986 Psychiatric Social Work Intern  
Citywide Case Management Program  
Department of Psychiatry  
University of California, San Francisco

PROFESSIONAL CERTIFICATION  
Licensed Clinical Social Worker (LCSW), Wisconsin

HONORS AND AWARDS  
2011-2012 Apple Award for Outstanding Work as a Field Instructor  
ASU School of Social Work-Tucson Component

PUBLICATIONS/BOOKS


**Kelly F. Jackson, PhD, MSW**

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree/Diploma</th>
<th>Institution</th>
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</thead>
</table>
1994 – 1998  Bachelor of Social Work, Bachelor of Science. Cornell University, College of Human Ecology

ACADEMIC APPOINTMENTS

2007 – Present  Associate Professor. Arizona State University, College of Public Programs, School of Social Work

2004 – 2006  Adjunct Faculty. University at Buffalo, State University of New York, School of Social Work

PROFESSIONAL PRACTICE (post-MSW)

School Social Worker (2000 - 2002). Implemented, monitored, and evaluated therapeutic treatment interventions in a day school/treatment program for youth diagnosed with a severe mental and/or behavioral disorder. Managed a team of support staff and maintained regular clinical contacts with enrolled students and their families. Gateway-Longview Inc., Williamsville, NY.


PROFESSIONAL MEMBERSHIPS

- Council on Social Work Education
- National Association of Social Workers
- The Society for Social Work and Research

PROFESSIONAL AFFILIATIONS

- Center for the Study of Race and Democracy, Arizona State University
- Multiracial Leaders Network
- Southwest Interdisciplinary Research Center, Arizona State University

SERVICE

Service to the School of Social Work

- Executive Council Committee Member (2013 - present; 2008 - 2009)
- Online Committee Member (2013 - present)
- Advanced Standing Committee Member (2013 - present)
- BSW Committee Member (2008 - present)
- MSW Foundation Committee Member (2007 - present)
- Field Liaison (2007 - 2011)
- Search Committee Member (2010 - 2011)
- Promotion and Tenure Committee Member (2007 - 2008)
Service to Arizona State University

- Member of the Faculty Women’s Association (2011 - present)
- Volunteer Member of Arizona State University’s Commission of the Status of Women (CSW), Downtown Chapter (2011 - present)
- Appointed Committee Member of the CSW, Downtown Chapter (2008 - 2010)
  - Chair Service Award for outstanding service to the CSW (2010)

Editorial Service to the Profession

- Ad hoc reviewer (2014) *Identities*
- Ad hoc reviewer (2012 - present) *Qualitative Social Work*
- Ad hoc reviewer (2012) *Substance Use and Misuse*
- Ad hoc reviewer (2011) *Ethnic and Racial Studies*
- Ad hoc reviewer (2010) *Psychology of Addictive Behaviors*

Leadership in the Multiracial Community

- MAVIN Board of Directors Member (2007 - 2013); Elected Vice President (2011 - 2013). MAVIN is a national organization that provides awareness and educational resources to the community on mixed heritage identity.
- SWIRL, Arizona Chapter Member (2008 - 2009). SWIRL is a national multi-ethnic organization that challenges society's notions of race through community building, education, and action.

EXTERNAL FUNDING

**Principal Investigator** (2010 - 2011). Ethnic Identity Development of Multiethnic Mexican Americans. Research seed grant (peer reviewed) through Arizona State University’s Office of the Vice President of Research and Economic Affairs (OVPREA). $19,943. (See Jackson, Wolven, & Aguilera, in press)

**Consultant** (2011). Childhelp Primary Prevention Program Design – Phase 2 (PI: Judy Krysik). Evaluated the “Speak up. Be safe,” child sexual abuse prevention program, and developed a resource manual offering specific recommendations to enhance the cultural sensitivity of the program. $9,637.

**Co-investigator** (2008 - 2009). Construction and Initial Development of the Multiracial Experiences Measure. Research seed grant through Arizona State University’s Southwest Interdisciplinary Research Center (SIRC). $2,200. (See Jackson, Yoo, Guevarra, & Harrington, 2012)

PROFESSIONAL PRACTICE INSTRUCTION

**Jackson, K. F.** (2007, August; 2008, October; 2009, October; 2010, August; 2010, October). “Ethical issues and decision making in social work.” Facilitated a 3-hour continuing education course sponsored by the National Association of Social Workers (NASW), Arizona Chapter.


REFEREED CONFERENCE PRESENTATIONS


INVITED COMMUNITY PRESENTATIONS


Multimedia Presentations


Jackson, K. F. (2011, May 11). “Biracial, Black, White, or Other...” Invited guest on Conversations with Cogee, a radio show about current events and getting to the problem and seeking solutions. KLAV. Las Vegas, NV.


PUBLICATIONS

Refereed Journal Publications (Order of authorship represents relative contributions; * student authors)


**Book Reviews / Briefs, and Reports**


1. **Teri Kennedy**

2. **Degree information**
   - Degree: PhD, MSW
   - Institution granting degree: University of Arizona (PhD), Arizona State University (MSW)
   - Major: Educational Organization & Administration (major); Research Methods/Statistics (minor) (PhD); Planning, Administration, and Community Development (concentration) (MSW)
   - Date awarded (month/year): May 2008 (PhD); May 1980 (MSW)

3. **Academic appointments**
   - Employing academic institution: Arizona State University, College of Public Programs, School of Social Work
   - Title: Administrative Professional, Director, Office of Gerontological & Interprofessional Initiatives
   - City and state: Phoenix, AZ
   - Start date (month/year): 06/1997 (Academic Coordinator/Tucson BSW Program, ASU Tucson Component
   - End date (month/year): continuing
4. Professional post-baccalaureate and post-master’s social work experience
   • Employer: Horizon Mental Health Management
   • Position: Program Director/Community Relations Coordinator
   • City and state: Tucson, AZ
   • Start date (month/year): 10/1995
   • End date (month/year): 06/1997
   • Employer: Jewish Family & Children’s Service
   • Position: Director of Services for Older & Disabled Adults
   • City and state: Tucson, AZ
   • Start date (month/year): 05/1988
   • End date (month/year): 09/1995
   • Employer: Carondelet St. Joseph’s Hospital & Health Center
   • Position: Clinical Social Worker
   • City and state: Tucson, AZ
   • Start date (month/year): 10/1986
   • End date (month/year): 04/1988
   • Employer: Pima Community College
   • Position: Adjunct Faculty
   • City and state: Tucson, AZ
   • Start date (month/year): 06/1986
   • End date (month/year): 08/1988
   • Employer: Posada del Sol Health Care Center
   • Position: Social Worker
   • City and state: Tucson, AZ
   • Start date (month/year): 07/1986
   • End date (month/year): 10/1986
   • Employer: Northwest Hospital (same corporation as Transmed)
   • Position: Medical Social Worker
   • City and state: Tucson, AZ
   • Start date (month/year): 09/1985
   • End date (month/year): 06/1986
   • Employer: Transmed Home Health
   • Position: Social Work Coordinator
   • City and state: Tucson, AZ
   • Start date (month/year): 07/1985
   • End date (month/year): 05/1986
   • Employer: Apple Nurses; Nursefinders; Hillhaven Home Health; Tucson Hospital Homecare
   • Position: Medical Social Worker
   • City and state: Tucson, AZ
   • Start date (month/year): 01/1985
   • End date (month/year): 07/1985
   • Employer: University of Arizona/Long Term Care Gerontology Center and Statewide Education and Training Project
   • Position: Model Interviewer/State Minimum Assessment Design Seminar
• City and state: Tucson, AZ
• Start date (month/year): 1984
• End date (month/year): 1985

• Employer: Jewish Family & Children’s Service
• Position: High Risk Case Manager
• City and state: Tucson, AZ
• Start date (month/year): 06/1983
• End date (month/year): 07/1985

• Employer: Gila County Guidance Clinic
• Position: Social Work Consultant
• City and state: Globe, AZ
• Start date (month/year): 03/1983
• End date (month/year): 06/1983

• Employer: Consejo Counseling & Referral Service
• Position: Women’s Residential Center/Abused Persons Project Coordinator (05/1981-06/1982)/Acting Director & President Board of Directors (09/1982-06/1983)
• City and state: Miami, AZ
• Start date (month/year): 05/1981
• End date (month/year): 06/1983

• Employer: West Yavapai Guidance Clinic
• Position: Consultant/Divorce Impact Project
• City and state: Prescott, AZ
• Start date (month/year): 12/1980
• End date (month/year): 03/1981

• Employer: Grand Canyon College (now Grand Canyon University)
• Position: Adjunct Faculty & On-Call Counselor
• City and state: Phoenix, AZ
• Start date (month/year): 08/1979
• End date (month/year): 08/1981

• Employer: West Yavapai Guidance Clinic
• Position: Graduate Internship (work/study)
• City and state: Prescott, AZ
• Start date (month/year): 08/1979
• End date (month/year): 05/1980

• Employer: Tri-City Mental Health Center
• Position: Crisis Counselor
• City and state: Mesa, AZ
• Start date (month/year): 06/1979
• End date (month/year): 08/1979

• Employer: Arizona State Hospital
• Position: Graduate Internship
• City and state: Phoenix, AZ
• Start date (month/year): 08/1978
• End date (month/year): 05/1979

5. List your current professional, academic, community-related, and scientific memberships.
Professional
Arizona Geriatrics Society (AZ GS)
American Geriatrics Society (AGS)
Gerontology Society of America (GSA)
National Association of Social Workers (NASW)

Academic
Association of Baccalaureate Social Work Program Directors
Association for Gerontology Education in Social Work (AGESW)
Council on Social Work Education

Scientific
Society for Social Work and Research (SSWR)

6. List your community service responsibilities and activities for the last 3 years. (01/2011-10/2014)

Offices/Committees in Professional Organizations
2014 – ongoing Co-Coordinator, Age-Friendly University Initiative, Arizona State University, Phoenix, AZ; Dublin City College, Dublin, Ireland, & University of Strathclyde, Glasgow, Scotland
2014 – ongoing Greater Phoenix Age-Friendly Network, Maricopa Association of Governments, Phoenix, Arizona
2014 – 2016 Nominations Committee, Undergraduate Representative, Council on Social Work Education
2014 -- 2015 President Elect; Chair, Spring Conference Planning Committee (2014), Arizona Geriatrics Society, Phoenix, Arizona
2012 – 2013 Board of Directors, Board Peer Mentor, Spring Conference Planning Committee, Vision/Mission Committee, Arizona Geriatrics Society, Phoenix, Arizona
2010 – 2013 Treasurer, Association for Gerontology Education in Social Work (AGESW) (2011, established AGESW reception at BPD)
2009 - 2014 Association for Gerontology Education in Social Work (AGESW) Liaison to the Association of Baccalaureate Social Work Program Directors, Gerontology Committee

Community Service
2014-present Facilitator, Arizona Healthcare Summit, Arizona Health Education Center, The University of Arizona, Phoenix, Arizona
2013 Facilitator, Culture: An Interprofessional Exercise, Arizona Health Education Center, The University of Arizona, Phoenix, Arizona
2013 – present Planning Committee, Disabilities: An Interprofessional Exercise, Interprofessional Education and Practice Program, Arizona Health Education Center, The University of Arizona, Tucson, Arizona
2012 – present Professional Facilitator, Pandemic Flu: An Exercise in Disaster Preparedness; Disabilities: An Interprofessional Exercise, Interprofessional Education and Practice Program, Arizona Health Education Center, The University of Arizona, Tucson, Arizona
2013-ongoing  Student Health Outreach for Wellness (SHOW) Clinic. Ad hoc advisory consultation for the social work volunteer department of this student-run free clinic for homeless adults in the Phoenix metropolitan area. A collaboration between the ASU College of Nursing and Health Innovations and ASU School of Social Work.

2013-present  Branch 1 Representative, Committee for Nominations and Leadership Identification (CCNLI), National Association of Social Workers, Arizona Chapter 2012–present  Coordinating Council (representing ASU), Interprofessional Education and Practice Program, Arizona Health Education Center, The University of Arizona, Tucson, Arizona

2011–present  Professional Facilitator, Pandemic Flu: An Exercise in Disaster Preparedness; Disabilities: An Interprofessional Exercise, Interprofessional Education and Practice Program, Arizona Health Education Center, The University of Arizona, Tucson, Arizona (Phoenix site added 2012)


2009  A College Experience (June 25, 2009), The 2nd Annual Leadership Symposium, Aguila Youth Leadership Institute, Arizona State University, West Campus, Phoenix, AZ

1997 - 2014  Member (1997-2014), Chair (2006-2008 & 2008-2010), Social Services Advisory Committee, Social Service Department, Pima Community College, West Campus, Tucson, AZ


7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. (01/2011 – 10/2014)

2014  Promoted to Senior Rank/Administrative Professional, Arizona State University, Phoenix, AZ

2011  Mit Joyner Gerontology Leadership Award, Association of Baccalaureate Social Work Program Directors and Association for Gerontology Education in Social Work, Cincinnati, OH

Secured External Funding (Grants & Contracts)


Arizona Geriatric Education Center (2010-2015). Principal Investigator & Core Faculty (Social Work), Arizona Center on Aging, The University of Arizona, Tucson, AZ. HRSA. ($43,568).


8. List your professional presentations presented during the last 5 years. (01/2009-10/2014)
Invitational and Keynote Presentations at Professional Conferences/Meetings


Kennedy, T. (2013, April 16). *Depression and Social Support in Older Adults.* Perspectives in Geriatrics. College of Pharmacy, The University of Arizona, Tucson, AZ

Kennedy, T. (2013, April 2). *Caregiver Self Care.* Family Caregiver Forums, Area Agency on Aging, Region One, Cypress Home Care Solutions, Phoenix, AZ


Kennedy, T. (2012, June 28). *Cultural Competency.* Area Agency on Aging, Region One, Ombudsman program, Phoenix, AZ


Kennedy, T. (2011, April 11). *Geriatric Education Centers: Perfect Storm or Perfect Example of Market Failure?* Careers in Aging Week. Visiting Scholar, Hartford Center of Geriatric Nursing Excellence, College of Nursing and Health Innovation, Arizona State University, Phoenix, AZ


Refereed Research Papers/Presentations at Professional Conferences


Kennedy, T., & Bonifas, R. F. (2009, November 21). *Creative approaches to field aging infusion: Linking the importance of gerontology and student careers in social work*, Poster Presentation, Gerontology Society of America, Atlanta, GA.


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. (01/2009-10/2014)

Published Refereed Articles


Books


Books in Progress


Book Chapters

Book Reviews


Published Conference Proceedings (Abstracts Only)


10. HONORARY POSITIONS

2013 – present Faculty and Visiting Scholar, Center for Healthy Outcomes in Aging, College of Nursing and Health Innovation, Arizona State University, Phoenix, AZ
2012—2013 Faculty Scholars in Aging, Arizona Geriatric Education Center, The University of Arizona, Tucson, AZ
2010 – present Faculty, Undergraduate Certificate in Economic Justice, Justice & Social Inquiry, School of Social Transformation, Arizona State University, Phoenix, AZ
2009 - 2012 Faculty and Visiting Scholar, The John A. Hartford Center of Gerontological Nursing Excellence, College of Nursing and Health Innovation, Arizona State University, Phoenix, AZ
2005 - present Faculty Associate, Graduate Program in Gerontology, College of Medicine, University of Arizona, Tucson, AZ
2002 - present Research Affiliate, Southwest Interdisciplinary Research Center, National Institutes of Health/National Institute on Drug Abuse (NIH/NIDA)
10/2001 - present Core Faculty, Social Work, Arizona Geriatric Education Center, The University of Arizona, Tucson, AZ (Health Resources and Services Administration/HRSA)

1. Barbara G. Klimek

2. Degree information
A.
• M.S.W., Major: Planning, Administration and Community (PAC).
  Arizona State University (ASU), Tempe, Arizona
  Social Work - Planning, Administration and Community (PAC), 08/1992

B.
• Ph.D. in Economics,
  University of Warsaw, Warsaw, Poland
  Econometrics, 11/1979

C.
• M.S. in Economics,
  Main School of Planning and Statistics (currently - Warsaw School of Economics), Warsaw, Poland
  Econometrics, 06/1971

D.
• B.S. (equivalent) in Economics
  Main School of Planning and Statistics (currently - Warsaw School of Economics), Warsaw, Poland
  Econometrics, 06/1969

3. Academic appointments
A.
• Arizona State University, COPP, School of Social Work
  Clinical Associate Professor, MSW Coordinator
  Phoenix, Arizona
  08/2014 - present

B.
• Arizona State University, COPP, School of Social Work
  Lecturer, MSW Coordinator
  Phoenix, Arizona
  08/2009
  7/2014

C.
• Arizona State University, College of Human Services, Department of Social Work
  Lecturer, Assistant Director of Field Education and BSW Coordinator
  Glendale, Arizona
  08/2006
  07/2009

D.
• Arizona State University, Julie Wrigley Global Institute of Sustainability
  Senior Sustainability Scientist
  Tempe, Arizona
  07/2014
  present

E.
• Arizona State University, SJHR Master Program, New College of Interdisciplinary Arts & Sciences
  Affiliate Faculty
• Glendale, Arizona
• 08/2007
• present

F.
• Arizona State University, College of Human Services, Department of Social Work
  • Faculty Associate
  • Glendale, Arizona
• 08/2003
• 07/2006

G.
• Maricopa Community Colleges, Paradise Valley Community College, Human Development Department
  • Adjunct Faculty
  • Phoenix, Arizona
• 8/2001
• 5/2003

H.
• University of Warsaw,
  • Assistant and Researcher
  • Warsaw, Poland
• 06/1971
• 10/1979

I.
• University of Warsaw,
  • Assistant Professor
  • Warsaw, Poland
• 11/1979
• 07/1982

4. Professional post–baccalaureate and post–master’s social work experience
   • Catholic Charities
     • Positions:
       o Case Manager, Refugee Resettlement program (1982-1990)
       o Licensing Specialist, Unaccompanied Refugee Minor Program (1990-1992)
       o Director, Spring Haven (1992 – 1993)
       o Migration and Refugee Services Supervisor (1993-2000)
       o Director of Refugee Programs (2000 – 2008)
     • Phoenix, Arizona
     • 10/1982
     • 08/2008
   • Department of Economic Security (DES), Community Services Administration
     o Principal Evaluator
     o Phoenix, Arizona
     o 08/1992
     o 08/1998

5. List your current professional, academic, community-related, and scientific memberships.
• Board Member on the Board of Directors for the ASU University-Community Partnerships for Social Action Research (UCP-SARnet), serving in capacity of the Associate Director for EmPeace LABs project.

• Member of the ASU University-Community Partnerships for Social Action Research (UCP-SARnet)

• Member of the Julie Ann Wrigley Global Institute of (GIOS) at ASU

• Member of the Council of Social Work Education (CSWE)

• Member of the North American and Caribbean Association of Schools of Social Work (NACASSW)

• Member of the BPD List-server, participate in an exchange information related to BSW program

• Member of the MSW List-server, participate in an exchange information related to MSW program

• MSW Coordinator at SSW

• Advisor to Phi Alpha Honor Society – Theta Tau Chapter, at ASU Downtown campus

• Advisor to the International Student Organization - INTERNATIONAL CONNECTIONS - MOSAIC Club at ASU, Downtown Campus

• Chair of the MSW Foundation Committee

• Member of PAC Committee at SSW

• Member of Curriculum Committee at SSW

• Member of the Faculty Council at SSW

6. **List your community service responsibilities and activities for the last 3 years.**

• Developed collaboration between ASU School of Social Work and Mahatma Gandhi College of Social Work (MGCSW) in India. Focus: to help with curriculum development for MGCSW and student exchange program between two social work programs.

• Participate in initiation of collaboration between ASU School of Social Work and Pokhara University in Nepal. Focus: to establish student and faculty exchange between ASU School of Social Work and Pokhara University, School of Social Engineering.

• Included in collaboration between School of Social Work and Huazhong University of Science & Technology, Wuhan (Central China), 2012. Under this 5-year collaboration, SSW will work together with other Schools of Social Work in US and China to help in development of MSW curriculum for Chinese program. Activities include exchange of faculty, visits to US and China, and other support as needed.

• Serve on the Board of Directors and Management Team of the UCP-SARnet to help in developing of strategic plan for this organization and future directions for 5 year collaboration between Jain irrigation Inc., Gandhi Research Foundation and ASU to develop and deliver EmPeace LABs workshops for young African Leaders interested in Agribusiness and development of sustainable communities in African countries.

• Provide mentoring and coaching to Ethnic Community based organizations in Maricopa and Pima Counties in area of services provided to refugees and capacity building, including community development, and social entrepreneurship.
• Provide mentoring to management staff of Catholic Charities, Refugee Program.

• Consultant to United States Conference of Catholic Bishops (USCCB) on issues related to management of Refugee Resettlement programs.

• Registered and started the International Student Organization - INTERNATIONAL CONNECTIONS - MOSAIC Club at ASU, Downtown Campus, 2013.

• Advisor to Phi Alpha Honor Society – Theta Tau Chapter, at ASU Downtown campus.

• Advisor to the International Student Organization - INTERNATIONAL CONNECTIONS - MOSAIC Club at ASU, Downtown Campus

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Grants:

• 2012-2013  
  Develop, design, and conduct specialized case management trainings for refugee service providers in Arizona (Principal Investigator). DES, Refugee Resettlement Program (DES RRP). $86,000 (PI)

• 2012-2013  
  Provide Technical Assistance to five (5) Ethnic Community Based Organizations (ECBOs) in Maricopa and Pima Counties to help design, develop, and deliver culturally and linguistically competent orientations to refugees - Pilot Project (Principal Investigator). DES, Refugee Resettlement Program (DES RRP). $291,000. (PI)

• 2013-2014  
  Provide Technical Assistance to nine (9) Ethnic Community Based Organizations (ECBOs) in Maricopa and Pima Counties to help design, develop, and deliver culturally and linguistically competent orientations to refugees, and to help to develop organizational capacity and sustainability for ECBOs participating in the project - Pilot Project – 2nd year grant (Principal Investigator). DES, Refugee Resettlement Program (DES RRP). $291,000. (PI)

• 2013-2014  
  Assessing Mental Health Among Arizona’s Refugees (Co-Investigator). ASU, College of Public Programs, Strategic Research Investment Funds. $20,000

• 2014-2015  
  Provide Technical Assistance to nine (9) Ethnic Community Based Organizations (ECBOs) in Maricopa and Pima Counties to advance a Social Entrepreneurship Integration Program (SIEP) –Pilot Project – 3rd year grant (Principal Investigator). DES, Refugee Resettlement Program (DES RRP). $150,000. (PI)

Recognitions:

• Profiled on the College of Human Services webpage, and the Arizona Republic for her dedication, commitment, and work with refugees and immigrants in Arizona, 2008.

• BPD Outstanding Service Award for outstanding and dedicated service on the 2009 Conference Planning Committee, Phoenix, AZ, 2009

• Phi Alpha Honor Society - Appreciation Award for continued support to the Phi Alpha Honor Society, ASU, Phoenix, 2012
Certificate of Appreciation for being a presenter and moderator at the International Training Workshop for Community Leaders from Developing Countries, Jalgaon, Maharashtra, India, 2012

Certificate of Appreciation in recognition of the extraordinary leadership, vision and generosity in playing a vitally important role in assisting and empowering the Somali American Refugee Community of Arizona, Phoenix, Arizona, 2013


8. **List your professional presentations presented during the last 5 years.**
   - Promoting Refugee Community Capacity Building for Behavioral health and Domestic Violence Issues – co-presenter with the ECBOS ASU Team – Dr. David Androff, Chris Fike, Katherine Gieszl, and Sonja Brooks at TERROS 10th Annual Cesar Chavez Behavioral Health Conference, Phoenix, Arizona, March, 2014
   - Community Development Model – Application for Developing Community Programs – workshop presented at the EmPeace LABS 2013, Jalgaon, India, October, 2013
   - Community Development – Facilitator for a Panel presentation at the EmPeace LABS 2013, Jalgaon, India, October, 2013
   - Application of Case Management in Refugee Resettlement Program – two (2) five (5) weeks (30 hours each) training conducted for refugee service providers (case managers) in Maricopa and Pima counties, Phoenix, Arizona, July-August, 2013; Tucson, Arizona, August-September, 2013
   - Social Work Administration: Effective Management of Refugee Resettlement Program and Resource Development – two (2) five (5) weeks (30 hours each) training conducted for refugee service providers (administrator) in Maricopa and Pima counties, Phoenix, Arizona, July-August, 2013; Tucson, Arizona, August-September, 2013
   - Application of Cross-Cultural Learning for Effective Collaboration and Solutions to Curriculum Development for Mahatma Gandhi College of Social Work workshop presented at the EmPeace LABS 2012, Jalgaon, India, October, 2012 (co-facilitator Birendra Kumar, MSW, Coordinator, Gandhi Research Foundation)
   - Social Work Concepts, Core Values, Ethics: Guide to the Professional Conduct of Social Workers – Webinar presented to the employees of the Refugee Resettlement Programs within the USCCB network, more than 100 participants, Phoenix, AZ, August 2012.
   - Role of Case Management in Resettlement Program – Webinar presented to the employees of the Refugee Resettlement Programs within the USCCB network, more than 100 participants, Phoenix, AZ, August 2012.
• Education Options for Refugee Young Adults – moderator during monthly state meetings “Refugees and Schools” offered to Maricopa County School Districts via grant from the Department of Education, May, 2011.
• Effective Management of Multiple Programs and Resource Development – series of two seminars conducted for the USCCB affiliated Refugee Programs. USCCB Convening 2010, Newark, NJ, June, 2010; Phoenix, AZ, July, 2010; Indianapolis, IN, August, 2010; Baltimore, MD, September, 2010.
• Refugee Listening Session: Refugees’ Resettlement Experiences in Arizona, sponsored by the Arizona Refugee Resettlement Program – Moderator for refugees from Cuba, Russia Meskhetian Turks, Sudan, Iran, Eritrea, and Afghanistan. Phoenix, AZ, November, 2010.
• Strength and Resilience – Working with Refugee Children and families – workshop conducted for students in the Library Information Technology Program at Mesa Community College, December, 2009
• The Nuts and Bolts of Case Recording – training provided for case managers of the Refugee Program at Catholic Charities, October, 2009
• Effective Case Management in a Resettlement Program – series of two day trainings provided for the USCCB affiliated Refugee Program, Los Angeles, November, 2008; Miami, January, 2009; San Antonio, Texas, March, 2009; Detroit, Michigan, May, 2009.
• The Nuts and Bolts of Case Recording: How to be Effective in Meeting Requirements presented at the Arizona Refugee Resettlement Program Annual Conference: Humanitarian Protection: Local Communities Making the Difference, Tucson, Arizona, August, 2009

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. **Include any other relevant information below**

   **Expertise:**
   - cultural diversity; cultural competency; refugee resettlement; immigration issues; case management; program design and evaluation; social work administration; ethnic community development, international social work.

1. **Judy Krysik**

2. **Degree Information:****

   **Degree:** PhD Social Work  
   Institution: Arizona State University  
   Major: Social Policy  
   Date Awarded: April 1995

   **Degree:** MSW,  
   Institution: University of Calgary, Canada  
   Major: Human Services Management  
   Date: Awarded: June, 1991

   **Degree:** BSW  
   Institution: University of Calgary, Canada  
   Major: Social Work  
   Date Awarded: June 1988

3. **Academic appointments:**

   **Employing Academic Institution:** Faculty of Social Work, University of Calgary  
   Title: Assistant Professor  
   City and State: Calgary, Canada  
   Start date: August, 1993; End date: May 1996

   **Employing Academic Institution:** Graduate School of Social Work, University of Denver  
   Title: Assistant Professor  
   City and State: Denver, CO  
   Start date: August, 1998; End date: May 2001

   **Employing Academic Institution:** School of Social Work, Arizona State University  
   Title: Associate Professor  
   City and State: Phoenix, Arizona.  
   Start date: August 2005; End date: present

4. **Professional post-baccalaureate and post-master’s social work experience**

   **Employer:** Self  
   Position: Program Design/Evaluation Consultant
City and State: Phoenix, Arizona
Start date: January 2002 – August 2005 (MSW)
May 1996 – August 1998 (MSW)
May 1991 – May 1993 (BSW)
June 1988 – May 1989 (BSW)

Employer: Alberta Family and Social Services
Position: Case manager
City and State: Whitecourt, Alberta, Canada
Start date: June 1989 to August 1990 (BSW)

Employer: Vocational Rehabilitation and Research Institute
Position: Assistant manager
City and State: Calgary, Canada
Start date: June 1988 – March 1989 (BSW)

5. List your current professional, academic, community-related and scientific memberships.

National Association of Social Workers
Council on Social Work Education
Society for Social Work Research

6. Community service responsibilities, and activities for the last 3 years.

Journal of Social Work Education – Consulting Editor, since 2008
Social Work Research – Consulting Editor, since 2007
Journal of Social Work Values and Ethics – Editorial Board
CSWE Co-chair for Values and Ethics track for CSWE Annual Program Meeting 2012
Prevent Child Abuse Arizona – Board Member, since 2006, Secretary 2009-2012
Healthy Families Arizona – Steering Committee Member, since 2005
Home Visitation Task Force, Member, First Things First Board, 2009-2012
SSWR abstract reviewer
SSWR dissertation award reviewer
CSWE abstract reviewer

7. Awards, grants and other recognition past 3 years:

DHHS co-PI with Dr. Dominique Roe Sepowitz
Sex Trafficking (co-PI) $1.2 M over 5 years (2014)

DHHS sub recipient with Superior Court of Arizona in Maricopa County
Early Education Collaborative PI $45,413 (2013) $34,866 (2014)

ADES Citizen’s Review Panel PI $148,000 per year since 2010
Design and manage statewide panels to review CPS data and policy and provide recommendations.
Prevent Child Abuse Arizona            PI       $28,800 per year 2012-2013
Outcome Study of Best for or Babies

DHHS sub recipient with Superior Court of Arizona in Maricopa County

Early Education Collaborative            PI       $49,508 (Year 1 of 2 Years)

8. Professional presentation last 5 years.


9. Professional Publications


10. Administrative Positions:

2009 -2012: Coordinator, PhD Program, School of Social Work, Arizona State University, Phoenix, Arizona

August 2012 to December 2014: Associate Director, School of Social Work, Arizona State University, Phoenix.

**Craig Winston Lecroy, M.S.W., Ph.D.**

**EDUCATION**

**Ph.D.**
University of Wisconsin-Madison
August 1983
Major: Social Welfare Minor: Educational Psychology

**M.S.W.**
Western Michigan University
Kalamazoo, Michigan
April 1980

**B.S.W.**
San Jose State University
San Jose, California  
May 1978, Magna Cum Laude  
Major: Social Service  Second Major: Psychology  

ACADEMIC APPOINTMENTS  

1994-Present  Professor, School of Social Work, Arizona State University, Tucson Branch, 340 N. Commerce Park Loop, Suite 250, Tucson, AZ. Teach in the M.S.W. Methods sequence.  

2012-Present  Clinical Professor, Department of Pediatrics, College of Medicine, University of Arizona, Tucson, AZ.  

2005-Present  Courtesy Appointment, Professor, John and Doris Norton School, Family Studies and Human Development, University of Arizona, Tucson, AZ.  

2004  Visiting Professor, University of Canterbury, Christchurch, New Zealand  

2003  Zellerbach Visiting Professor, School of Social Welfare, University of California-Berkeley, 120 Haviland Hall, Berkeley, CA 94720  


1990  Visiting Professor, School of Social Welfare, University of Wisconsin-Madison, Madison, WI.  

1984-1988  Assistant Professor, School of Social Work, Arizona State University, Tempe, Arizona.  

1983-1984  Assistant Professor, Department of Social Work, Illinois State University, Normal, Illinois.  

1980-1983  Teaching Assistant, University of Wisconsin, Madison, Wisconsin. Responsible for leadership of instructional laboratories and course design. Courses included interpersonal skills training and Social Work research.  

1982-1983  Instructor, University of Wisconsin, Madison, Wisconsin. Supervised two group research projects by graduate students.  

PROFESSIONAL EXPERIENCE  

1994-Present  Licensed Clinical Social Worker, SW-1403J, Board of Behavioral Health, AZ  

1991  **Visiting Clinical Fellow,** UCLA Neuropsychiatric Institute, Los Angeles, CA. Short term clinical internship (summer 1991) at the Neuropsychiatric Institute on the children's unit.

1987-1990  **Clinical Social Worker, The Milton Erickson Center for Psychotherapy and Hypnosis,** 3618 North 24th Street, Phoenix, Arizona 85016. Clinical mental health counseling in an outpatient setting. Involved in a team approach to supervision and various special projects. I also directed research efforts at the Center.

1984-1986  **Clinical Social Worker, Jane Wayland Youth Center, 2613 W. Campbell, Phoenix, Arizona 85017.** Outpatient mental health counseling for approximately 5-6 clinical hours a week.

1981-1983  **Field Supervisor, Interpersonal Skills Training Project, University of Wisconsin, School of Social Work, Madison, Wisconsin.** Supervised students conducting social skills groups, parenting groups and performed school social work tasks in an elementary and secondary school setting.

1980-1983  **Social Worker, contracted by Dane County Social Services to do group work.**

1978-1980  **M.S.W. Intern, Kalamazoo Consultation Center, Kalamazoo, Michigan.**

1978-1979  **Therapist, Psychological Services, Western Michigan University, Kalamazoo, Michigan.**

1977-1978  **Psychiatric Assistant, San Jose Hospital, San Jose, California.** Assisted in the treatment of psychiatrically hospitalized children and adolescents.

1976-1977  **Continuing Care Counselor, Learning House, Palo Alto, California.** Worked with adolescents and their families following discharge from a residential facility.

1976  **Social Work Intern, The Bridge Outpatient Community Mental Health Center, Morgan Hill, California.** Participated in patient training, school consultation, and family counseling.

1976  **Counselor-Coordinator, Catholic Social Services, Senior Citizens and Mental Health Center, San Jose, California.** Group work with chronically mentally ill. Coordinator of senior citizens programs and casework with seniors.

**PROFESSIONAL SOCIETY MEMBERSHIPS**

Council on Social Work Education
National Association of Social Workers
National Council on Family Relations
American Psychological Association
American Evaluation Association

COMMUNITY SERVICE

Prevent Child Abuse America, Chicago, IL, Practice-Research Collaboration Group, 1999-Present
Current Member and Past President, Arizona Evaluation Network, 1999-Present
Child and Family Resources, Pro bono consultant, Go Grrrls Project, 2010-Present
Justice and Mental Health Project, Pima County Juvenile Court, 2013-Present
Leadership in Neurodevelopmental Disabilities Project, Core Faculty, 2000-Present

HONORS AND AWARDS

Lifetime Achievement Award, NASW Branch II, 2012
Appointment, Clinical Professor of Pediatrics, College of Medicine, University of Arizona, 2012
Courtesy Appointment, Professor, John and Doris Norton School, Family Studies and Human Development, University of Arizona, Tucson, AZ. 2014
Appointed to Prevent Child Abuse America, Practice/Research Council, 2013

PROFESSIONAL PRESENTATIONS


PUBLICATIONS

BOOKS


JOURNAL ARTICLES AND BOOK CHAPTERS


**Cynthia A. Lietz**

**DEGREE INFORMATION**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Degree</th>
<th>Year</th>
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<tbody>
<tr>
<td>Arizona State University</td>
<td>Ph.D.</td>
<td>May 2004</td>
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<td>School of Social Work</td>
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<td>University of Illinois at Chicago</td>
<td>M.S.W.</td>
<td>May 1993</td>
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<td>College of Social Work</td>
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<td>Valparaiso University</td>
<td>B.A.</td>
<td>May 1991</td>
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<td>Psychology</td>
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</tbody>
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**ACADEMIC APPOINTMENTS**

311
Associate Dean of Academic Affairs  
College of Public Programs  
Arizona State University, Phoenix, Arizona  
2014-present

Associate Professor & Tucson Coordinator  
School of Social Work  
Arizona State University, Tucson, Arizona  
2012-present

Assistant Professor  
School of Social Work  
Arizona State University, Phoenix, Arizona  
2006-2012

Lecturer  
Department of Social Work  
Arizona State University at the West Campus, Glendale, AZ  
2004-2006

PROFESSIONAL POST-BACCALAUREATE AND POST-MASTERS SOCIAL WORK EXPERIENCE

Clinical Coordinator  
Arizona Baptist Children’s Services  
Glendale, Arizona  
2001-2004

Private Practitioner (LCSW received 1995, remains active)  
Phoenix, Arizona  
1998-2001

Youth & Family Therapist  
Arizona Baptist Children’s Services  
Phoenix, Arizona  

Youth & Family Therapist  
Omni Youth Services  
Arlington Heights, Illinois  
1992-1994

MEMBERSHIPS

Society for Social Work Research (SSWR) member
Council on Social Work Education (CSWE) member
National Association of Social Workers (NASW) member

COMMUNITY SERVICE

Editorial Board Member  
Journal of Family Social Work  
2010-present

Ad Hoc Reviewer  
International Criminal Justice Review  
2008-present
Child Welfare
Research on Social Work Practice
Journal of Marriage and Family
Children and Youth Services Review
Child and Family Social Work
Child and Youth Care Forum
Advances in Social Work
The Clinical Supervisor
Journal of Public Child Welfare

Board Member
Hope Knows no Boundaries 2014-present

Committee Member
University Partnership 2004-2013

Board Member
Recovery Empowerment Network 2011-2012

Committee Member
Child Welfare Training Unit Advisory Committee 2011-2012

Committee Member (2005) & Chair (2006)
NASW Professional Development Committee 2005-2006

Advisor & Facilitator
MISS Foundation 2005-2006

AWARDS, GRANTS AND HONORS

Associate Students of Arizona State University Centennial Professor Award 2012

Council on Social Work Education Women’s Council Mentor 2012

College of Public Programs Commencement Marshal 2012

Principal Investigator
Resilience in Foster Families 2014-present
$36,000 funded by AZ Department of Child Safety

Principal Investigator
Strengths-Based Supervision 2008-2013
$100,000 funded by AZ Division of Children, Youth, and Families

PROFESSIONAL PRESENTATIONS


Lietz, C., Rounds, T., & Ealy, S. “Strengths-based supervision: A model for supervision for


PROFESSIONAL PUBLICATIONS

Book


Book Chapters


Articles in Refereed Journals


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**Ann E. MacEachron**

**EDUCATION**

Ph.D. (1975) Organizational Behavior & Social Psychology, New York State School of Industrial and Labor Relations, Cornell University
M.S.W. (1969) Group Work and Research (Double Major),
Graduate School of Social Work,
University of Pittsburgh

B.A. (1967) Anthropology and South Asian Studies,
College of Arts and Sciences,
Cornell University

ACADEMIC APPOINTMENTS

Professor 1984-present Full Professor of Social Work with tenure

Associate 1982-84, Gingold Chair of Human Development

Professor The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University


Professor Sociology Research Coordinator, Eunice Kennedy Shriver Center for Mental Retardation, Waltham, MA

POST MSW WORK EXPERIENCE

1970-71 Assistant Director and Social Worker,
N.Y.S. Civil Services (G-21), N.Y.S. Department of Social Services,
Amenia Center for Girls, Amenia, N.Y.

1969-70 Group Worker and Caseworker, Federal Civil Service (G-9),
Canal Zone Mental Health Clinic, Canal Zone, Panama

COMMUNITY SERVICE

One-n-Ten Center for GLBTQ youth, Phoenix, Arizona State University
TMIECHV Evaluation, Choctaw Nation, Oklahoma

GRANTS

Current Subcontractor of ASU SSW Office of American Indian Projects
(Evaluation of Gila River Tribal Social Services; Evaluation of Gila River Career Pathways)
Subcontractor on Child Welfare Training Grant

Past 5 years Evaluator/consultant with Arizona DES-Child Welfare Training Institute

PROFESSIONAL ASSOCIATIONS

National Association of Social Workers, 1975-present
NASW Academy of Certified Social Workers [ACSW]
Arizona Licensed Clinical Social Worker [CISW, LISW, LCSW]
PUBLICATIONS


Chapter in edited book


1. **Flavio F. Marsiglia**
2. Degree information
   - Ph.D. Mandel School of Applied Social Sciences, Case Western Reserve University, 1991
   - MSW School of Social Work, Universidad de la República, Uruguay, 1982
   - BA José E. Rodó Preparatorio Universitario, Uruguay, 1979
3. Employing academic institution
2004-present  Distinguished Foundation Professor of Cultural Diversity and Health, School of Social Work, College of Public Programs (COPP), Arizona State University (ASU)
2002-present  Director, Southwest Interdisciplinary Research Center, School of Social Work, COPP, ASU
2000-2004  Associate Professor, School of Social Work, COPP, ASU
1994-2000  Assistant Professor, School of Social Work, Arizona State University
2009-present  Adjunct Faculty, Graduate Program in Social Work and Social Sciences, Masters & Ph.D. in Intervention Research, Universidad Pablo de Olavide, Seville, Spain

4. Professional post–baccalaureate and post–master’s social work experience
1989-94  Research Scientist, Research Department, Cleveland City School District
1989  Conference Coordinator, Midwest Hispanic AIDS Coalition, School of Social Work, University of IL.
1987-89  Social Worker, Bilingual/Multicultural Department, Cleveland City School District
1987  Research Associate, School of Medicine, Case Western Reserve University
1985-87  Research Associate, Mandel School of Applied Social Sciences, Case Western Reserve University
1984-85  Visiting Professor, Latin American Studies Institute, Verona, Italy
1983-84  Fellow, Council of International Programs for Social Workers, Cleveland-OH
1982  Commissioner of Rural Programs, Catholic Scouts of Uruguay
1981  Instructor, Colegio Zorrilla de San Martín, Montevideo-Uruguay
1980-83  Coordinator, Rural Programs, Youth Forum, Montevideo-Uruguay

5. List your current professional, academic, community-related, and scientific memberships.
National Association of Social Workers (1989-present)
Council on Social Work Education (1996-present)
American Public Health Association (2008-present)
Association for the Advancement of Social Work with Groups (1992-present)
Society for Prevention Research (2000-present)
Society for Social Work and Research (2001-present)
National Hispanic Science Network on Drug Abuse (2004-present)
Pacific Sociological Association (1999-present)
Association of Latina Latino Social Work Educators (1996-present)

6. List your community service responsibilities and activities for the last 3 years.
HEAL International, Inc. Board member, Tanzania-US HIV and other health outreach (2010-present)
Hong Kong Research Fund Secretariat, Hong Kong, Peoples’ Republic of China, International scientific expert reviewer (2011-present)
Swiss National Science Foundation, Bern, Switzerland, International expert scientific reviewer (2012-present)
Czech Science Foundation, Prague, Czech Republic, International expert scientific reviewer (2012-present)
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   - Google Award for Diversity - Faculty Google Award for Diversity and Inclusion, Arizona State University, April 2014
   - SSSWR Fellow - Inaugural class of Fellows of the Society for Social Work and Research, January 2014
   - SPR Community, Culture, and Prevention Science Award, for contributions to the field of prevention science in the area of community and culture. Society for Prevention Research, May 2012

8. List your professional presentations presented during the last 5 years.


families in the Southwest US. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.


families in the Southwest US. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.


Intentions. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.


Adolescents. Paper presented at the Center for Latino Family Research on Adapting Interventions for Diverse Ethnocultural Families, St. Louis, MO.


List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.


Book Chapters

1. Emilia Martinez-Brawley, PhD

2. Degree information

Temple University, School of Education, Department of Curriculum Theory, EdD, 1979.
Dissertation: *A Description of the Status of Social Work in Rural Areas from 1908 to 1978: Implications for Program Development.*


Attended Moray House College of Education, Edinburgh, Scotland (teacher certification); Universita di Milano, Italy, Universidad Nacional de Madrid, Spain, Universidad Nacional de Buenos Aires and Universidad Nacional de Tucuman, Argentina (majored in English and studied languages). Also graduated from Escuela Normal Salta, Salta, Argentina (elementary education).

3. Academic appointments

Professor and John F. Roatch Distinguished Professor and Professor of Social Work, Arizona State University - assigned to the Office of the Provost, West Campus (2000-2003); to the College of Extended Education, Downtown Center, June 2000 to June 2005 and to University College, ASU Downtown Campus, June 2005 to December 2007 and College of Public Programs/ School of Social Work January 2008 to date.
Most recent International Awards: Senior Fulbright Scholar to University of Huelva, Spain (September-October 2005). To teach graduate and undergraduate courses in Social Work, participate in the development of a doctoral program and carry out research. Senior Fulbright Scholar to the University of Keele, November-December 2006, to give keynote address and seminars on research.


Professor and Dean, Arizona State University, School of Social Work, Tempe, July 1, 1992 to August 15, 1998. (Sabbatical as Dean 1998-99).

Professor of Social Work, The Pennsylvania State University, Department of Sociology, University Park, PA, 1988-1992; Associate Professor, 1982-1987; Assistant Professor, September 1978-1982.

Assistant Professor of Sociology and Director of Field Instruction, Social Work and Criminal Justice Programs, La Salle College, Philadelphia, Department of Sociology, September 1974 to June 1978.

Assistant Professor, Department of Social Welfare, School of Social Administration Temple University, Philadelphia, Pennsylvania, September 1973 to June 1974.

4. Professional post–baccalaureate and post–master’s social work experience


London Street School and Dr. Guthrie’s School for Boys, Edinburgh, Scotland, substitute teacher, 1964.

Nanuet Junior and Senior High School, Nanuet, New York, English and Spanish teacher, September 1962 to October 1963.


5. List your current professional, academic, community-related, and scientific memberships.

Azarbe, Revista Internacional de Trabajo Social (Member of the Scientific Advisory Council)
Member of the Advisory Editorial Board. Journal or Applied Social Science. Case Western Reserve University. March 1995 to date.

Member of the Publications Committee of the Council on Social Work Education. September 1987 to date.

Member of the Editorial Committee of Social Work Research and Abstracts, June 1984 to date.

Member of Editorial Board of Social Development Issues, February 1982 to date.

Member of the Editorial Board of Human Services in the Rural Environment, 1979 to date.
6. **List your community service responsibilities and activities for the last 3 years.**

Member of the Executive Council of the Arizona Chapter of AARP (2012). This is an appointed position in a state wide committee. Members of the EC give lectures, write editorials, help with advocacy work, etc. Also Member of the Advocacy Committee.

Member of the Arizona Governor’s Alzheimer’s Task Force Training Group. Met with members of the group, reviewed material submitted to the Task Force (2012-ongoing).

Member of the University Hearing Board, 2009-2013

7. **List your professional presentations presented during the last 5 years.**


Martinez-Brawley, E. & Zorita, P. M-B. (February 2011) *Comparative Political Strength of Spanish in the Southwestern United States and Gaelic in the Outer Hebrides of Scotland: A Field Study.* Presented at La Frontera: Una Nueva Concepción Cultural XV Reunión Internacional. La Paz, BCS, MX

Martinez-Brawley, E. (June 2010) *Impressions on Revisiting the Social Services in the Outer Hebrides.* University of the Highland and Island, Lewes, Scotland, Martinez-Brawley, E. (June 2010)

8. **List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.**


1. **Natasha S. Mendoza, PhD, LMSW**

2. **Degree information**

   - Degree: Doctorate of Philosophy (PhD)
   - Institution granting degree: The Ohio State University
   - Major: Social Work
   - Date awarded (month/year) 05/09

   - Degree: Masters of Social Work (MSW)
   - Institution granting degree: The University of Wyoming
   - Major: Social Work
   - Date awarded (month/year) 05/03

   - Degree: Bachelors of Science (BS)
   - Institution granting degree: Park University
   - Major: Social Psychology
   - Date awarded (month/year) 05/00
• Degree: Associates of Science (AS)
• Institution granting degree: Laramie County Community College
• Major: Criminal Justice
• Date awarded (month/year): 05/99

3. Academic appointments

• Employing academic institution: Arizona State University
  • Title: Assistant Professor
  • City and state: Phoenix, AZ
  • Start date (month/year): 08/12
  • End date (month/year): Current

• Employing academic institution: University at Buffalo, State University of New York, Research Institute on Addictions
  • Title: Postdoctoral Fellow
  • City and state: Buffalo, NY
  • Start date (month/year): 09/09
  • End date (month/year) 07/12

4. Professional post-baccalaureate and post-master’s social work experience

• Employer: Youth and Families First
  • Position: Psychotherapist
  • City and state: Phoenix, AZ
  • Start date (month/year) 1/13
  • End date (month/year) 7/13

• Employer: Change Perspectives
  • Position: Psychotherapist
  • City and state: Columbus, OH
  • Start date (month/year)~ 01/08
  • End date (month/year) ~06/09

• Employer: Ohio Youth Advocate Program
  • Position: Case Manager/Evaluation Specialist
  • City and state: Columbus, OH
  • Start date (month/year): ~01/05
  • End date (month/year) ~08/06

• Employer: State of Wyoming Substance Abuse Division
  • Position: Treatment Specialist
  • City and state: Cheyenne, WY
  • Start date (month/year): ~08/02
  • End date (month/year): ~08/03

• Employer: Southeast Wyoming Mental Health Center
• Position: Clinician
• City and state: Laramie, WY
• Start date (month/year): ~08/01
• End date (month/year): ~08/02

• Employer: State of Wyoming Department of Family Services
• Position: Caseworker
• City and state: Cheyenne, WY
• Start date (month/year): ~08/01
• End date (month/year): ~08/02

5. List your current professional, academic, community-related, and scientific memberships.

2013-Present  GLMA: Health Professionals Advancing LGBT Equality
2013-Present  National Association of Social Workers
2005-Present  Society for Social Work and Research
2005-Present  Council on Social Work Education, Member LGBT Caucus

6. List your community service responsibilities and activities for the last 3 years.

2013-Present  Board Secretary, National Council on Alcoholism and Drug Dependence. Phoenix Chapter
2013-Present  Board Member, Prevent Child Abuse Arizona
2013  Co-chair, Safe Out. Maricopa County
2012-2013  Trainer, LGBTQ Consortium, Training and Education Subcommittee Speakers Bureau
2012-2013  Member, LGBTQ Consortium, Central Arizona

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Fellowships and Awards

2012-2013  Early Career Faculty Fellowship Award, Southwest Interdisciplinary Research Center (SIRC), College of Public Programs
2011-2013  National Institutes of Health, National Institute on Drug Abuse, Loan Repayment Program for Clinical Research

Grants

2013-Present  Principal Investigator, Qualitative Examination of Peer Support Interventions for Women with Substance Use Disorders. Southwestern Interdisciplinary Research Center. ($3,000.00)
2012-2014  Co-Investigator (PI: Dominique Roe-Sepowitz), Underage Drinking Diversion
8. List your professional presentations presented during the last 5 years.

Refereed Conferences


**Behavioral Health Conferences**


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Refereed Publication


Invited Publication


1. **Jill Theresa Messing**

2. **Degree information**
   - PhD
   - University of California, Berkeley
   - Social Welfare
   - May 2007
   - MSW
   - University of California, Berkeley
   - Social Welfare
   - May 2004
   - BA
   - California State University San Bernardino
   - Sociology, Social Work Concentration
   - June 2002

3. **Academic appointments**
   - Arizona State University
   - Assistant / Associate Professor
   - Phoenix AZ
   - August 2008
   - Present

4. **Professional post–baccalaureate and post–master’s social work experience**
   - Dorothy Day House
   - Executive Director
   - Berkeley CA
   - May 2004
   - May 2007

5. **List your current professional, academic, community-related, and scientific memberships.**
   - Society for Social Work and Research (SSWR)
   - Council on Social Work Education (CSWE)
   - National Association of Social Workers (NASW)

6. **List your community service responsibilities and activities for the last 3 years.**
   - Member, Protect All Women Leadership Network, Working to protect women and families from gun violence.
   - Member of the Board of Directors, Arizona Coalition Against Domestic Violence, Chair of the Board 2011-2013, Co-Chair of the Board, 2013-Present
   - Committee & Report Writing Subcommittee Member, City of Phoenix Domestic Violence Fatality Review Team
   - Consulting Editor, Social Work Research
Cluster co-Chair, Violence Against Women & Children Area, Criminal Justice Cluster, Society for Social Work and Research
Special Interest Group co-Chair, Violence Against Women & Children, Society for Social Work and Research
Track co-Chair, Violence Against Women & Children, Council on Social Work Education

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Grantee, Extramural Loan Repayment Program for Health Disparities Research, National Center for Minority Health and Health Disparities, National Institutes of Health
Principal Investigator, Policing Domestic Violence: A New Approach to an Old Problem, $82,591, Services, Training, Officers & Prosecutors (STOP) Grant, Department of Justice, Office on Violence Against Women, distributed by the State of Arizona Governor’s Office on Violence Against Women and Children, #12030695.
Principal Investigator, Examining the predictive validity of the Ontario Domestic Assault Risk Assessment (ODARA) in police departments and pretrial services agencies across the United States, $575,502, The Laura and John Arnold Foundation.
Co-Investigator (PI: Nancy Glass), Developing an Interactive, Personalized Safety Decision Smart Phone Application to Prevent and Respond to Intimate Partner Violence with College-aged Women, $23,375, One Love Foundation.
Co-Investigator (PI: Nancy Glass), Effectiveness of a Safety App to Respond to Dating Violence with College Women, $3,626,932, National Institutes of Health, National Institute of Child Health and Human Development (NIH/NICHD) #1R01HD076881.
Co-Principal Investigator (PI: Alesha Durfee), Legal Mobilization and Intimate Partner Victimization, $193,996, National Science Foundation (NSF), Law and Social Sciences Program, #1154098. Includes Research Experience for Undergraduates (REU) Supplemental Funding ($14,821).
Co-Investigator (PI: Nancy Glass), Internet-Based Intervention to Improve Mental Health Outcomes for Abused Women, $3,243,929.00, National Institutes of Health, National Institute of Mental Health (NIH/NIMH) #5R01MH085641.
Principal Investigator (Co-PI: Jacquelyn Campbell), Police Departments’ Use of Lethality Assessments: An Experimental Evaluation, $581,232, National Institute of Justice (NIJ), Office of Justice Programs, #2008WGBX0002.

8. List your professional presentations presented during the last 5 years.


Jill Theresa Messing & Alesha Durfee (2013, November). Intimate Partner Victimization, Attitudes about Protection Orders, and Legal Mobilization. Presentation at the American Society of Criminology Annual Meeting, Atlanta, GA.


Jonel Thaller & Jill Theresa Messing (2013, November). Reproductive coercion and intimate partner violence: Findings from Title X family planning clinics in Arizona. Presentation at the Council on Social Work Education Annual Program Meeting, Dallas, TX.


Jonel Thaller, Megan Lindsay, Jill Theresa Messing (2013, May). Reactions to intimate partner violence in music video: Findings from a focus group study with young adults. Presentation at the Tenth International Congress of Qualitative Inquiry, Urbana-Champaign, IL.


Jonel Thaller, Megan Lindsay, Jill Theresa Messing (2012, November). Depictions of intimate partner violence in the popular culture: Students’ evaluation of media. Presentation at the Council on Social Work Education Annual Program Meeting, Washington DC.


Jonel E. Thaller, Rebecca S. Ong & Jill Theresa Messing (2011, May). Living, lying, dying: Popular music and the perpetuation of common misconceptions about intimate partner violence. Presentation at Unsettling Feminisms: The (Un)conference, Chicago, IL


Jill Theresa Messing, & Jonel E. Thaller (2010, September). Promoting victim safety and offender accountability through the use of intimate partner violence risk assessment: The role of science in predicting and managing risk. Presentation at the Arizona Coalition Against Domestic Violence Annual Conference, Tempe, AZ.

Jill Theresa Messing, Jacquelyn C. Campbell, Janet Wilson, Andrea Cimino, Sheryll Brown, Beverly Patchell (2010, July). Violence exposure and help seeking among female victims of intimate partner violence who have called the police: Results from the Oklahoma Lethality Assessment (OK-LA) study. Presentation at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.


Alesha Durfee & Jill Theresa Messing (2011, August). Domestic violence. Presentation invited by Gena’s Team (Education, not Incarceration) at Perryville Women’s Prison, Buckeye, AZ.


Jill Theresa Messing (2010, April). The Science of Risk Assessment in Intimate Partner Violence Cases. Invited presentation at the City of Phoenix Prosecutor’s Office, Phoenix AZ.


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.


Maria Napoli, Lcsw; Acsw; Ph.D.

EDUCATION

Doctor of Philosophy 1988
New York University, School of Social Work
New York, New York

Master of Social Work
New York University, School of Social Work
New York, New York

Bachelor of Arts
H.H. Lehman College, City University of New York
Majors—Psychology and Elementary Education
Graduated with honors in education.
Bronx, New York 1968

ACADEMIC POSITIONS HELD
1996-Present
Arizona State University, Tempe, Arizona
Associate Professor-Teach courses on social work practice with individuals, groups and families (graduate foundation, advanced and undergraduate); developed and taught new course, director Integrative Health Initiative, developed graduate certificate Assessment of Integrative Health modalities.

1993-1996
Arizona State University, Tempe, Arizona
Field Instructor-Supervised BSW and MSW Native and Non-Native students.

1988-1992
New York University, New York, New York
Adjunct Assistant Professor-Taught course in Communication Skills for Graduate School of Social Work

POST MASTER’S SOCIAL WORK EXPERIENCE

December, 1993-August, 1996
Ft. McDowell Yavapai Nation American Indian community, Ft. Hills, AZ
Director Developed Mental Health and Preventive Services for the Yavapai community. Services included child and adolescent, family and group counseling, substance abuse program, children’s empowerment program, community based activities for elders, adults, and children. Provided in service training, clinical supervision and consultation for tribal departments.

June, 1983-June, 1993
The Napoli Psychotherapy Center, Hartsdale, NY
Director Conducted individual, group, family and couple counseling. Supervised social work staff. Provided education, consultation and training for community and professionals. Special programs in bereavement, alcohol, substance abuse and parent education. Holistic services included nutrition, yoga therapy, yoga, massage and meditation.

June, 1979-August, 1982
Westchester County Community Mental Health Services/Student Assistance Program/Yonkers, NY & Armonk, NY
Clinical Social Worker offered counseling services to children of substance abusers and adolescent substance abusers in individual, group and family counseling in both an urban and suburban school. Offered classroom presentations, teacher and parent education, and in-service training in substance abuse. Received training with the National Council on Alcoholism and The Department of Substance Abuse Service for those four years.

June, 1978-May, 1979
Rockland Community Mental Health Center/ Acute Day treatment Services, Pomona, NY
Clinical Social Worker facilitated group, individual and family counseling, daily community meeting with clients discharged from short-term in-patient psychiatric hospitalization. Therapy based developing skill for independent living. Worked on interdisciplinary team with daily rounds and case presentations.

December, 1976-May, 1985
Daytop Village Inc. Westchester County, NY
Consultant substance abuse treatment
Developed training program in individual group and family counseling for drug rehabilitation staff. Offered diagnostic evaluations, parent and women’s groups and supervision of staff

May, 1976-December, 1983
Center for Family Development, Bronxville, NY
Consultant
Facilitated parents and women’s groups supervised staff and developed clinical training program.

September, 1976-June, 1978
Yonkers Police Department Juvenile Diversion Program, Yonkers, NY
Juvenile Diversion Specialist
Program designed to divert children under 16 years of age from court who came in contact with the police for misdemeanors, violations or who had been a victim of a crime. Individual and family counseling services served as an alternative to court. The main form of treatment included short-term therapy, crisis intervention and a limited caseload of long-term therapy. In-service training for department police officers on domestic violence, and other related situations offered on site and for local police in the county at conferences.

Professional, academic, community-related, and scientific memberships.
NASW
Editorial Mindfulness Journal
Holistic Nurses Association
Integrative Health Professional Consortium

Community service responsibilities and activities 2012-2015

Collaboration with Phoenix VA Hospital for Trauma Project
Coordination with Berkshire Assisted Living Lecture series
Coordinated ASU Interdiscipline/InterAgency Consortium for Aging
Scottsdale Healthcare Mayo Clinic Integrative Health collaboration
Scottsdale Healthcare ASU Integrative Health Collaboration
Coordinated ASU Wellness and Social Work Curriculum and Activity Partnership
Coordinated ASU Sun Devil Fitness Center Workshops and Student Activities
Coordinated Banner Anderson Mindfulness Workshop Series
Coordinated Mesa Community College Stress Management Curriculum for Social Work Program

PROFESSIONAL WORKSHOPS AND CONFERENCE PRESENTATIONS


Council on Social Work Education Presentation: Mindfulness In the Classroom 2011

Council on Social Work Education: Integrative Social Work Education 2011

Mindfulness and Psychotherapy Conference New England Education Institute 2010

Facilitated Workshop “The Art of Mindful Living for the Association for Noetic Sciences 2010

Facilitated workshop for ASU faculty, employees and community Mindfulness and Stress reduction 2010

RESEARCH/CREATIVE ACHIEVEMENTS

Refereed Articles


Books


1. **Lilly Pérez-Freerks**

2. **Degree information**
   - Degree: MSW
   - Institution granting degree: Arizona State University
   - Major: Social Work
   - Date awarded (month/year): 5/1999

3. **Academic appointments**
   - Employing academic institution: School of Social Work
   - Title: Manager of Field Education
   - City and state: Phoenix, AZ
   - Start date (month/year): 10/2004
   - End date (month/year): Present

4. **Professional post–baccalaureate and post–master’s social work experience**
   - Employer: Value Options
     - Position: QM Manager, Provider Monitoring
     - City and state: Phoenix, AZ
     - Start date (month/year): 3/2001
     - End date (month/year): 9/2004
   - Employer: Pinal Gila Behavioral Health, Inc.
     - Position: Program Development Coordinator
     - City and state: Apache Junction, AZ
     - Start date (month/year): 1/2000
     - End date (month/year): 2/2001
   - Employer: Southwest Key Program
     - Position: Spanish Language Clinician
     - City and state: Casa Grande, AZ
     - Start date (month/year): 5/1999
     - End date (month/year): 12/2000

5. **List your current professional, academic, community-related, and scientific memberships.**

6. **List your community service responsibilities and activities for the last 3 years.**
   - **Volunteer Service**
     - Sun Devils Family Charity Patient Services Committee Member  2012 to Present
     - ASU UPCARC Promotion & Continuing Appointment Committee  2012 - 2014
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

1. **Christina Risley-Curtiss**

2. **Degree Information**
   - B.A.; University of Connecticut/Sociology & American History; June/1969
   - M.S.S.W. University of Tennessee-Nashville /Administration & Planning; May, 1980
   - Ph.D. University of Maryland at Baltimore /Social Work: May, 1993

3. **Academic appointments**
   - Arizona State University School of Social Work. Associate Professor, Tempe/Phoenix, Arizona August, 1998 - present
   - University of Maryland at Baltimore School of Social Work; Instructor, Baltimore, Maryland. 1990 – 1992
   - University of South Carolina School of Social Work, Field Instructor, Columbia, South Carolina. 1983 - 1988

4. **Professional post-baccalaureate and post-master’s social work experience**
   - Arizona State University School of Social Work: Founder and Director of Children and Animals Together Assessment and Diversion Program (CAT). CAT is a funded program that intervenes with children who are abusing animals. Phoenix, AZ; January 2008-present.
   - Research consultant, Program Consultation Consortium; Phoenix, AZ. 1995 - 2004
   - UMAB School of Social Work Project Coordinator, Baltimore, Maryland. 1991 - 1992
   - Upper Savannah Health District, SC Dept of Health and Environmental Control; District Director of Social Work, Greenwood, SC; 1984 - August, 1988
   - Department of Social Services: Child Protective Services Social Service Worker II/Supervisor II; Pickens and Laurens Counties, South Carolina 1982 - 1984.
   - Canon Memorial Hospital; Social Work Consultant, Pickens, South Carolina 1982 - 1983
   - SC Department of Social Services: Foster Care and CPS Case manager I and II, Columbia, South Carolina, 1975 - 1978
   - Midlands Community Action Agency, Community Outreach Specialist; Columbia, South Carolina. 1974 – 1975

5. **Current Professional, Academic, Community-related and Scientific Memberships**
   - Latham Foundation
   - Animals and Society Institute
   - Division 17 Animal and Human Interaction American Psychological Association
National Association of Social Workers
National Link Coalition Steering Committee
Fellow, Centre for Animal Ethics
Affiliate, Women and Gender Studies Program, ASU
Children’s Action Alliance Child Welfare Committee
The AZ Humane LINK Coalition
Arizona Professionals Animal Cruelty Task Force
Executive Committee Member, Development of Human-Animal Studies Committee, Animals in Society Institute
Faculty, Institute for Human-Animal Interactions, University of Denver School of Social Work
Member of SSW Foundation Program Committee
Faculty Council member
Alternate, Standards Committee

6. Community Service responsibilities and activities for the last 3 years.

Arizona State University School of Social Work: Founder and Director of Children and Animals Together Assessment and Diversion Program (CAT). CAT is a funded program that intervenes with children who are abusing animals. Phoenix, AZ; January 2008-present.
Risley-Curtiss, C. (2013, November). Animals as family in different cultures. Gabriel’s Angels Young Professionals Advisory Committee, Phoenix, AZ.
Risley-Curtiss, C. (2012, March 22). Integrating animals into social work practice. Simmons College SSW, Boston, MA.

See community memberships above

7. Special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

2009-2014 Risley-Curtiss, C. Children and Animals Together Therapeutic Programs, Animal Welfare Trust, $11,000.00.
2008-2013  Risley-Curtiss, C. Children and Animals Together Assessment and Diversion Program, Kenneth A. Scott Charitable Trust, $58,872.00
2013  Third International Veterinary Social Work Summit Human-Animal Interactions Research Award.
2012-2013, Invited Social Sciences and Humanities Research Council Insight Grant reviewer, Canada
2011  Nominee, ASU Faculty Women’s Association Outstanding Faculty Member
2010  Invited NIH Grant Reviewer, Human-Animal Interactions.
2010  Invited fellow, Institute for Human-Animal Connection, University of Denver School of Social Work.

8.  Professional Presentations for last 5 years


9. Professional Publications last 5 years


Carolina Academic Press: Durham, NC.


10. Include any other relevant information below

Book reviews:
Risley-Curtiss, C. My dog always eats first: Homeless people and their animals. *Journal of Animal Ethics (Spring, 2015)*.
In *Journal of Animal Ethics*. 113-125

*Professional Service*

*Editorial Review Board, Human-Animal Interaction Bulletin (APA)*
Reviewer, *British Journal of Social Work*, United Kingdom
Reviewer, *Society & Animals, Animals and Society Institute*
Reviewer, AFFLIA
Invited Reviewer, *Journal of Sociology and Social Welfare*
Invited reviewer, *Children and Youth Services Review*
Invited reviewer, *International Journal of Offender Therapy and Comparative Criminology*
2013-2014 Member, Nellie’s Web Advisory Board, Maine
2012 Invited Reviewer, *Social Problems*

*Areas of Study*
Primary areas of research and information dissemination are in other animal-human relationships in child welfare, social work and diverse groups. This includes the co-occurrence of child abuse, animal abuse, and domestic violence; ethnic values and beliefs regarding companion animals; the promotion of resiliency through positive human-animal interactions; intervention with children who are abusing animals; and how the profession of social work can enhance the lives of both humans and their animals.

An a national expert on the animal-human bond especially in intervening with children who abuse animals.

Dominique Roe-Sepowitz
EDUCATION

Ph.D., 2005 College of Social Work, Florida State University, Tallahassee, Florida
Field of Study: Direct Practice
Dissertation: Indicators and Predictors of Self-Mutilation: Youth in Custody.

M.S.W., 2000 School of Social Work, Arizona State University, Tucson, Arizona
Field of Study: Direct Practice.
Area of Concentration: Sexual Violence, Victims of Crime, Abuse and Trauma.

B.S., 1993 Springfield College, Springfield, Massachusetts
Field of Study: Therapeutic Recreation

ACADEMIC POSITIONS

1/2013-present Director of the ASU Office of Sex Trafficking Intervention Research (STIR).

8/2011-present Associate Professor with Tenure; School of Social Work, College of Public Programs, Arizona State University, Phoenix, Arizona.

1/2012- 5/2012 Distinguished Research Fellow at the Ruth V. McGregor Family Protection Clinic as an expert on sex trafficking, School of Law, Arizona State University, Tempe, Arizona.

8/2005 – 8/2011 Assistant Professor; School of Social Work, College of Public Programs, Arizona State University, Phoenix, AZ

8/2010-present Honors Faculty Advisor, School of Social Work

8/2005- present Faculty Affiliate of Women and Gender Studies Program, Arizona State University.

PROFESSIONAL EXPERIENCE/ CLINICAL TRAINING

- EMDR Level 1 Certified
- Certified Traumatologist (Completed all of the clinical courses at the Traumatology Institute).
- TR-CBT Online course

Clinical Psychoeducation Group leader/supervisor, Esuba Arizona and Sex Trafficking Awareness and Recovery groups, Phoenix, Arizona State University. 1/2006- present
Provide weekly 90-minute trauma and abuse group psycho-education interventions for women leaving prison (Fresh Start Women’s Resource Center, contract 2008-2009) and women exiting prostitution (Dignity House (2006-2010, Phoenix Dignity Diversion 2011-present, Crossroads for Women 3/2012-10/2012; Parc Place 2011-2013, Tumbleweed Youth Services 2013-2014 Florence Crittenden 2013-2014). Provide clinical trauma symptomology reduction training and supervision to Apprentices (Masters level social work students and post-graduates) and survivor co-facilitators and multiple locations providing Esuba to adult and domestic minor sex trafficking victims.
Florida Department of Juvenile Justice
Developing, implementing and analyzing statewide research projects related to programs for youth in custody with an emphasis on mental health. Assisted in the creation of new statewide programs for day treatment, substance abuse, suicide prevention and aftercare in accordance with the “What Works” and evidence-based practices literature. Participated in writing and procurement activities for Federal and State grants and contracts. Directed and maintained the Institution Review Board for all research proposed and conducted within the Department.

Trauma Therapist: Tallahassee, Florida
Private Practice  2/2001- 8/2005
Provided clinical in-home therapy for children and families that have experienced abuse and traumatic experiences with problems such as limited attachment, trauma symptoms and posttraumatic stress disorder. Conducted child and family assessments using a biopsychosocial model, the Child Behavior Checklist, the Trauma Symptom Checklist for Children and the FAM III.

Florida State University Victims’ Advocacy Program
On-Call Victim Advocate  12/2000-8/2005
Provider of crisis intervention services including; crisis and supportive counseling, referrals, and detailed information about Florida Sate University services for student victims and the criminal justice system. Regularly presented materials to college classes and student organizations at Florida State University regarding victimization issues such as; relationship violence, sexual assault/battery and sexual harassment and stress management.

Trauma Therapist for Children: Woodville, Florida
Provider of individual and group trauma therapy for children with severe mental health problems and histories of sexual abuse, family violence, juvenile justice involvement and emotional disturbances in a residential treatment program. Treatment modalities include play and activity therapy, art therapy, and narrative therapy. Provided consultation to the treatment team and provided staff education related to trauma symptoms, self-mutilation, suicide prevention and intervention, substance abuse issues, symptoms of sexual abuse and mental health problems. Utilized trauma treatment techniques such as EMDR, narrative therapy and art interventions.

Traumatology Institute: Florida State University: Tallahassee, Florida
Coordinator/Associate Director  8/2000-8/2001
Conducted and facilitated course development, marketing, recruitment and certification for national and international participants in traumatology courses. Certified Instructor for Systemic Traumatology and Children and Trauma courses.
Contractor: Activity/Developmental Play Therapist for Children and Families in Crisis
Provider of in-home developmental play for children ages four to eighteen years old in families affected by domestic violence, substance abuse and homelessness. Family support, stress management and parent training also provided.
Tucson Rape Crisis Center
Sexual Assault Response Team; Hospital Advocate. 11/1997-8/2000
Provided crisis and supportive counseling, advocacy, referrals and medical information regarding sexual assault exam and investigation at the six hospitals in the Tucson, Arizona area. Worked as a team member with a Forensic Nurse Examiner and Tucson Police Department, Pima County Sheriff’s Department and the University of Arizona Police Department. Assisted with the training of new volunteers for the response team and crisis hotline (two training cycles per year, 4 hours per training cycle). An active member of the mentor team for new volunteers.

Pima County Victim Witness Program
Provided on-scene crisis intervention and advocacy to victims of crime including; sexual assault, domestic violence, robbery, automobile/motorcycle accidents, death, suicide, kidnapping, drowning and sexual abuse.

5. Memberships

Human Trafficking Council, Spring 2014-present.

Appointed Member, City of Phoenix, Mayor’s Human Trafficking Task Force Member. Spring 2014-present.


Partner: Project ROSE (Reaching out to the Sexually Exploited): In conjunction with 15 community members, developed an arrest-alternative providing holistic and victim-centered services to prostituted adults in Phoenix, AZ in an ‘event’ style of service provision. Organized meetings, coordinated partnerships and evaluating the program for 5 consecutive events serving 366 clients.

National Board of Directors: Originating Board Member. Development Board for the National Research Consortium on Commercial Sexual Exploitation. Developed June 2010-present. Working with national leaders on prostitution and sex trafficking research to develop a comprehensive research agenda, work together on major grant proposals and to develop a journal.

6. Community Service Activity

SERVICE
Hosting Trainings/Conferences
City of Phoenix Sex Trafficking Summit: A Focus on Prevention. April 9, 2014. Phoenix Zoo. In partnership with Valley Leadership, this all-day summit brought experts from around the country and all corners of Arizona to discuss innovation and creative programming related to sex trafficking prevention. The target audience was school personnel, child welfare workers and juvenile justice personnel. Total: 300 attendees.

Supervised: Sex Trafficking Interfaith Summit: October 14, 2013. The all-day summit had 214 attendees from the faith community around Arizona. The attendees received a sex trafficking 101 training and break out groups discussed how to increase the faith community’s involvement in sex trafficking service provision in Arizona.

City of Phoenix Sex Trafficking Summit. June 1, 2013. Phoenix Children’s Hospital. In partnership with the Phoenix Police Department and Phoenix Children’s Hospital, this all-day summit brought experts from many different fields together to better understand and serve victims of sex trafficking. The target audience was law enforcement, social service providers, child welfare workers and medical service providers for children. Total: 180 attendees.

Professional Service
Appointed Member and Research and Data Committee Chair: Arizona Governor’s Elected Officer, National Board of Directors, Treasurer: American Association of Orthopsychiatry. February 2006-January 2008. Term Began February 2006 for 2 years. Managed all of the financial aspects of the national organization including investments, budget development, travel reimbursement and accountability. Worked with the Board members to determine the direction of the association and the journal.


Phoenix Prostitution Task Force Member (2008-2012): Participate in quarterly meetings of city personnel, law enforcement and social service agencies to bring together knowledge and develop best-practices for services for addressing juvenile and adult prostitution in Arizona.

AD HOC PEER REVIEWER
International Journal of Offender Therapy and Comparative Criminology
Women’s Health Issues
Journal of Sociology and Social Welfare
Criminal Justice and Behavior
Violence against Women
Journal of Behavior Therapy and Experimental Psychiatry
Journal of the Society for Social Work Research
Psychiatry Research
Violence and Victims
The American Journal of Orthopsychiatry
The Journal of Violence against Women
The Criminal Justice Review
Social Service Review
**INVITED SERVICE PRESENTATIONS**


Maricopa County Adult Probation: Manager’s Forum. Overview of Sex Trafficking and Treatment and Trauma Informed Approaches. March 18, 2014. 124 attendees.


Invited Presenter: Arizona Governor’s Commission to Prevent Violence Against Women August 15, 2013. Invited presentation regarding domestic violence and sex trafficking in Arizona to members of law enforcement, social service agencies and victim advocacy groups. Attendees: 24


Invited Presenter June 2008-March 2012: City of Phoenix/Catholic Charities Prostitution Diversion Program: Monthly 4-hour training/lecture as part of diversion program on violence against women and domestic violence.

RECOGNITIONS AND AWARDS

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
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<tbody>
<tr>
<td>September 2014</td>
<td>Invited to be an expert on the US Department of Health and Human Services, Administration for Children, Youth and Families workgroup discussion about prevalence studies in Washington D.C. on September 25, 2014.</td>
</tr>
<tr>
<td>April 2014</td>
<td>Arizona State University, Commission on the Status of Women. 2014 Faculty Outstanding Achievement and Contribution Award.</td>
</tr>
<tr>
<td>March 2014</td>
<td>Appointed to the Arizona Governor’s Human Trafficking Council by executive order.</td>
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<tr>
<td>January 2014</td>
<td>Appointed to the City of Phoenix Mayor’s Task for on Human Trafficking.</td>
</tr>
<tr>
<td>September 2013</td>
<td>Award the Influential Scholar of 2013 from the 10th annual International Human Trafficking, Prostitution and Sex Work Conference in Toledo, Ohio.</td>
</tr>
<tr>
<td>May 2, 2013</td>
<td>Invited as a Workgroup Member (expert) on Sex Trafficking to the Johns Hopkins/ACCT Symposium on Meeting the Needs of Child Trafficking Survivors.</td>
</tr>
<tr>
<td>May 2013</td>
<td>Invited to be a member on the development of the Child Sexual Exploitation of Children guide for the U.S. Department of Education</td>
</tr>
<tr>
<td>April 2013</td>
<td>Nominated for ASU Professor of the Year 2012-2013, Arizona State University Parents’ Association. (1 of 24 nominees out of 3000 faculty).</td>
</tr>
<tr>
<td>April 9, 2013</td>
<td>Invited to participate in the White House Forum to Combat Human Trafficking at the White House, Washington D.C.</td>
</tr>
<tr>
<td>March 2013</td>
<td>Nominated for ASU Centennial Professor Award.</td>
</tr>
<tr>
<td>February 2013</td>
<td>Nomination: Diversity Achievement Award; Faculty Google Award for Diversity and Inclusion.</td>
</tr>
</tbody>
</table>
December 10, 2012  Invited to participate in the U.S. Department of Health and Human Services Strengthening Victim Services for Survivors of Human Trafficking Stakeholders Meeting at the White House, Washington D.C.

September 2012  Nominated as a Pathfinder with Shared Hope International as a recognized national leader at the forefront of addressing child sex trafficking on a national platform, through prevention, restoration and justice initiatives.

April 2012  Nominated for ASU Professor of the Year 2011-2012, Arizona State University Parents’ Association. (1 of 29 nominees out of 3000 faculty).

Spring 2012-December 2012  Faculty Spotlight, College of Public Programs  http://copp.asu.edu/college-news/faculty-spotlight

RESEARCH FUNDING
January 2015: Received: Demand Abolition CEASE City Studies. $30,989.

October 2014: Received: Sex Trafficking and Arizona’s Vulnerable Youth: Identification, Collaboration, and Intervention, 5-year grant. Total $1,243,480. Awarded by the Federal Administration for Children, Youth and Families.

Summer 2014: Received: Adult Probation Training and Research Project: $20,000. Awarded by the McCain Institute.

Summer 2014: Received: Trafficker Research Initiative: $25,000 Seed Grant Awarded by the McCain Institute.

Summer 2014: Received: National Prevalence Study, $125,000. Awarded by Demand Abolition.

Summer 2014: Received: Demand Dashboard Study, $25,000. Awarded by Demand Abolition.

Received: Project ROSE. $18,000 Awarded by the Arizona Foundation for Women for 2014. This grant will provide support for developing and evaluating services for sex trafficked women with children under the age of 18.

Received: Starfish Partnerships. $4,000 Awarded by the Arizona Foundation for Women for 2014. This grant will provide support for developing a mentoring program for adult sex trafficking survivors.

Received: Protected Innocence Challenge: Multisite Analysis. $22,000 Awarded for January – April 2014 from Shared Hope International.

Received: Super Bowl Research Grant: 2014-2015 $42,300. Awarded by the McCain Institute. This grant is to implement a research study to determine the impact of the Super Bowl on sex trafficking.
Received: Domestic Minor Sex Trafficking Victim Count: $25,000 Awarded for 2013/2014 from the McCain Institute.

Received: Protected Innocence Challenge: Benchmark Assessment Report. $2,750 Awarded for September 2013 from Shared Hope International. This contract was to convert, analyze data from a large database on buyers of sex from minors in the United States during 2008-2013.

Received: Identifying High Risk Minors $23,754 Awarded for 2013/2014 from Thorn: Digital Defenders of Children. This grant is to explore the utility of a matrix and a digital reasoning program to identify high risk youth.

Received: Exploring Demand. $25,509 Awarded for 2013/2014 from Thorn: Digital Defenders of Children. This grant is to explore the demand for online sex ads in multiple U.S. Cities.

Received: Promoting Awareness, Identification and Providing Interventions to Victims Impacted by Domestic Violence and Sex Trafficking. $50,000 Awarded for 2013/2014 from ASU Women and Philanthropy. This grant is to provide training to 100 ASU graduate students on sex trafficking and domestic violence in a train-the-trainer model with the goal of them further training others. This grant also includes funding for apprentices for the Esuba project to train future clinicians to treat minors and adults impacted by sex trafficking experiences.

Received: Evaluation and Training Project: StreetlightUSA, $32,000 Awarded for 2012-2014. Provide semi-annual summaries of client files and outcomes and provide local trainings monthly for the community, law enforcement, social services, and the faith community.

Received: Diversion Evaluation: City of Phoenix Prosecutor’s Office Diversion Programs, $18,000 Awarded for 2012-2013. Provide a program evaluation for an underage drinking diversion program with 1800 clients.

Received: Esuba: Putting the Pieces Back Together. $15,000 Awarded for 2012. This grant is to provide psychoeducation groups to survivors of sex trafficking at 6 locations, three groups for adult survivors of prostitution or sex trafficking and three groups for commercially sexually exploited children. The grant will provide assistance in the continuation of an apprenticeship program for graduate social work students and sex trafficking survivors. This grant funded graduate students and sex trafficking survivors to develop clinical skills in the administration of the Esuba: Putting the Pieces Back Together Program. This is a trauma-focused intervention group designed specifically for adult and juvenile survivors of commercial sexual exploitation, sex trafficking and prostitution.

Received: Statewide Training Program, Commercial Sexual Exploitation of Children and Adults. $15,000 Awarded for 2012. This grant is to provide three trainings around Arizona (Phoenix, Flagstaff and Tucson) to increase the awareness, responsive and intervention services by law enforcement, court personnel, child welfare, faith community members, and social service providers to child and adult victims of sex trafficking, prostitution and commercial sexual exploitation.
8. Professional Presentations

JURIED NATIONAL CONFERENCE PRESENTATIONS


9. RESEARCH AND CREATIVE ACTIVITIES

*Italics denotes an Arizona State University graduate student co-author.*
* Indicates major contribution, all other co-authored work assume equal distribution of workload.

**PEER REVIEWED PUBLICATIONS**


**BOOK CHAPTERS**


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**Tamara Rounds, Msw, Lcsw**

**Education**

MSW 1992 University of Southern California  
Field of Study: Direct Practice, Family and Child  
Phi Kappa Phi Honor Society  

BSW 1982 University of California at Berkeley  
Field of Study: Social Welfare

**Academic Appointments**

2014-present Clinical Associate Professor, School of Social Work, College of Public Programs, Arizona State University  
2005 – 2014 Lecturer, School of Social Work, College of Public Programs, Arizona State University  
2005-present Co-Director of the Integrative Health Initiative (IHI)  
2004-2005 Faculty Associate, Downtown campus  
2000-2004 Adjunct Faculty, Downtown campus  
Adjunct Faculty, Tempe campus  
Adjunct Faculty, West campus

**Professional Experience and Training**

1995-present Private Practice  
Provide direct services to adult, child and family clients

1994-1999 Mayo Clinic  
Clinical Social Worker
Oversight and supervision of social work services for the following Departments:
Neurology, Solid Organ Transplants, GI, Internal Medicine, Breast Clinic, General Surgery, Orthopedic, Urology, Cardiology, Community Internal Medicine, Dermatology, ENT, Executive Health, Psychiatry and Psychology, Radiology, Infectious Disease, Family Practice, Women’s Health Clinic, Oncology, and Emergency Room

Provided service to inpatient/outpatients in both clinic and hospital settings making critical contributions to the interdisciplinary patient care team

Evaluated and assessed patients and families in psychological functioning as well as counseling, and discharge planning. Referral, information and guidance during hospitalization and outpatient treatment. Created and followed through with Treatment Plans and Discharge Planning for patients
Evaluation and diagnosis in accordance with DSM standards, substance abuse/chemical dependency, affective mood disorders, depression, PTSD, mental illness, family therapy, personality development, crisis intervention, grief, and family adjustment issues to medically compromised patients and their families
Conducted Critical Stress Debriefing for interdisciplinary team
Facilitated weekly support group for Liver Transplant patients and their families
Oversight and development of policies and procedures for Mayo Clinic and the Department of Social Work. Performed Administrative duties and attended departmental meetings
Coordinated the Annual Liver Conference and “For Your Health” series and participated as a lecturer and trainer on a variety of topics
Provide services to inpatient/outpatients in both clinic and hospital settings making critical contributions to the interdisciplinary patient care team
Executed Advanced Directives, Living Will, Medical Power of Attorney, Pre-Petition screenings, Voluntary and Involuntary Petitions
Resource development and referral for patient care

1992-1994
UCI Medical Center
Department of Psychiatry
Outpatient and Inpatient Clinical Social Worker II

Member of a multidisciplinary behavioral health outpatient program utilizing individual, conjoint, family, and group therapy modalities to provide comprehensive child abuse treatment
Completed post fellowship and residency rotation training in child and adolescent core curriculum with medical residents
Perform extensive diagnostic evaluations that include initial intake interviews, psychosocial histories and assessments, Mental Status Exams for children, adolescents, adults, and subsequent clinical evaluations and diagnoses
Responsible for formulating and instituting objectives and goals in treatment plans, direct clinical services that include individual, conjoint, group, and family therapy.
Extensive use of play, sand tray and art therapy
Co-facilitate Adolescent, Latency, Mothers, and Mommy and Me (pre-school) groups
Conduct Parent Education classes
Collateral involvement and interdisciplinary consultation on medication evaluations, 5150/5585 assessments for involuntary hospitalization, Triage, Inpatient Unit and crisis intervention
Interface extensively with Social Services, Social Workers, Attorneys, Courts, and collateral contacts for case management. Client population is both voluntary and involuntary depending on the level of court involvement. Required to testify in Family and Superior Court proceedings
Clinical and field instructor supervision to assigned medical residents, social work interns, and psychology interns
Coordinate seminars and provide in-service training's on a variety of topics

1988-1992
USC School of Social Work
Executive Administrative Assistant to the Dean, Orange County campus

Direct involvement with Agencies where MSW interns are placed for Field Instruction and internship. Assisted field education coordinators in organizing agency profiles, interviewing students for potential placements and recruiting new practicum sites
Coordinated field education activities including annual student orientation, field information packets, field instructor training and guest speakers
Responsible for assisting the Dean in all activities concerning the establishment of a satellite campus and direct reports to the Dean.
Function as liaison between program and community partnerships with strong participation in highly visible committees and task force meetings
Provide leadership in projects to support public relations for campus
Responsible for coordinating and implementing all aspects of special event planning, and guest speaker engagements
Independently developed and published Student Handbook Reference and Resource Directory for USC Faculty
Recruit, train, and supervise part-time assistant
Chair nonprofit committee for State conference sponsored by Orange County Child Abuse

1991-1992
Pilgrimage Family Therapy Center
Santa Ana, California
Clinical Social Work Intern

Conduct individual, pre-marital, couples and family therapy for children, adolescents and adults
Perform intakes, Child Abuse Reporting, psychosocial assessments and treatment planning
Provide long and short term therapy as well as crisis intervention
Dealt with issues of grief and loss, substance abuse, relationship problems, family dysfunction and self-esteem
Extensive training and supervision in systemic orientation. Conference client caseload with multidisciplinary team in-group staff supervision
Group art and play therapy with children
Provide short-term treatment to clients referred by Corporations participating in Employee Assistance Program and multi-problem families identified in School Linked Outreach Services

1990-1999  Parenting Resources
Tustin, California
Clinical Social Work Intern
Individual, marital, group and family therapy for children, adolescents and parents
Crisis intervention, grief therapy, short and long term therapy
Conducted Parent Education lecture series
Conducted lecture at Corporate site involved with Employee Assistance Program

1979-1982  Miramonte Mental Health Services
Stanford University Medical Center
Psychiatry Assistant
Inpatient psychiatric pilot program in rural setting affiliated with Stanford University
Responsibilities included initial assessment, patient evaluation, charting, intake, treatment planning, discharge planning, group and family therapy, and crisis intervention

Professional Membership:
- Associate member of American Association for Marriage and Family Therapist (AAMFT)
- Member of Collaborative Divorce Professionals of Arizona
- International Academy of Divorce Professionals (IACP)
- Domestic Violence Task Force/CASA AZ
- Program Committee, Workshops for Youth and Family
- Active member of the AZ Consortium of Complementary Healing at ASU
- Member, National Association of Social Workers NASW
- CASA Domestic Violence Training Consortium for Maricopa County 2000
- Member, Arizona Chapter of the American Liver Foundation 1994-99
- Case Management Society Of America 1998-99
- Child Abuse Council Planning Committee and Chair, Local Site Arrangements 1990 - 1994
- Member, CALSWEC and USC Partnership 1990-1992
- Executve Board of Directors 1983-1992
- East Valley Community Mental Health
- Member, Child Abuse Council of Orange County 1989-1993
- Served on Board for Collaborative Divorce Professionals, AZ Chapter

Professional Trainings and Presentations

2013  DNMS Ego State Therapy:Developmental Needs Meeting Strategy
2013  ACT Acceptance and Commitment Therapy
2013  DBT Dialectical Behavioral Therapy
2013  EMDR Eye Movement Desensitization and Reprocessing, EMDR Institute
2011  Quantum Learning Teacher Training
Research, Grants, and Refereed Articles

*Awarded*


**Yoga for marginalized populations.** (2009-2010). Principle Investigator.

Classes taught by MSW students to underserved populations throughout Phoenix, Arizona. Classes taught at Sojourner for Domestic Violence, TERROS, EMPACT, Crisis Nursery, Southwest Human Development, Residential Treatment homes for abused adolescents, children in foster care and three Native American Reservations. At One Yoga. Amount awarded: $65,000.

**Mindfulness for health professionals.** Co-investigator. Hospice of the Valley. Amount awarded: $5,000.

**Gift of Life Transplant House.** Board of Directors, Mayo Clinic Scottsdale. Member of steering committee, who funded, designed and renovated a donated house to Mayo Clinic, Scottsdale to open the first Arizona Transplant House - a transitional living space for pre-post transplant patients.

**Family Preservation the Second Time Around.** Developed training component for adoptive parents, children and professional therapists who work in the adoption arena. The training offered the most current research and findings in adoption as well as instructions on creating adoption groups in therapy. Amount awarded: $2,000.


*Refereed Article:*


**Honors and Awards**

2002-2013: Consistently earns excellent student evaluation scores.
Teaching evaluations range from 1.0 (highest) to 5.0.

**Community Service**

Organized “Hearing Voices” for all students enrolled in SWG 603 partnering with a community Agency that offers workshop that simulates what clients with hallucinations hear, feel, and experience throughout their day. The workshop educates students on the stigma associated with these kinds of symptoms and allows students to identify their own personal judgments in working with this population. Represent SSW department at community and national conferences presenting on direct practice topics involving Well-being and advanced clinical topics.
Co-lead annual contract with Scottsdale Healthcare to offer the Stress Management. This course is offered twice yearly to all employees at three Scottsdale Health care Hospital settings
Coordinate advanced clinical trainings to our Alumni, Students, and Faculty bringing in several keynote speakers for two and three day trainings
Designated Faculty Officer for the student run Mindfulness Community at ASU
Involvement in student run Free Clinic project (2013-2014)
Instructor for Interprofessional MACY grant in partnership with Medical College and ASU, NAU, Uof A and Mayo.
Participation on Steering Committee at the new Sun Devil Fitness and Wellness Center
Coordinate Lunch and Learn Socratic Lecture Series open to all students

- Contemporary Psychoanalysis (10-9-13)
- Introduction to mindfulness (10-23-13)
- 10 strategies for balancing your diet and life (11-6-13)
- The stress reduction boot camp at Sun Devil Wellness (10-23-13)

**Cindy C. Sangalang, PhD, MSW**

**EDUCATION**

Doctor of Philosophy, Social Welfare
University of California, Los Angeles
2012

Master of Social Welfare
University of California, Los Angeles
2006

Bachelor of Arts, Psychology
University of California, Berkeley
2002

**ACADEMIC APPOINTMENTS**

Assistant Professor
School of Social Work
Arizona State University
Tucson, AZ
2014 –

Postdoctoral Fellow
Southwest Interdisciplinary Research Center, College of Public Programs
Arizona State University
Phoenix, AZ
2012 – 2014

Adjunct Faculty
Master of Social Work Program
California State University, Dominguez Hills
Carson, CA
2011 – 2012
PROFESSIONAL EXPERIENCE: COMMUNITY PRACTICE

Project Manager
1/2008 – 8/2012
Khmer Girls in Action, Long Beach, CA
Initiated collaboration with community partners to study Cambodian American youth and families with a community-based participatory research (CBPR) framework. Contributed to grant proposal writing and research design. Facilitated focus groups. Trained community members in research protocol using popular education approaches.

Program Coordinator
UCLA Community Development & Social Justice Scholars Program
Mentored 12 undergraduates interested in graduate school. Counseled students biweekly regarding academic and personal concerns. Conducted presentations on graduate school preparation and professional development. Coordinated guest speakers and student internships, volunteer placements, and research assistantships.

Program Coordinator
Asian Pacific American Legal Center, Los Angeles, CA
Coordinated and trained volunteers in election poll monitoring procedures. Authored reports for Los Angeles and Orange Counties to improve election procedures.

Program Coordinator
Khmer Girls in Action, Long Beach, CA
Conducted workshops on leadership development, reproductive health education, and creative expression for Cambodian American adolescents. Coordinated field trips and guest speakers from the health-services and political community. Organized system of evaluation and documentation for workshop activities.

PROFESSIONAL EXPERIENCE: CLINICAL PRACTICE

Clinical Social Work Intern
Harbor-UCLA/Department of Mental Health, Los Angeles, CA
Conducted psychosocial assessments with psychiatric patients for treatment and referrals. Educated patients and their families regarding mental illness and discharge planning. Facilitated group therapy sessions and provided individual counseling.

Social Work Intern
Domestic Abuse Center, Los Angeles, CA
Provided individual short-term therapy to adult and children survivors of domestic violence. Offered crisis-intervention and counseling to victims at domestic violence crime scenes. Assisted in facilitating weekly group therapy session with long-term clients. Served as court advocate for clients seeking restraining orders.

Mental Health Counselor
Fred Finch Youth Center, Oakland, CA
Supported 15 high school students in working toward treatment goals and developing social and academic skills. Implemented life-skills development, recreational activities, and weekly fieldtrips to broaden experiences and build community among students.

PROFESSIONAL SERVICE
Invited Reviewer
Ethnicity and Health 2013
Asian American Journal of Psychology 2012
National Multicultural Conference and Summit 2012

Newsletter Editor 2007 – 2009
Asian American Psychological Association, Division on Women

PROFESSIONAL AFFILIATIONS

Council on Social Work Education
Society for Social Work and Research
Asian American Psychological Association
Society for Research on Adolescence
Society for Research in Child Development
Asian and Pacific Islander Social Work Educators Association

GRANTS OBTAINED

National Institute of Minority Health & Health Disparities (NIMHD) 2014 – 2015
The Role of Refugee Mothers’ Experiences with Trauma and Forced Migration on Child Emotional and Behavioral Health: A Longitudinal Examination of Vietnamese and Cambodian Families. 1P200MD009566-01 – Supplement Pilot. Parent award: Advancing Health Equity through Multi-level Cultural Determinants Research/Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency. An Exploratory Center of Excellence on Health Disparities Research (P20MD002316-08; PI, Marsiglia, F. F.)
Role: Principal Investigator
Award: $145,400

Arizona State University, College of Public Programs 2013
Assessing Mental Health among Refugees in Arizona.
Role: Co-Investigator
Award: $20,000

University of California, Los Angeles, Center for Community Partnerships 2008 – 2010
Intergenerational Transmission of Trauma in the Long Beach Cambodian Community.
Role: Co-Investigator
Award: $20,000

AWARDS AND FELLOWSHIPS

Dissertation Year Fellowship, UCLA Graduate Division ($20,000) 2011 – 2012
Minority Fellowship Program, Council on Social Work Education ($63,336) 2009 – 2012
Asian American Psychological Association Travel Award ($700) 2011
EARA-SRA Summer School, European Association for Research on Adolescence & Society for Research on Adolescence 2011
21st Century Graduate Fellowship, UCLA Asian American Studies Center ($3,500) 2009 – 2010
Student Award, National Association of Social Workers (CA, Region H) 2010
Summer Graduate Research Mentorship Award, UCLA Graduate Division ($4,700) 2008
Tritia Toyota Graduate Fellowship, UCLA Asian American Studies Center ($3,000) 2007 –
2008
Wasserman Fellowship ($12,000) 2007 – 2008
Eugene V. Cota-Robles Fellowship, UCLA Graduate Division ($30,000) 2004 – 2006
UCLA Graduate Research Mentorship Program ($15,000) 2005 – 2006
California Alumni Association Leadership Scholarship 2000 – 2002

REFEREED CONFERENCE PRESENTATIONS


**INVITED PRESENTATIONS**


**PUBLICATIONS**

**Peer-Reviewed**


**Book Chapters**


**RESEARCH EXPERIENCE**

Postdoctoral Fellow  
8/2014  
*ASU Southwest Interdisciplinary Research Center*  
Mentors: Dr. Mary R. Gillmore, Dr. Angela Chen, Dr. Flavio Marsiglia

Research Assistant  
8/2012  
*UCLA Department of Psychology*  
PI: Dr. Anna S. Lau

Research Assistant  
6/2007  
*UCLA Department of Social Welfare*  
PI: Dr. Laura Abrams

Research Assistant  
5/2002  
*UC Berkeley Department of Psychology*  
PI: Dr. Clark McKown

Research Assistant  
5/2002  
*UC Berkeley Department of Psychology*  
PI: Dr. Serena Chen

**TEACHING**

*ASU School of Social Work*  
8/2014 –  
Micro Human Behavior in the Social Environment, BSW Program  
Diversity and Oppression in the Social Work Context, MSW Program

*CSU Dominguez Hills*  
1/2011 –  
5/2012  
Research Methods in Social Work, MSW Program  
Macro Human Behavior and the Social Environment, MSW Program

*UCLA (Teaching Assistant)*  
9/2006 –
Foundations of Social Welfare Policy, MSW Program
Introduction to Social Welfare Policy, Undergraduate Public Affairs Minor Program
Intergenerational Communication Across the Lifespan, Undergraduate Public Affairs Minor Program

TRAININGS

Analysis of Missing Data Workshop (Paul Allison, PhD)  5/2013
Statistical Horizons, Los Angeles, CA

Community-Based Participatory Research (CBPR) Summer Institute  8/2011
SFSU Department of Health Education & UC Berkeley School of Public Health

NIH Grant Writing Workshop  6/2011
UC Davis Asian American Center for Disparities Research

Pamela Scala, Lcsw, Acsw

EDUCATION AND CERTIFICATIONS

- Adelphi University School of Social Work, M.S.W. (5/73)
- City University of New York, B.A. Cum Laude
  Major: Psychology (5/68)
- Arizona State Licensed Clinical Social Worker (LCSW)
- Academy of Certified Social Workers (ACSW)
- Maricopa County Community College Certification
- EMDR Certification
- TFT Certification (Veterans Administration Training)
- Certificate - Rutgers Summer School of Alcohol Studies

ACADEMIC APPOINTMENTS

Arizona State University School of Social Work (Tempe, AZ/Phoenix, AZ)
Clinical Associate Professor  (8/2014- Present)
Lecturer  (8/2008 – 8/2014)
Faculty Associate  (8/1991 – 8/2008)

Adelphi University School of Social Work (Garden City, NY)
Adjunct Assistant Professor  (8/86 – 5/89)

PROFESSIONAL SOCIAL WORK EXPERIENCE

ARIZONA STATE UNIVERSITY SCHOOL OF SOCIAL WORK (Tempe/Phoenix, AZ)  (1991-Present)
Clinical Associate Professor/Lecturer/FA: Instructor of social work undergraduate and graduate social work practice classes. Active member of the BSW Committee. Member of various BSW subcommittees to revise the BSW curriculum practice sequence and work on BSW Advancement policy. Collaborated with Mesa Community College on curriculum development. Faculty advisor for both undergraduate and graduate social work students.

Field Liaison: Liaison for BSW/MSW students interning at community social service agencies. Work with students and field instructors to assess performance, resolve issues and enhance learning opportunities.

Student Academic Resource and Referral (SARRP) Coordinator: Co-developed and piloted a new program for MSW students to support successful completion of the SSW program. Provided assessment and identification of student performance issues with referral to University and SSW resources. Creation of new SSW resources to address newly identified student issues. Created, organized, and presented the first Student Success Day event, attended by 150 MSW students.

MSW Peer Mentor Program Coordinator: Developed and piloted an MSW program to enhance the MSW student experience and support professional development and retention. Partnered senior MSW Advanced Direct Practice (ADP) students with junior MSW Foundation level peers to provide interview practice, mentoring, and support for their mentees’ professional development. Provided supervision and mentoring of peer mentors. Developed curriculum for senior mentors and facilitated supervision groups.

BSW Peer Mentor Program Developer: Developed a two-tiered peer mentor program for BSW students to enhance their SW professional training experience. Program designed to support BSW students’ retention and intention to advance in the BSW program. Supervision provided to peer mentors in a clinical skills’ peer group to expand their skill set in a mentoring/ supervisory role.

Tier I: Mentoring to be provided for all 200-level for all BSW students in small groups led by senior BSW student to address questions and concerns navigating the SSW program. Tier II: Offers 300-level BSW students an opportunity to partner with an ADP MSW student to enhance social work skills’ development.

PRIVATE CONSULTANT

Clinical Social Worker: Provided counseling and consultation on an individual and group basis. Stress management consultant. Specialty in health and wellness counseling with an emphasis on holistic social work.

Workshop Leader: Developed and conducted stress management and wellness workshops for numerous agencies, community organizations, and conferences, including: U.S. Department of Health and Human Services, Eastern Regional Conference on Runaway Youth, Social Security Administration, Internal Revenue Service, BMI Dialysis, Hospice of the Valley, Pritikin Systems, Inc., and ASU Lifelong Learning, among others.
Conference Organizer: Organized “Drugs in the Workplace,” a conference sponsored by the U.S. Public Health Service.


Assistant Director, EAP: Responsible for a university based employee assistance program serving a dual function as a training site for ten Master's level social work interns as well as providing counseling services to 41 community agencies. Provided employee counseling as well as individual and group supervision for MSW social work interns. Conducted supervisory training sessions, wellness workshops and employee orientations.

NORTH SHORE UNIVERSITY HOSPITAL, Teaching Affiliate of Cornell University Medical College (Manhasset, New York) (1976-1986)

Clinical Social Worker/Supervisor: Individual, family and group therapy provided to children, adolescents and adults in a community mental health center and outpatient psychiatry department of a Cornell University affiliated teaching hospital. Supervised social workers, clinical nurses, psychiatric residents, and social work interns.

Seminar/Support Group Facilitator: Organized and led field seminar for Master’s level social work interns from six Metropolitan area schools of social work.


Clinical Social Worker: Individual and family counseling provided in a school based substance abuse prevention and intervention grant funded program. Provided supervision of school based counselors and teacher training.

VETERANS ADMINISTRATION MEDICAL CENTER (New York, NY) (1973-1976)

Chemical Dependency Social Worker: Individual, family, and group counseling provided to residents in a six-week inpatient and two year outpatient alcoholism recovery program.

Clinical Liaison: Consultation and liaison with medical staff on general medical wards. Provided outreach and conducted educational groups for general hospital patients.

BUREAU OF SPECIAL SERVICES FOR CHILDREN (New York, NY) (1968 – 1973)

Foster Home Care Caseworker: Comprehensive casework services provided to families, children, and adolescents placed in long term foster care. Individual and family counseling, outreach to birth mothers, and adoption planning.

Alternative Detention Program Counselor: Family court based program for adolescents court mandated to juvenile detention facilities. Provided evaluation, placement and follow-up.
PROFESSIONAL AFFILIATIONS

National Association of Social Workers – Clinical Social Work specialization
Academy of Certified Social Workers
AZ Society for Clinical Social Work
Society of Behavioral Medicine
Society for Spirituality and Social Work
Association for Humanistic Psychology

CAMPUS PARTNERSHIPS/ASU and COMMUNITY SERVICES

Disability Resource Center – worked closely with DRC staff to meet DRC eligible students’ needs and arrange in-class presentations to heighten awareness.
ASU Counseling Center – worked with Counseling Center to help support student retention and success
Student Success Center – worked closely with Student Success Center to support student retention and success.
ASU Career Services – worked with Career Services in assisting students’ employment aims.
Participation in school based annual Food Drive
Stress management/wellness workshops presented to various Phoenix area groups.
Developed a volunteer Kindness Project for Pre-Professional BSW students
Developed and supervised informal peer mentor partnerships to support SWU 310 students’ retention

Elizabeth A. Segal

DEGREE INFORMATION

University of Illinois at Chicago
Jane Addams College of Social Work
Ph.D. February 1987

Boston University
School of Social Work
M.S.W. Group Work May 1982

Brandeis University
B.A. Sociology May 1979

ACADEMIC APPOINTMENTS

Professor (1998-present) 1995-present
Interim Director (1998-2000; 2010)
Associate Professor (1995-1998)
School of Social Work
Arizona State University, Phoenix, Arizona

Associate Dean 1-12/2005
College of Public Programs
Arizona State University, Tempe, Arizona
Associate Professor 9/1992-7/1995
Assistant Professor 9/1989-8/1992
College of Social Work
Ohio State University, Columbus, Ohio

Assistant Professor 8/1986-7/1988
School of Social Work
University of Illinois, Urbana, Illinois

PROFESSIONAL POST-BACCALAUREATE AND POST-MASTERS SOCIAL WORK EXPERIENCE

Congressional Research Fellow 8/1988-7/1989
American Association for the Advancement of Science and The Society for Research in Child Development
Office of Senator Barbara Mikulski (D-MD), and Illinois Commission on Intergovernmental Cooperation
Washington, D.C.

Assistant Director of Youth Activities 5/1982-8/1984
Union of American Hebrew Congregations
Chicago, Illinois

MEMBERSHIPS

Society for Social Work Research (SSWR) member 2000-present
Council on Social Work Education (CSWE) member 1986-present

COMMUNITY SERVICE

Editorial board member-reviewer

Southwest Collaborative on Immigration, Inequality and Poverty (SCIIP) 2008-present
Co-founder and board member

Journal of Poverty: Innovations on Social, Political & Economic Inequalities
Co-editor & co-founder 1995-2006
Editorial board member 2006-present

AWARDS, GRANTS AND HONORS

Outstanding Doctoral Mentor Award 2013
Graduate College
Arizona State University, Tempe, Arizona

Outstanding Faculty Mentor 2011
Faculty Women’s Association
Arizona State University, Tempe, Arizona

Lois and Samuel Silberman Fund Faculty Grant Program
New York Community Trust, New York, NY
Co-Principal Investigator $34,598

PROFESSIONAL PRESENTATIONS

“Measuring Social Empathy: Tool for Researchers to Effect Social Change” 2014
Society for Social Work and Research
Symposium Organizer and Presenter
San Antonio, TX

Panel Facilitator and Presenter
Council on Social Work Education Annual Program Meeting
Dallas, Texas

“Social Empathy: Using Interpersonal Skills to Effect Change” 2013
25th National Symposium on Doctoral Research in Social Work
Invited Keynote Speaker
Ohio State University College of Social Work
Columbus, OH

“The Impact of Immigration Policies within Latinos Communities” 2013
Symposium Organizer and Presenter
Society for Social Work and Research
San Diego, CA

“Promoting Social Justice for Latinos in an Anti-Immigrant Climate” 2012
Symposium Organizer and Presenter
Society for Social Work and Research
Washington, DC


2010-2012
Council on Social Work Education Annual Program Meeting
Atlanta, Georgia

“Consequences of Immigration Status on Latinos: Implications for Social Work Policy, Practice and Research”
Symposium Facilitator
Society for Social Work and Research
Tampa, Florida

“Social Empathy Attitudes and Latino Culture” (with K. Gerdes, A. Wagaman, J. Mullins, & D. Androff)
Society for Social Work and Research
Tampa, Florida

“Infusing Social Empathy into the Classroom: Pedagogy to Promote Social Justice”
(with A. Wagaman, J. Mullins & K. Gerdes)
Council on Social Work Education Annual Program Meeting
Portland, Oregon

PROFESSIONAL PUBLICATIONS

Books


Book Chapters


Articles in Refereed Journals


Reports, Monographs and Manuals


1. Michael S. Shafer, Ph.D.

2. CHRONOLOGY OF EDUCATION
Virginia Commonwealth University
   Ph.D., 1988 - Urban Services/Developmental Disabilities
   Dissertation Title: A National Survey of State Agency Rehabilitation Counselors: An Assessment of Knowledge, Attitudes, and Training Needs Regarding Supported Employment
   Dr. Fred Orelove, Advisor
University of Maryland - College Park
   M.A., 1982 - Special Education/Psychology
   Thesis Title: Trained Peers to Facilitate the Social Behavior of Autistic Children
   Dr. Andrew Egel, Advisor
California Lutheran University
   B.S., 1980 - Psychology, Cum Laude, Child Mental Health Specialist Certificate

3. EMPLOYMENT
2006 - Present: Professor, School of Social Work, College of Public Programs, Arizona State University, Phoenix, Arizona.
2008 - Present: Director, Center for Applied Behavioral Health Policy, College of Public Programs, Arizona State University, Phoenix, Arizona.
2006 - 2008: Professor and Associate Dean, College of Human Services, Arizona State University, Phoenix, Arizona.
2009 - 2013: Graduate Director, Doctor of Behavioral Health Program, College of Health Solutions, Arizona State University, Phoenix, Arizona.
2009 - 2012: Affiliate Professor, Center for Health Information and Research, Ira A. Fulton School of Engineering, Arizona State University, Phoenix, Arizona.
2006 - 2008: Executive Director, the Center for Applied Behavioral Health Policy, College of Human Services, Arizona State University.
1999 – 2006: Research Associate Professor, School of Public Administration & Policy, Eller College of Management, University of Arizona.
1995 - 1999: Research Associate Professor, Department of Family and Community Medicine, Community Medicine Section, The University of Arizona Health Sciences Center, Tucson, Arizona.
1992 - 1995: Assistant Professor of Clinical Family and Community Medicine, Department of Family and Community Medicine, Community Medicine Section, Community Rehabilitation Division, The University of Arizona Health Sciences Center, Tucson, Arizona.
1990 - 1992: Adjunct Assistant Professor of Special Education and Rehabilitation, College of Education, The University of Arizona, Tucson, Arizona.
1991 - 2006: Director, Center for Applied Behavioral Health Policy (also dba Community Rehabilitation Division, University of Arizona.
1988 - 1990: Assistant Director of Research, Rehabilitation Research and Training Center, Virginia Commonwealth University, Richmond, Virginia.
1988 - 1990: Adjunct Assistant Professor, College of Education, Virginia Commonwealth University, Richmond, Virginia.
1983 - 1988: Faculty Research Associate, Rehabilitation Research and Training Center, Virginia Commonwealth University, Richmond, Virginia.
1983: Unit Psychologist, Crownsville State Hospital, Crownsville, Maryland.
1978 - 1980: Teaching Parent, Camarillo State Hospital, Specialized Behavioral Health Programs, Camarillo, California.
1977 - 1978: Classroom Teaching Aide, Self-Injurious Behavior Program, Camarillo State Hospital, Camarillo, California.

4. **HONORS AND AWARDS**

2003  U.S. Department of Justice – Cooperative Law Enforcement Award, Tucson Crisis Intervention Team Training Group.
2000  Governor’s Spirit of Excellence Award, Arizona Integrated Treatment Consensus Panel, Arizona Governor’s Office.

5. **EXTRAMURAL SERVICE**

**PROFESSIONAL**
Member, American Probation and Parole Association, May 2013 – present.
Chair, Committee, National Addictions Treatment Workforce Survey Workgroup, 2009 – present.
Member, Steering Committee, Criminal Justice Drug Abuse Treatment Studies Research Cooperative, 2009 – present.
Member, National Evaluation Committee, National Addiction Technical Transfer Centers, U.S. Department of Health & Human Services, Substance Abuse & Mental Health Services Administration, 2007 - present.

Grant Reviewer for:
- Center for Mental Health Services, Substance Abuse & Mental Health Services Administration, U.S. Department of Health & Human Services.
- Center for Substance Abuse Treatment, Substance Abuse & Mental Health Services Administration, U.S. Department of Health & Human Services.
- Office of Special Education and Rehabilitation Services, U.S. Department of Education.

Guest reviewer for:
- *Journal of Substance Abuse Treatment*
- *Journal of Psychoactive Drugs*
- *Journal of Evaluation and Program Planning*
- *Journal of Disability and Social Policy*
• Journal of Rehabilitation Administration
• Journal of Applied Behavior Analysis
• Journal of the Association for Persons with Severe Handicaps
• Exceptional Children

COMMUNITY
Presentation at Maricopa County Adult Probation, Manager’s Forum, Phoenix, AZ. Topic: Affordable Care Act Overview, December 4, 2013.
Presentation at Spirit of Service Scholars Seminar, Phoenix, AZ. Topic: Healthcare in Arizona and the Affordable Care Act; Implications and Opportunities in Behavioral Health Care, November 23, 2013.
Presentation at Maricopa County Adult Probation, Executive Leadership, Phoenix, AZ. Topic: Healthcare Reform, August 9, 2013.
Board Member, Lifewell Behavioral Wellness, April 2013 – present.

6. INTRAMURAL SERVICE

DEPARTMENTAL COMMITTEES
• School of Criminal Justice and Criminology, Member of Graduate Faculty, 2007 – present.
• School of Social Work, Member of Graduate Faculty, 2010 – present.
• School of Social Work, Executive Committee, 2010 – present.
• School of Social Work, PAC Committee, 2009 – present.
• School of Letters and Sciences, Doctor of Behavioral Health, Leadership Committee, 2009 – present.
• School of Letters and Sciences, Doctor of Behavioral Health, Graduate Committee, Chair, 2009 – present.

COLLEGE COMMITTEES
• College of Public Programs Deans Search Committee, 2011 - 2012
• Faculty Search Committee, School of Letters and Sciences, Doctor of Behavioral Health, 2009.

UNIVERSITY COMMITTEES
• Curriculum Committee Masters in Health Service Delivery, 2011 – 2012.

7. PUBLICATIONS

PRESENTATIONS AT SCHOLARLY CONFERENCES, only most recent listed, * = students
Shafer, M.S., Prendergast, M.L., Duffee, D., Peters, R., & Tracy, S.J. (November 22, 2013). The role of facilitation in organizational change in correctional settings: A mixed-methods analysis. Panel paper presentation at the annual meeting of the American Society of Criminology, Atlanta, GA.

Shafer, M.S., Legander, S., Rivera, R., Radatz, M.A.*, Staples, V., & Rorke, J.* (November 5, 2013). Best practices in consumer operated services and programs (COSP): A descriptive study of program participants and impacts. Presentation at the annual meeting of the American Public Health Association, Boston, MA.


Prendergast, M.L., Rivera, R., Abdel-Salam, S., Janich, N.*, Kilmer, A., Peters, R. Shafer, M.S. (October 25, 2013). Effectiveness of an organizational process improvement intervention (OPII) for improving the assessment, case planning and referral processes for offenders. Panel presentation at the Addiction Health Services Research Conference, Portland, OR.

Shafer, M.S., Staples, V., & Lindsey, A. (July 17, 2013). Patients with a serious mental illness and metabolic syndrome: Lifesaving information and strategies for the behavioral health professional. Panel presentation at CABHPS’s 14th Annual Summer Institute, Sedona, AZ.


Comparing three models of inter-organizational change. Poster presentation at the annual meeting of College on Problems of Drug Dependence, Ft. Lauderdale, FL.
Shafer, M.S., Williams, L., Carlson, B., & Rivera, R. (June 17, 2010). Predictors of family reunification and child maltreatment recurrence among substance abusing families. Poster presentation at the annual meeting of College on Problems of Drug Dependence, Scottsdale, AZ.

Refereed Journal Publications, * = students

**TECHNICAL REPORTS, * = students**


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**8. GRANTS AND CONTRACTS**

<table>
<thead>
<tr>
<th>Date</th>
<th>Grant Purpose</th>
<th>Funding Agency</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 2013-September 2016</td>
<td>Bridging the Gap Offender Re-entry Program</td>
<td>TERROS</td>
<td>$209,488</td>
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<tr>
<td>October 2012-September 2014</td>
<td>Pacific Southwest Addiction Technology Transfer Center</td>
<td>University of California, Los Angeles (funding from U.S. Department of Health &amp; Human Services, Center for Substance Abuse Treatment)</td>
<td>$750,000</td>
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<tr>
<td>October 2011-September 2012</td>
<td>Technical Assistance &amp; Evaluation of Peer Support Recovery Program (grant extension)</td>
<td>Bureau of Justice through Maricopa County Superior Court</td>
<td>$144,720</td>
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<tr>
<td>October 2011-September 2012</td>
<td>Evaluation of Jail Re-entry Program</td>
<td>SAMHSA through Community Bridges, Inc.</td>
<td>$65,021</td>
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<tr>
<td>Date</td>
<td>Project Description</td>
<td>Sponsor/Owner</td>
<td>Amount</td>
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<td>--------------</td>
<td>---------------------------------------------------------------------------------------</td>
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<tr>
<td>September 2011- December 2012</td>
<td>Blueprints 2.0, Evaluation of Peer Outreach &amp; Engagement</td>
<td>SAMHSA through Community Bridges, Inc.</td>
<td>$54,578</td>
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<tr>
<td>May 2011- June 2014</td>
<td>Member Status &amp; Satisfaction Survey</td>
<td>Stand Together &amp; Recover Centers, Inc.</td>
<td></td>
</tr>
<tr>
<td>April 2011- June 2012</td>
<td>ADHS Health Integration</td>
<td>Arizona Department of Health Services</td>
<td></td>
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<tr>
<td>January 2011- August 2012</td>
<td>ADES Advanced Training</td>
<td>Arizona Department of Economic Security</td>
<td></td>
</tr>
<tr>
<td>September 2010- August 2015</td>
<td>EMPOWR-Engaging, Motivating &amp; Providing Options with Recovery for Veterans</td>
<td>Old Pueblo Community Foundation</td>
<td></td>
</tr>
</tbody>
</table>

1. **Ryan M. Sheade, LCSW**

2. **Degree:**
   a. Master of Social Work (MSW)
   b. Arizona State University
   c. Social Work
   d. Awarded 05/2007

3. **Academic Appointments:**
   a. Arizona State University
      i. Lecturer
      ii. Phoenix, AZ
      iii. Start date: 08/2013
      iv. End date: Current
   b. Arizona State University
      i. Faculty Associate
      ii. Phoenix, AZ
iii. Start Date: 08/2011
iv. End date: 08/2013

4. Professional Experience:
   a. Integrated Mental Health Associates
      i. Owner/Licensed Psychotherapist
      ii. Scottsdale, AZ
      iii. Start date: 04/2014
      iv. End date: Current
   b. Ryan M. Sheade, LCSW, LLC
      i. Owner/Licensed Psychotherapist
      ii. Tempe, AZ
      iii. Start date: 08/2011
      iv. End date: 04/2014
   c. Southwest Center for HIV/AIDS
      i. Clinical Director
      ii. Phoenix, AZ
      iii. Start date: 09/2009
      iv. End date: 08/2013
   d. Phoenix Shanti Group
      i. Therapist
      ii. Phoenix, AZ
      iii. Start Date: 06/2008
      iv. End date: 08/2011
   e. Magellan of Arizona
      i. Clinical Coordinator
      ii. Mesa, AZ
      iii. Start date: 10/2006
      iv. End date: 06/2008
   f. Triple R Behavioral Health
      i. Team Coordinator
      ii. Phoenix, AZ
      iii. Start date: 05/2003
      iv. End date: 01/2006

5. Memberships:
   a. None

6. Community Service:
   a. AIDSWalk Participant and Team Captain: 2009-present
   b. PTA President (North Ranch Elementary School): 2013-present
Paul Richard Smokowski, M.S.W., PhD., CP

Degree Information

Post-Doctoral Fellow
University of Minnesota, Institute of Child Development
Developmental Psychopathology
8/98-8/99

Doctorate of Philosophy
University of Wisconsin - Madison
Social Welfare
12/98

Masters of Social Work
State University of New York at Buffalo
Social Work
5/95

Dual Bachelor of Arts Degrees (BA/BA)
State University of New York at Buffalo
Psychology and Theater Arts
12/90

Academic Appointments

Arizona State University, School of Social Work, College of Public Programs
Acting Director, Southwest Interdisciplinary Research Center
Phoenix, Arizona
2014-Present

Arizona State University, School of Social Work, College of Public Programs
Associate Director for Youth Violence Prevention, Southwest Interdisciplinary Research Center
Phoenix, Arizona
2013-Present

Arizona State University, School of Social Work, College of Public Programs
Distinguished Foundation Professor for Child and Family Resilience
Phoenix, Arizona
2013-Present

University of North Carolina at Chapel Hill, School of Social Work
Director, North Carolina Academic Center for Excellence
Chapel Hill, North Carolina
2010-Present
University of North Carolina at Chapel Hill, School of Social Work
Research Professor
Chapel Hill, North Carolina
2013-Present

University of North Carolina at Chapel Hill, School of Social Work
Full Professor
Chapel Hill, North Carolina
2010-2013

University of North Carolina at Chapel Hill, School of Social Work
Associate Professor
Chapel Hill, North Carolina
2005-2010

University of North Carolina at Chapel Hill, School of Social Work
Assistant Professor
Chapel Hill, North Carolina
1999-2005

University of North Carolina at Chapel Hill, School of Social Work
Director, Latino Acculturation and Health Project
Chapel Hill, North Carolina
2010-2013

Professional Post-Baccalaureate and Post-Master’s Social Work Experience

National Center for Injury Prevention and Control (NCIPC) – U.S. CDC
Senior Health Scientist/Consultant
Atlanta, Georgia
8/06-8/08

University of Minnesota, Institute of Child Development
Post-Doctoral Fellow
Minneapolis, Minnesota
8/98-8/99

Chicago Public Schools and University of Wisconsin-Madison
Research Associate
Madison, WI
8/96-6/99

Various Agencies
Psychodrama Therapist
Washington DC, New York, Wisconsin, North Carolina
12/92-Present
Pain Research Group, WHO Collaborating Center  
Assistant to Director of Policy Studies  
Madison, Wisconsin  
8/95-8/96

Veterans’ Administration Medical Center  
Social Worker  
Buffalo, New York  
09/94-08/95

Catholic Charities  
Social Worker - Visitation Therapist  
Buffalo, New York  
05/94-05/95

State University of New York at Buffalo, Social Work Research Center  
Coordinator  
Buffalo, New York  
05/94-05/95

State University of New York at Buffalo, Social Work Research Center  
Coordinator  
Buffalo, New York  
05/94-05/95

D.C. Commission on Mental Health Services  
Group Psychotherapist  
Washington, DC  
09/91-08/92

Our Lady of Victory Basilica  
Youth Mentor  
Lackawanna, NY  
10/86-08/92

Current Professional Academic, Community-Related, Scientific Memberships

- ASU School of Social Work Search Committee: 2014-Present
- ASU College of Public Service and Community Solutions Center Directors Committee: 2014-Present
- ASU College of Public Service and Community Solutions Center Directors Committee: Senior Leadership – 2014 - Present

Community Service Responsibilities

- Design, implement, and evaluate community-based youth violence prevention initiatives
  - Making Choices – North Carolina, Chatham County (NIDA)
  - Entre Dos Mundos – North Carolina (CDC)
North Carolina Academic Center for Excellence in Youth Violence Prevention

Special Awards, Fellowships, Grants

- A Group Randomized Trial of Restorative Justice Programming to Address the School to Prison Pipeline, Reduce Aggression and Violence, and Enhance School Safety in Middle and High School Students, National Institute of Justice, 2015-Present (Co-Principal Investigator and Research Director)
- An Exploratory Center of Excellence on Health Disparities Research, National Institutes of Health/ National Institute on Minority Health and Health Disparities, 2014-Present (Acting Center Director)
- An Exploratory Center of Excellence on Health Disparities Research, National Institutes of Health/ National Institute on Minority Health and Health Disparities, 2013-Present (Associate Director)

Professional Presentations


Smokowski, P.R. & Bacallao, M. (2012, February). *Becoming bicultural: Working with Latino adolescents and their families to promote cultural adaptation, mental health, and educational success*. Moses Cone Medical Center: Greensboro, NC.


Smokowski, P.R. (2012, March). *Violence in rural (versus urban) settings: How different is it?* 7th Youth Violence Prevention Conference: Violence, the Unspoken Health Disparity, Charlotte, NC.


Smokowski, P.R. & Bacallao, M. (2010, April). *Acculturation & mental health: Results from the Latino acculturation and health project*. Ninth Annual Conference of the Southwest Interdisciplinary Research Center, Arizona State University, Phoenix, AZ.

Smokowski, P.R. & Bacallao, M. (2010, March). *Becoming bicultural: Working with Latino adolescents and their families to promote cultural adaptation, mental health, and educational success*. Southern Regional Area Health Education Center, Fayetteville, NC.


**Professional Publications**

*Books/Book Chapters*


**Articles**


1. Layne Stromwall

2. Ph.D., Case Western Reserve University, Social Welfare, January 1996
   M.S.S.W., University of Wisconsin-Madison, Social Work, May 1975

3. Arizona State University, Associate Professor of Social Work, Phoenix, AZ, August 2002-present
   Arizona State University, Assistant Professor, Tempe, AZ, August 1996- August 2002
   Arizona State University, Affiliate Faculty, Tempe, AZ, Dept. of Women’s Studies, 2002-present
   Eastern Washington University School of Social Work and Human Services, various positions, Cheney, WA, September 1989- June 96
   Lewis & Clark State College, Adjunct Faculty, Coeur d’Alene, Idaho, August 1994-May 1995
   University of Nevada, Department of Social and Health Resources, Assistant Professor, Reno, NV, August 1986—May 1988

4. Kewaunee County Unified Mental Health and Developmental Disabilities Board, Algoma, WI; Counselor/Coordinator, July 1975-June 1977
   Pulaski Community Schools, Pulaski WI; School Social Worker, August 1977-May 1979
   State of Wisconsin, Madison, WI; Coordinator; May 1979—Nov. 1979

5. Society for Social Work and Research, National Alliance for Mental Illness (NAMI)

   *Community Mental Health Journal* Peer reviewer 1999-2013
   *Psychiatric Services* Peer reviewer 2009-present
   *Social Psychiatry and Psychiatric Epidemiology* Peer reviewer 2010-present

7. None


Fei Sun, PhD, MSW

**EDUCATION**

<table>
<thead>
<tr>
<th>Year</th>
<th>Degree or Title</th>
<th>Institution</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003 - 2008</td>
<td><strong>Doctor of Philosophy in Social Work.</strong></td>
<td>The University of Alabama, School of Social Work,</td>
<td>Tuscaloosa, AL</td>
</tr>
<tr>
<td>2005 - 2007</td>
<td><strong>Master of Social Work.</strong></td>
<td>The University of Alabama, School of Social Work,</td>
<td>Tuscaloosa, AL</td>
</tr>
<tr>
<td>2000 - 2003</td>
<td><strong>Master of Sociology, Master of Art,</strong></td>
<td>Nanjing University, China</td>
<td></td>
</tr>
<tr>
<td>1996 - 2000</td>
<td><strong>Bachelor of Sociology, Bachelor of Art,</strong></td>
<td>Nanjing University, China</td>
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**ACADEMIC APPOINTMENTS**

<table>
<thead>
<tr>
<th>Year</th>
<th>Position</th>
<th>Institution</th>
<th>Location</th>
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<tbody>
<tr>
<td>2014 – Present</td>
<td><strong>Associate Professor.</strong></td>
<td>Arizona State University, College of Public Programs, School of Social Work</td>
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<tr>
<td>2008 – 2014</td>
<td><strong>Assistant Professor.</strong></td>
<td>Arizona State University, College of Public Programs, School of Social Work</td>
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</table>

**PROFESSIONAL MEMBERSHIPS**
The Asian and Pacific Island Social Work Education Association (APISWEA).
Fellow Member: The Gerontological Society of America (GSA) Fellow Member
The Society for Social Work and Research (SSWR)
The Association for Gerontology Education in Social Work
Arizona Geriatric Society

PROFESSIONAL AFFILIATIONS

2008 – Present the ASU Southwest Interdisciplinary Research Center
2008 – Present the Center for Mental Health and Aging at the University of Alabama (UA)

SERVICE


Director As part of the CSWE’s China collaborative initiative, the ASU School of Social Work has a collaborative program with 10 Chinese MSW programs in Central China. The aim of the project is to enhance MSW development in Mainland China through faculty training, and mutual visits of faculties and students (2012 to 2017).

Committee Chair ASU School of Social Work Online Committee (2014)

Committee member Asian American Older Adults Council with the Area Agency on Aging (AAA) Region One in Phoenix (2009–present)
Older Refugee Council with AAA Region One in Phoenix (2009-present)
ASU School of Social Work Planning Administration and Community Practice committee (2010-present), and MSW Foundation Committee (2011-2013),
College of Public Program Standards Committee (2014)
ASU School of Social Work Search Committee (Fall, 2011- Spring, 2012)

Trainer/Volunteer Banner Alzheimer’s Institute (Spring, 2011; Spring, 2012). Delivered a four-week memory training program to seniors at the Chinese Senior Center

EXTERNAL FUNDING

External Grants
January 2014 to December 2014 (Role: P.I.) Department of Justice ($72,775)

May 2013 to July 2013 (Role: P.I.) Arizona Maricopa County Human Services Department ($21,293)
Project title: Evaluation of the Effectiveness of the Senior Adult Independent Living (SAIL) Program

September 2011 to September 2012 (Role: P.I.) The Silberman Fund Faculty Grant Program ($19,146)
Project title: Perceived Threat of Alzheimer’s Disease (AD) in Chinese American Elders: the Role of AD Literacy
September 2010 to September 2012 (Role: P.I.)  John Hartford Geriatric Social Work Scholars ($100,000)
Project title: Coping with Behavioral Disturbance in Chinese American Family Caregivers with a Dementia Relative: A Longitudinal Study. Deadline of completion data for this project has been extended to Sept 2013.

Internal Grants
June 2013 to May 2014 (Role: P.I.)  College of the Public Programs, ASU ($13,500)
Building Competence in the Handling of Dementia Cases: Perceived Service Needs among Patrol Officers in Phoenix, Arizona

SELECTED CONFERENCE PRESENTATIONS


Sun, F., Lu, Chuntian, & Kosberg, J. I. Influences of social environmental factors on the physical functioning of the oldest old in urban China. Presented at the 62nd Annual Scientific Meeting of the Gerontological Society of America at Atlanta, GA, November 18-22, 2009.


INVITED COMMUNITY PRESENTATIONS


PUBLICATIONS

(*denotes student co-authorship)


**Book Chapter**


**OTHER PUBLICATIONS**


**SERVICE EXPERIENCE**

**August 2010 to Present**
Coping and behavioral problems: A longitudinal qualitative study of Chinese American Alzheimer’s family caregivers (P.I., funded by the John Hartford Geriatric Social Work Scholars Program)

**May 2013 to August 2013**
Evaluation of the Effectiveness of the Senior Adult Independent Living (SAIL) Program (P.I., funded by the Maricopa County Human Services Department)

**August 2011 to 2012**
Perceived threat of Alzheimer’s’ Disease in Chinese American older adults: The role of Alzheimer’s literacy (P.I., funded by the Silberman Fund Faculty Grant Program)

**May 2009 – July 2009**
Stress and coping experiences of dementia family caregivers in Shanghai, China (P. I., funded by the School of Social Work at Arizona State University)
ACADEMIC AWARDS

**2013**

The GSA Preconference workshop on “accelerating translation of knowledge to community practices for older adults: Family caregiving to persons with dementia” junior investigator Travel Awards (1,200)

International Association of Schools of Social Work to support social work field education in Jiangxi University of Finance and Economics in China ($4,000)

LELA RANKIN WILLIAMS

EDUCATION

**Ph.D.** The University of Arizona, Family Studies and Human Development, 05/2006

Major area: Adolescent development

Minor area: Statistics


Chair: Dr. Stephen T. Russell

**M.S.** The University of Arizona, Family Studies and Human Development, 12/2002

Master’s Thesis: *A Within-Person Examination of Alcohol Use and Affect in a College Sample: The Moderating Effects of Extraversion and Neuroticism*

Chair: Dr. Jennifer L. Maggs

**B.S.H.** Queen’s University, Canada, Psychology, Honors, Dean’s List, 05/2001

Honor’s Thesis: *The Culpability of Sleepy and Intoxicated Drivers*

Chair: Dr. Alistair W. MacLean

Languages

- English
- French

ACADEMIC POSITIONS

**Tucson Coordinator** present

Arizona State University, School of Social Work Tucson, 08/2014-

Tucson, AZ

**Associate Professor** present

Arizona State University, School of Social Work Tucson, 08/2014 -

Tucson, AZ

**Assistant Professor** 07/2014

Arizona State University, School of Social Work Tucson, 08/2011-

Tucson, AZ

**Assistant Professor**

Arizona State University, School of Social Work, 08/2008 – 07/2011

Phoenix, AZ

**Faculty Research Affiliate**

Arizona State University, Southwest Interdisciplinary Research Center (SIRC), 08/2008-Present
Institute Partner
Faculty of the Adolescent Health and Development Initiative, University of Arizona, 08/2011-Present

Post-Doctoral Fellow
University of Maryland, Human Development, 07/2006-06/2008
PI: Dr. Nathan A. Fox (Longitudinal Temperament Study)

Temple University, Psychology, 07/2006-07/2007
PI: Dr. Laurence Steinberg (Research on Pathways to Desistance)

MEMBERSHIP AND SERVICE IN THE PAST THREE YEARS

PUBLIC/COMMUNITY

2012-present  Adolescent Health and Development Initiative Member
Frances McClelland Institute for Children, Youth, & Families at the University of Arizona
Monthly meetings held to convene cross-disciplinary researchers across Tucson
who are invested in issues relevant to adolescent health and well-being

2013-present  Leader for Tucson Moms non-profit parenting support group

UNIVERSITY, COLLEGE, DEPARTMENTAL

2012-2013  MSW Concentration Year Faculty Advisor, School of Social Work, Tucson
2012-2013  Executive Council Committee, School of Social Work
2008-present  PhD Committee, School of Social Work
  Workshops (6): grant writing, job market, CV preparation
2013-2014  Search Committee, Chair, School of Social Work
2011-2012  Search Committee, School of Social Work
2011-2012  BSW Faculty Advisor, School of Social Work, Tucson
2011  Promotion and Tenure Committee, School of Social Work

PROFESSIONAL

2012-2015  Elected Board Member-At-Large for the Society for Social Work and Research
  Co-Chair of Awards Committee
  Chair of Technology and Communications Task Force

2012-2016  Society for Research on Adolescence Study Groups Committee Member
  Innovative Small Grants Committee (research with an international focus)

2006-present  Ad Hoc Reviewer
  Children and Youth Services Review
  Child Maltreatment
  Developmental Psychology
  Emerging Adulthood
  Journal of Adolescence
  Journal of Adolescent Research
  Journal of Comparative Family Studies
  Journal of Family Issues
  Journal of Interpersonal Violence
  Journal of Research on Adolescence
PROFESSIONAL MEMBERSHIPS

2008-present  Society for Social Work and Research
2003-present  Society for Research in Child Development
2002-present  Society for Research on Adolescence
2011         International Association for Relationship Research

GRANTS RECEIVED IN THE PAST THREE YEARS

2011-present  Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency
   An Exploratory Center of Excellence on Health Disparities Research
   PI: Flavio F. Marsiglia
   Investigator, Familias/ADA main study: Lela Rankin Williams
   The National Institute on Minority Health and Health Disparities (NIMHD)/ National
   Institutes of Health (NIH) P20MD002316-06: $6,400,00
   Award period: 2007 – 2016

2011-2014  Mexican American Teen Relationships (MATR) Study: The Development of Culturally
   Sensitive Intervention Models to Prevent Teen Dating Violence
   PI: Lela Rankin Williams
   The Lois and Samuel Silberman Grant Fund: $39,921
   Award period: 9/1/2011 – 5/31/2014

REFEREED PRESENTATIONS AT NATIONAL AND INTERNATIONAL MEETINGS IN THE PAST FIVE YEARS


25. Williams, L. R., Marsiglia, F. F., Baldwin, A., & Ayers, S. (2014, March). The unexpected effects of a culturally based substance use prevention program for Mexican heritage youth on parents heavy drinking. Poster presented at the Society for Research on Adolescence, Austin, TX. The poster was also selected as part of a special event at the SRA Biennial Meeting: the "Adolescence in Diverse Contexts" Poster Session Reception and Breakfast Hour.


**INVITED PRESENTATIONS IN THE PAST FIVE YEARS**

6. Williams, L. R. (2013, July). Technology and teen dating violence: Implications for mental health. Invited presentation for the symposium Mental Health at a community forum (included, speaker Dr. Stan Kutcher, Professor and Head of the Department of Psychiatry at Dalhousie University), Halifax, N.S. Canada.


2. Williams, L. R. (2011, September). The Mexican American teen relationships (MATR) study: Developing a culturally sensitive intervention model to prevent teen dating violence. Invited speaker within the Pamela K. Turbeville Colloquium series at the University of Arizona, Tucson, AZ.


**PEER-REVIEWED JOURNAL PUBLICATIONS IN THE PAST FIVE YEARS**

Note name change of Rankin, L.A. to Williams, L. R.

Student names are underlined

34. Schelbe, L., Chanmugam, A., Moses, T., Saltzburg, S., Williams, L. R., & Letendre, J. (in press). Youth participation in qualitative research: Challenges and possibilities. *Qualitative Social Work*.


**Peer-Reviewed Journal Publications Under Review**


2. Rueda, H. A., Lindsay, M., & Williams, L. R. (under review). “She posted it on Facebook”: Mexican American adolescents’ experiences with technology and romantic relationship conflict. *Journal of Adolescent Research.*


**Invited Book Chapters in the Past Five Years**


**Teaching in the Past Five Years**
COURSES TAUGHT AT ARIZONA STATE UNIVERSITY

2013-2014  Social Work Practice with Adolescents, Concentration Year, Masters Program
2009-2014  Macro Human Behavior in the Social Environment, Foundation Level, Masters Program
2008-2013  Micro Human Behavior in the Social Environment, Foundation Level, Masters Program
2010-2011  Statistics for Social Work, First Year, PhD Program

INDEPENDENT STUDIES AT ARIZONA STATE UNIVERSITY

2013  Melissa Lopez  master’s student (Spring, 3 credits)
       Heidi Adams  doctoral student (Spring, 3 credits)
2012  Taja Towne  undergraduate student (Summer, 1 credit)
       Megan Salisbury  undergraduate student, Barrett’s Honors College (Summer, 1 credit; Spring, 3 credits)
2011  Stephanie Morales  undergraduate student, Barrett’s Honors College (Fall, 3 credits)
       Bianca Altamirano  master’s student (Spring, 3 credits)
       Anna Bethancourt  undergraduate student, Barrett’s Honors College (Spring, 3 credits)
       Heidi Adams  doctoral student (Spring, 3 credits; Fall, 3 credits)
2010  Bianca Altamirano  master’s student (Fall, 3 credits)
       Anna Bethancourt  undergraduate student, Barrett’s Honors College (Fall, 3 credits)
       Haydee Cruz  undergraduate student, Barrett’s Honors College (Fall, 3 credits)
2009  Haydee Cruz  undergraduate student, Barrett’s Honors College (Fall, 3 credits)
       Bianca Altamirano  undergraduate student (Summer, 1 credit)
       Marissa O’Neill  doctoral student (Spring, 3 credits)

Luis E. Zayas, PhD

EDUCATION

Ph.D. 12/2002 University of Chicago, Socio-Cultural Anthropology
M.A. 06/1988 University of Chicago, Socio-Cultural Anthropology
B.A. 02/1986 State University of New York at Buffalo, Anthropology

ACADEMIC / PROFESSIONAL EXPERIENCE

01/2015 – present Faculty Affiliate, School of Social and Family Dynamics, College of Liberal Arts & Sciences, ASU, Tempe, AZ.
08/2014 – present Research Affiliate/Investigator, Office of Gerontological & Inter-Professional Initiatives, School of Social Work, College of Public Service & Community Solutions (CPSCS), ASU, Phoenix, AZ.
11/2010 – present Faculty Affiliate, School of Public Affairs, CPSCS, ASU, Phoenix, AZ.
08/2010 – present Faculty Affiliate, Southwest Interdisciplinary Research Center (SiRC), School of Social Work, CPSCS, ASU, Phoenix, AZ. Luis E. Zayas, PhD January, 2015
08/2008 – present Assistant Professor & Southwest Borderlands Initiative Faculty, School of Social Work, CPSCS, ASU, Phoenix, AZ.
12/2007 – 07/2008 Adjunct Assistant Professor, Department of Anthropology, Washington University in St. Louis, St. Louis, MO.
07/2007 – 07/2008 Research Assistant Professor, Brown School of Social Work, Washington University in St. Louis, St. Louis, MO.
10/2006 – 06/2007 Research Associate (Qualitative Research Specialist), Center for Mental Health Services Research, Brown School of Social Work Washington University in St. Louis, St. Louis, MO.
10/2005 – 09/2006 Associate Director of Faculty Development, Department of Family Medicine, School of Medicine & Biomedical Sciences, University at Buffalo (UB), The State University of New York (SUNY), Buffalo, NY.
11/2003 – 09/2006 Adjunct Assistant Professor, Department of Anthropology, UB, Buffalo, NY.
01/2003 – 09/2006 Research Assistant Professor, Department of Family Medicine, School of Medicine & Biomedical Sciences, UB, SUNY, Buffalo, NY.
02/1996 – 12/2002 Research Instructor, Family Medicine Research Institute, Department of Family Medicine, School of Medicine & Biomedical Sciences, UB, SUNY, Buffalo, NY.
08/1993 – 06/1995 Instructor & Resident Academic Fellow, Department of Sociology & Anthropology, Lake Forest College, Lake Forest, IL.

PROFESSIONAL MEMBERSHIPS
Society for Social Work Research (SSWR)
American Public Health Association (APHA)
American Anthropological Association (AAA)

COMMUNITY SERVICE
Member, Cultural Competency Advisory Board, Valle del Sol, Inc., Phoenix, AZ (09/2011 – present)
Member, Advisory Committee, College of Optometry, Midwestern University, Glendale, AZ (10/2008 – present) Luis E. Zayas, PhD January, 2015

RESEARCH FUNDING (*External and †Internal Funding)

Funded Research (ASU)
†Diabetes management and care seeking practices among recently diagnosed adults of Mexican ethnicity in Maricopa County, AZ. Principal Investigator, School of Social Work, CPSCS, ASU (faculty research start-up funds, $20,000), 2011-13.
†Illness representations among Mexican mothers of children with asthma: A factor in health disparities? Co-Investigator (Kimberly Arcoleo, PI), Health Disparities Pilot Program Award ($100,000), Southwest Interdisciplinary Research Center, School of Social Work, CPSCS, ASU; National Institute for Minority Health Disparities (P20 MD002316-02,03, Flavio Marsiglia, PI); 2009-11.

Unfunded Grants (ASU)
†Learning practice through research: An interdisciplinary approach to care coordination of Valley Fever. Co-Investigator (Lori Grover, PI), Women & Philanthropy Grant Program, ASU Foundation ($100,000); School of Nursing and Health Innovation and School of Social Work. Not Funded (Not Funded – Runner-up finalist, 03/2014).

*Hartford academic centers of excellence in geriatric social work. Co-Investigator (David Hodge, PI), Gerontological Society of America, National Center on Gerontological Social Work ($140,000), Washington, DC (Not Funded, 09/2013).

Honors/Awards

REFEREED CONFERENCE PRESENTATIONS (*student author)

PUBLICATIONS

Refereed Journal Articles (*Student author)
Arcoleo, K., Zayas, L.E., Hawthorne, A., & *Begay, R. Illness representations and cultural practices play a role in patient-centered care in childhood asthma: Experiences of Mexican mothers. Journal of Asthma. (Accepted on 12/19/2014)


Refereed Journal Commentaries & Letters to the Editor


Invited Book Chapters


TEACHING EXPERIENCE

Courses Taught at ASU (2008-2014)

PhD Program
SWG 791: Qualitative Research Methods. (Course Developer & Lead Instructor)

MSW Program
SWG 657: Ancient Healing Traditions (Co-Instructor)
SWG 533: Diversity & Oppression in the Social Work Context
SWG 519: Research Methods in Social Work
SWG 501: Human Behavior in the Social Environment-I

BSW Program
SWU 474: Ethnic/Cultural Values in Social Work
SWU 374: Diversity & Oppression in the Social Work Context

Courses in Preparation
SWG 500 / SWU 400: Ethnomedicine (To be presented to the SSW Curriculum Committee for approval (Spring 2015); Selective course will provide a cultural perspective on health, disease, and health care systems from around the world with emphasis on Southwest borderland populations as part of cultural competency training of health/behavioral health care professionals, and will be open to students across related disciplines).

Mentoring

Doctoral & Master Theses

425
Committee member; Clinton Reiswig’s Barrett, The Honors College at ASU, bachelor thesis: “Building social cohesion in refugee youth: A participatory research project.” Chair: Dr. Barbara Klimek, School of Social Work, CPSCS, ASU (Fall 2014 – present).

Committee member; Travis Cronin’s doctoral thesis: “How do adolescent Black American males interrupt bullying?” Chair: Dr. Christina Risley-Curtiss, School of Social Work, CPSCS, ASU (Spring 2014 – present).


Committee member; Megan Murphy’s master thesis: “Understanding Mexican-American facilitators and constraints for swim lesson participation.” Chair: Dr. Ariel Rodriguez, School of Community Resources & Development, CPSCS, ASU (Spring 2012 – Fall 2013; Candidate successfully defended thesis on 11/12/13).

Committee member; Lance Ferrell’s master thesis: “The role of recreation on self-esteem in LGB community.” Chair: Dr. Rhonda Phillips, School of Community Resources & Development, CPSCS, ASU (Fall 2011 – Fall 2012; student withdrew in Spring 2013).

Program Mentoring
Mentor, Research & Evaluation Subcommittee, Student Health Outreach for Wellness (SHOW), a student-run, inter-professional, free clinic collaborative between ASU, University of Arizona, & Northern Arizona University that provides health/behavioral health care and social services to homeless population in Maricopa County, AZ (Summer 2014–present).

Mentor, John E. Sullivan (MSW student), Fulbright Scholar (2013-2014) funded to conduct research in Mexico: ‘Individuals’ experiences of continuing care and family impact upon repatriation to Mexico from hospitals in the USA.” (Fall 2012 – Spring 2013; currently, I am acting as Principal Investigator in the Scholar’s IRB research protocol).

Mentor, Undergraduate Students (6), Obama Scholars Program, ASU (Fall 2009 – Spring 2014).

SERVICE

Professional Service (Ad Hoc Journal, Conference, and Grant Reviewer)
National Science Foundation (2014 – present)
Journal of Community Practice (2014 – present)
Qualitative Health Research (2013 – present) (Editorial Board Member)
Social Work in Health Care (2012 – present)
Family & Community Health (2011 – present) (Editorial Board Member)
Society for Social Work & Research, Annual Program Meetings (2010 – present)
Patient Education & Counseling (2010 – present)
Journal of Social Service Research (2010 – present)
Journal of Behavioral Health Services & Research (2010 – present)
Qualitative Social Work: Research and Practice (2008 – present)
Journal of Immigrant & Minority Health (2008 – present)

University Service
School of Social Work (ASU)
Member, Standards Committee (08/2014 – present)
Member, PhD Program Committee (08/2008 – present)
Member, MSW Foundation Committee (08/2008 – present).
Member, Executive Council (One-year term, 08/2011 – 5/2012).
College of Public Programs (ASU)
Faculty Affiliate, School of Public Affairs, CPSCS, ASU, Phoenix, AZ (11/2010 – present).
Member, Search Committee for new Director of the School of Social Work (09/2009 – 2/2010)
Arizona State University at Large
Advisory Board Member, Student Health Outreach for Wellness (SHOW), collaborative program between
ASU, The University of Arizona, & Northern Arizona University (Summer 2014 – present).

Paz Méndez-Bonito Zorita, PhD, MSSA

EDUCATION

Ph. D. Mandel School of Applied Social Sciences 1991. Case Western Reserve
University

M.S.S.A. School of Applied Social Sciences, C.W.R.U. 1978

A. S. Escuela de AA. SS. Pío XII. Gijón, Spain 1965

ACADEMIC APPOINTMENTS

2008 Aug. – Present Associate Professor. School of Social Work, ASU

1999 July – 2008 Aug. Associate Professor. Department of Social Work, College of
Human Services, ASU

1998 Aug. - 1999 July Associate Professor. School of Social Work, ASU

1993 Aug. - 1998 July Assistant Professor. School of Social Work, ASU

1991 Aug - 1993 May Assistant Professor of Social Work. Dept. of Sociology. PSU, University Park, PA

PROFESSIONAL EMPLOYMENT

1963 Aug - 1968 Aug Hospital General de Asturias. Department of Social Work
Medical social worker. Oviedo, Principado Asturias. Spain

1970 Jun - May 1971 Cleveland Metropolitan General Hospital. Comprehensive
Care of Children. Caseworker. Cleveland, OH

1978 Jan - May 1978 Center for Human Services, Cleveland. Counselor (BSW)
Cleveland, OH

1978 May - June 1984 Center for Human Services, Cleveland. Counselor
(MSSA) Cleveland, OH
PROFESSIONAL MEMBERSHIPS

CSWNA (Catholic Social Workers National Association). Honorary member
FCS (Fellowship of Catholic Scholars)
Faculty for Life
NACSW (North American Association of Christians in Social Work)


2011 - Ongoing. Reviewer for Cuadernos de Trabajo Social. Journal published by the Universidad Complutense, Madrid. Spain

2014 - Member of the editorial board, Scientific Committee of Humanismo y Trabajo Social. Published by the Escuela de Trabajo Social de Leon, Spain.


COMMUNITY SERVICE


PRESENTATIONS


Martinez-Brawley, E. & Zorita, P. M-B. (February 2011) _Comparative Political Strength of Spanish in the Southwestern United States and Gaelic in the Outer Hebrides of Scotland: A Field Study._ Presented at La Frontera: Una Nueva Concepción Cultural. XV Reunión Internacional. La Paz, BCS, MX.


**PUBLICATIONS**

_Refereed journals_


Chapter


Book Reviews


Part-Time Faculty CVs
1. **Eric Christian Alfrey**

2. Degree information-MSW/ MBA
   * Degree
   * Institution granting degree –ASU/ University of Phoenix
   * Major –Social Work/ Business
   * Date awarded (month/year) May 2006, Feb 2009

3. Academic appointments
   * Employing academic institution -ASU
   * Title -Instructor
   * City and state –Phoenix, AZ
   * Start date (month/year) 1/12
   * End date (month/year)

4. Professional post–baccalaureate and post–master’s social work experience
   * Employer –Arizona’s Children Association
   * Position –Clinical Director
   * City and state –Phoenix, AZ
   * Start date (month/year) -5/10
   * End date (month/year)

5. List your current professional, academic, community-related, and scientific memberships.
    
    NASW
1. **Joan C. Allen**

2. **Degree information**
   - Degree: Bachelor of Arts in Psychology with High Distinction
   - Institution granting degree: University of Michigan
   - Major: Clinical Psychology
   - Date awarded (month/year): December, 1975
   * Degree: Master of Social Work (MSW)
     - Institution granting degree: University of Michigan
     - Date awarded: May 1977

3. **Academic appointments**
   - Employing academic institution: Arizona State University, School of Social Work
   - Title: Faculty Associate
   - City and state: Phoenix, AZ
   - Start date (month/year): August, 2014
   - End date (month/year): December, 2014

4. **Professional post–baccalaureate and post–master’s social work experience**
   - Employer: Arizona State University
     - Employee Assistance Office
   - Position: Senior Counselor
   - City and state: Tempe, Arizona
   - Start date (month/year): June, 1996
   - End date (month/year): March, 2012
   * - Employer: Arizona Spina Bifida Association
     - Position: Director
     - Phoenix, AZ
   * - Employer: Arizona Children’s Home Association
     - Position: Program Director
     - Phoenix, AZ
     - May 1991 – October 1994
   * - Employer: St. Joseph’s Hospital and Medical Ctr, Children’s Rehab Services
     - Psychosocial Coordinator
     - Phoenix, AZ
     - March 1990 – May 1991
   * - Employer: North Virginia Diagnostic and Evaluation Clinic
     - Clinical Social Worker
     - Arlington, VA
     - Nov. 1988-Feb. 1990
   * - Employer: Timberlawn Psychiatric Hospital
     - Social Work Affiliate to the Medical Staff
     - Dallas, TX
     - Jan. 1987-Nov. 1988
* Employer: Department of Public Health, Regional Office Services for Children/Adolescents With Health Care Needs
  Social Work Supervisor
  Rutland, MA
  June 1983-Dec. 1986

* Employer: Danvers-Salem Early Intervention Program
  Coordinator/Family Therapist
  Salem, MA
  June 1981 – May 1983

* Employer: Coastal Community Counseling Center
  Community Residence Program Director
  Quincy, MA

* Employer: Washtenaw County Community Mental Health Center, Ypsilanti Area Services
  Senior Therapist
  Ypsilanti, MI
  April 1977-Dec. 1978

5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years.
   Assisting in ELL, Title I First Grade Class in East Mesa, AZ
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below:

   Since 1977 I have provided supervision for social work students in a wide variety of placements. I have written and given countless presentations through the years, many with ASU Assistant Police Chief, Rich Wilson (now retired), focusing on Violence in the Workplace, and Stalking. I was a founding member of the workplace threat assessment team at ASU. In 2006 I established and staffed the Employee Assistance Office at ASU Downtown. I served on many boards of directors, including NASW. In collaboration with a lead nurse at St. Joseph’s Hospital and the Manager of Spina Bifida Association we established the first transitional living center for adolescents and young adults with Spina Bifida in the United States. Together with a group of volunteers from Cathedral Health Services we established a medical clinic in Naco AZ and Naco, Sonora which we staffed for three years. In 2010 I earned a Graduation Certificate from ADD Insights, ADHD Coach Training Program in Boston, MA. In 2010 I established a support group for ASU students with ADHD. In 2007 I was honored by the Commission on the Status of Women for my “Outstanding Achievement and Contribution Towards Advancing the Status of Women”. I also received the Lifetime Achievement Award from NASW in 2007.
Name: Jeremy Dean Arp, MSW, ACSW

2. Degree information
   MSW, ASU, Social Work – Planning, Administration Community Practice 5/2005
   BSW, ASU, Social Work, 12/2003

3. Academic appointments
   ASU, Faculty Associate, Phoenix, AZ, 1/2008 - Present

4. Professional post–baccalaureate and post–master’s social work experience
   National Association of Social Workers – Arizona Chapter, Executive Director, Tempe, AZ 1/2011 – Present
   Governor’s Office for Children, Youth & Families, Sr. Program Administrator, Phoenix, AZ 9/2005 – 1/2011
   Area Agency on Aging, HIV Care Directions Housing Manager (Temp), Phoenix, AZ 8/2005 – 9/2005

5. List your current professional, academic, community-related, and scientific memberships.
   Member, National Association of Social Workers
   Member, Protecting Arizona’s Family Coalition (PAFCO)
   Member, Arizona Society of Association Executives (AzSAE)
   Member, Arizona Small Business Association (ASBA)
   Member, Arizona Society for Clinical Social Work & Psychotherapy

6. List your community service responsibilities and activities for the last 3 years.
   Treasurer, Protecting Arizona’s Family Coalition (PAFCO) 1/2014 – Present
   Board Member, Arizona Society of Association Executives (AzSAE) 1/2014 – Present
   Field Instructor, Arizona State University School of Social Work 12/2008 – Present
   Reviewer,

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   N/A

8. List your professional presentations presented during the last 5 years.
   2011, 2012, 2013, 2014 “NASW Membership Update” to NASW members as part of our Annual Statewide Conference
   11/20/2013 “SB1374: What Social Workers Should Know About Changes to the Arizona Board of Behavioral Health Examiners” to Arizona Society for Clinical Social Work & Psychotherapy
   10/20/2014 “What Social Work Students Need to Know About Arizona Licensure” to ASU Students and Phi Alpha Honor Society

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   N/A

1. Elizabeth Athens

2. Degree information
   - Degree Masters of Social Work
   - Institution granting degree Arizona State University
• Major  Social Work  
• Date awarded (month/year)  May 2009

3. Academic appointments
• Employing academic institution  Arizona State University
• Title  Faculty Associate
• City and state  Phoenix, AZ
• Start date (month/year) 7/2012
• End date (month/year)  Ongoing

4. Professional post–baccalaureate and post–master’s social work experience
• Employer  Catholic Charities
• Position  Substance abuse case manager
• City and state  Prescott, AZ
• Start date (month/year) 5/2002
• End date (month/year) 12/2006
• Employer  Community bridges, inc.
• Position  Clinical program manager, primary counselor
• City and state  Mesa, AZ
• Start date (month/year) 1/2010
• End date (month/year)  5/2012
• Employer  Banner Behavioral health
• Position  Counselor
• City and state  Chandler/Scottsdale AZ
• Start date (month/year) 5/2012
• End date (month/year)  ongoing
• Employer  Desert Cove Recovery Center
• Position  Clinical director
• City and state  Scottsdale, AZ
• Start date (month/year) 12/2012
• End date (month/year) 4/2014
• Employer  Arizona State University
• Position  Faculty Associate
• City and state  Phoenix, AZ
• Start date (month/year) 7/2012
• End date (month/year)  ongoing

5. List your current professional, academic, community-related, and scientific memberships.
   Member NAADAC, NASW

6. List your community service responsibilities and activities for the last 3 years.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.  None

8. List your professional presentations presented during the last 5 years.
   Guest lecturer at several Undergraduate and Graduate level classes related to substance abuse issues and social work.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None

1. Meredith E Bagwell

2. Degree Information
• Ph.D.
• Arizona State University
• Social Work
• Expected May 2016

• Master of Science
• University of Texas at Austin
• Social Work
• May 2009

• Bachelor of Arts
• Arizona State University
• Social Work
• August 2006

3. Academic Appointments
• Arizona State University School of Social Work
• Part-time Faculty
• Phoenix, Arizona
• August 2013
• Present

4. Professional Experience
• Chrysalis Shelter for Domestic Violence
• Child and Family Therapist
• Phoenix, AZ
• September 2014
• Present

• Chrysalis Shelter for Domestic Violence
• Client Advocate
• Phoenix, AZ
• May 2014
• August 2014

• University of Texas at Austin
• Research Associate
• Austin, TX
• May 2009
• July 2011

• Hope Alliance (Williamson County Crisis Center)
• Volunteer Program Manager
• Round Rock, TX
• May 2009
• October 2009

• Hope Alliance (Williamson County Crisis Center)
• Master Social Work Intern
• Round Rock, TX
- August 2007
- May 2008
- SafePlace
- Lay Legal Advocate and Children’s Program Advocate (Volunteer)
- Austin, TX
- October 2006
- December 2007

5. Memberships
   - Council on Social Work Education
   - Society of Social Work Research
   - Arizona Coalition to End Domestic and Sexual Violence
   - National Association Against Domestic Violence

6. Community Service
   - Volunteer Sexual Health Classes at Domestic Violence Shelters

7. Awards, Fellowships, Grants

   Scholarship to the Principles of HIV / STD Research Annual Course
   University of Washington Center for AIDS and STD Research, 2014, Award Amount: Program Cost ($975), plus accommodation and meals during training course.

   Graduate Research Assistantship, Arizona State University School of Social Work, 2013-2014, Award amount: $33,000 (stipend plus tuition)

   Graduate Service Assistantship, Arizona State University School of Social Work, 2014, Award amount $2,980

   Graduate Research Assistantship, Arizona State University School of Social Work, 2012-2013, Award amount: $33,000 (stipend plus tuition)

   Doctoral Student Research Internship in Health Disparities, Southwest Interdisciplinary Research Center (SIRC), Arizona State University, 2012-2013, Award amount $2,000

8. Professional Paper Presentations


9. Professional Publications


Adrienne Baldwin-White

**EDUCATION**

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<th>Year</th>
<th>Degree</th>
<th>Institution</th>
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<tr>
<td>2012-Present</td>
<td>PhD</td>
<td>Arizona State University Social Work</td>
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<tr>
<td>2012</td>
<td>MSW</td>
<td>University of Alabama Social Work</td>
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<tr>
<td>2008</td>
<td>B.A.</td>
<td>Birmingham Southern College English</td>
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**ACADEMIC APPOINTMENTS**

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<tr>
<th>Date</th>
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<th>Institution</th>
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<tr>
<td>05/2013-Present</td>
<td>Faculty Affiliate</td>
<td>Arizona State University</td>
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<td>Phoenix, Arizona</td>
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**SOCIAL WORK EXPERIENCE**

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<tr>
<th>Date</th>
<th>Position</th>
<th>Institution</th>
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<tr>
<td>01/2014-07/2014</td>
<td>Program Evaluator</td>
<td>Unlimited Potential</td>
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<td>Phoenix, Arizona</td>
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<tr>
<td>01/2012-05/2012</td>
<td>Social Work Intern</td>
<td>Veterans Affairs</td>
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<td></td>
<td>Birmingham, Alabama</td>
</tr>
<tr>
<td>02/2011-05/2012</td>
<td>Rape Advocate</td>
<td>Rape Crisis Center</td>
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<td>Birmingham, Alabama</td>
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**MEMBERSHIPS**

*Professional*

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<th>Year</th>
<th>Organization</th>
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<tr>
<td>2014-Present</td>
<td>Council on Social Work Education</td>
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<tr>
<td>2014-Present</td>
<td>Society on Social Work Research</td>
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</table>
**Academic**

08/2013-Present  
ASU School of Social Work PhD Committee

08/2013-Present  
ASU School of Social Work PhD Student Association

**FELLOWSHIPS/GRANTS**

2012-2014  
Doctoral Enrichment Minority Fellowship

**CONFERENCE PRESENTATIONS**

*Indicates a name change


**PEER-REVIEWED JOURNAL PUBLICATIONS**

*Indicates a name change


1. **Name:** Rhonda Baldwin, MSW, LCSW
2. **Degree information**
• Degree: Masters in Social Work
• Institution granting degree: Arizona State University
• Major: Planning, Administration and Community Practice Concentration
• Date awarded (month/year): May, 1982

3. Academic appointments
• Employing academic institution: Arizona State University, School of Social Work
• Title: Adjunct Faculty
• City and state: Phoenix, AZ
• Start date (month/year): August, 2009
• End date (month/year): Currently employed

4. Professional post–baccalaureate and post–master’s social work experience
• Employer: Phoenix Children’s Hospital
• Position: Social Services Manager
• City and state: Phoenix, AZ
• Start date (month/year): September, 2008
• End date (month/year): Currently employed

5. List your current professional, academic, community-related, and scientific memberships.
  • National Association of Social Workers
  • Citizen Review Panel

6. List your community service responsibilities and activities for the last 3 years.
  • Citizen Review Panel
  • Mental Health Association of AZ, currently off the Board
  • Activities related to Phoenix Children's Hospital
  • ASU Adjunct Faculty

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. None

8. List your professional presentations presented during the last 5 years. None

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. None
David Berceli

DEGREE INFORMATION
Doctor of Philosophy Arizona State University Social Work
Dec. 2007

Masters of Social Work
Fordham University Social Work
June 1993

Master of Arts in Theology State University of New York Theology
June 1987

Masters of Arts in Arabic and Islamic Studies
Pontificio Istituto di Studi Arabi ed’Islamistica (Pontifical Institute for Arabic & Islamic Studies, Rome Italy)
Arabic and Islamic Studies June 1984

ACADEMIC APPOINTMENT
Arizona State University
Tempe, AZ 85287

SWG591 - Trauma Practice Tools
Sept.-Dec., 2009
HHS 400 - Community Based Complimentary Health Jan.-April, 2007
SWG 611- Social Work Practice with Families.
Sept.-Dec., 2006
HHS 403 - Community Mental Health and Human Services.
Sept.-Dec., 2006
SWG 653 – Introduction to Holistic Therapies for the Helping Professional.
June-Aug., 2006
SWG 580 - Community and Organizational Change. Teacher Assistant.
Jan.-April, 2006
SWG 611 - Family Counseling. Teacher Assistant.
Sept.-Dec., 2005
PROFESSIONAL EMPLOYMENT
Self-Employed
Tension & Trauma Releasing Exercises LLC
Phoenix, AZ 85054
2007 – present

CURRENT PROFESSIONAL MEMBERSHIPS
- Academy of Traumatology (AT)
- American Board of Psychoneurology (ABP)
- Association for Bodywork and Massage Professionals (ABMP)
- Beurin University (BU)
- International Institute for Bioenergetic Analysis (IIBA)
- United States Association for Body Psychotherapy (USABP)

COMMUNITY SERVICE ACTIVITIES


Feb. 2014. Northern Illinois University (NIU)
Presented an experiential workshop to the College of Education, Department of Counseling, Adult & Higher Education.


United States Special Operations Command (SOCOM)
Substance Abuse and Mental Health Services Administration (SAMHSA) National Center for Complementary & Alternative Medicine (NCCAM)

Preserving the Force and Families Task Force (POTFF) Army Soldier for Life Office
Lead The Way Fund, Inc.


Nov. 2013. Malteser International
Trained eight members of the Malteser Psycho-social staff for aid of Syrian Refugees located in Turkey.

Oct. 2013. Danish Multiple Sclerosis Society
Provided TRE awareness training to MS staff as it relates to the Physiotherapeutic process of Multiple Sclerosis.


Aug. 2013. Prescott Community Relief Program for Yarmell Hill Fire Disaster Provided TRE as a self-help therapeutic recovery process in collaboration with Prescott YMCA for firemen, EMT's, families & community survivors of the fatal Yarmell Hill fire disaster. Prescott, AZ

July, 2013. Army: Batallon De Sanidad "Soldado Jose Maria Hernandez: (Soldier Jose Maria Hernandez Military Health Unit) Taught TRE to 50 amputee soldiers to restore somatic sensitivity post trauma.

June, 2013. VA: William S. Middleton Memorial Veterans Hospital
Provided TRE certification training to VA staff as TRE process of including self-induced unclassified therapeutic Tremors (SUTT) as a therapeutic process for recovery from physical & psycho-emotional trauma.


Setermoen Military Base, Bardu, Norway: Provided 1 day training on the neuro-physiology of stress & trauma.

July, 2012. Policia Federal e Civil de Pernambuco, Brasil
TRE training for 250 federal and civil police for Recife, Brazil.

AWARDS, FELLOWSHIPS, GRANTS
2010. Templeton Prize Nominee: The Sir John Templeton Prize aims, in his words, to identify "entrepreneurs of the spirit"- outstanding individuals who have devoted their talents to expanding our vision of human purpose and ultimate reality. The qualities sought in a Templeton Prize nominee include creativity and innovation, rigor and impact.

PROFESSIONAL PRESENTATIONS
Dec. 2014. TRE Global Summit
Presented the new training & certification program for Global TRE and Facilitated & supervised a five-day intensive training program. http://tre-summit.com/en/ Bahia, Brazil

Nov. 2014. Norddeutsches Institut für Bioenergetische Analyse e.V. (The North German Institute for Bioenergetic Analysis Association (NIBA)
Provided Leve I & II training in Trauma Releasing Exercises for German Certification program. http://niba-ev.de/
Vlotho & Ovelgöenne, Germany

Oct. 2014. Inner Vision Yoga
General workshop on stress reduction and trauma mitigation using TRE as a self-induced therapeutic tremor response of the autonomic nervous system. www.innervisionyoga.com Phoenix, AZ

Sept. 2014. The Works Partnership
Provided Level II certification training program for TRE certification process.  
www.theworkspartnership.com  Singapore, Singapore

Presented TRE through didactic presentation and experiential praxis to the staff of the mental health treatment center.  **Luke AFB, AZ**

June, 2014.  **TRE Training Program**  
Provided Level II & Advanced Training certification programs for TRE certification and continuing education process.  **Phoenix, AZ**

June, 2014.  **TRE Training Program**  
Provided Level I & II certification training programs for TRE certification process.  
**Madison, WI**

May, 2014.  **TRE Training Program**  
Provided Level II certification training program for TRE certification process.  
www.yogacalm.org  **Portland, OR**

May, 2014.  **Osprey Global Solutions**  
Presented TRE as a down-regulating process during Osprey’s defense and logistics services. Through didactic and experiential services the self-directed TRE process was demonstrated as a useful process for rescue, first responder, counter-crime and counter-terrorists personnel.  
http://www.ospreyglobalsolutions.com/  
**Wilmington, NC**

April, 2014.  **Relationships & TRE, Personal Healing Intensive**  
Discovering how the development of how the inner or intra-personal relationship within naturally leads to the development of inter-personal relationship with friends, colleagues, family and society.  
**Brisbane, Sydney and Melbourne, Australia**

March 2014.  **Theresian Military Academy** “**Theresianische Militärakademie**” Presented a 1 day workshop to 150 soldiers on the use of body interventions (TRE) as a method for resiliency and recovery from stress, tension and trauma.  
http://campus.milak.at/campus/englisch/index.php  
**Wiener Neustadt (Niederösterreich), Austria**

March, 2014.  **TRE Certification Training**  
Provided certification training program for TRE certification process.  
**Vlotho & Ovelgönne, Germany**

March, 2014.  **TRE Training Program**  
Provided certification training program for TRE certification process.  
**Bilbao, Spain**

Feb. 2014.  **Northern Illinois University (NIU)**  
College of Education, Department of Counseling, Adult & Higher Education Presented 2 day workshop on body interventions within the therapeutic counseling context and relationship.  
http://www.niu.edu/index.shtml  
**DeKalb, IL**


Nov. 2013. Malteser International

Trained eight members of the Malteser Psycho-social staff for aid of Syrian Refugees located in Turkey.


*Kilis, Turkey*

Nov. 2013. TRE Certification Training


Oct. 2013. Danish Multiple Sclerosis Society

Provided TRE awareness training to MS staff as it relates to the Physiotherapeutic process of Multiple Sclerosis.


*Copenhagen, Denmark*

Oct. 2013. Flood Recovery Workshops

Provided TRE as a self-help therapeutic recovery process for disaster survivors of Colorado flooding. *Boulder & Longmont, Colorado*

Oct. 2013. Attachment & Trauma Treatment Center for Healing

Keynote speaker regarding self-induced unclassified therapeutic Tremors (SUTT) as a therapeutic process for trauma recovery. [http://www.attch.org/](http://www.attch.org/) *Toronto, Canada*

Sept. 2013. TRE Certification Training


Aug. 2013. TRE Certification Training

Provided Level II & Advanced certification training program for TRE certification. *Phoenix, AZ*

Aug. 2013. Prescott Community Relief Program for Yarnell Hill Fire Disaster Provided TRE as a self-
help therapeutic recovery process in collaboration with Prescott YMCA for firemen, EMT’s, families & community survivors of the fatal Yarmell Hil fire disaster. *Prescott, AZ*


July, 2013. **TRE Certification Training**

June, 2013. **TRE Certification Training**
Provided advanced certification training program for TRE certification. *Cefalù, Sicily*

June, 2013. **Bioenergetics 22nd International Conference**  

June, 2013. **VA: William S. Middleton Memorial Veterans Hospital**
Provided TRE certification training to VA staff as TRE process of including self-induced unclassified therapeutic Tremors (SUIT) as a therapeutic process for recovery from physical & psycho-emotional trauma. [http://www.madison.va.gov/](http://www.madison.va.gov/) *Madison, WI.*

June, 2013. **Kripalu Center for Yoga and Health**

May, 2013. **Healing Highrise Event**
Introductory presentations for TRE within alternative methods of healing. [http://www.healing-highrise.com/program/](http://www.healing-highrise.com/program/) *Brussels, Belgium*

May, 2013. **TRE Certification Training**
Provided certification training program for TRE trainees. *Zurich, Switzerland*

May, 2013. **TRE Certification Training**
Provided certification training program for TRE trainees. [http://www.centrumpracyzcialem.pl/](http://www.centrumpracyzcialem.pl/) *Coszalin, Poland*


May, 2013. **TRE Certification Training**
Provided certification training program for TRE trainees. *Bilbao, Spain*
April, 2013. **TRE Certification Training**
Provided certification training program for TRE certification Process.
Norddeutsches Institut für Bioenergetische Analyse. [http://bioenergetik-deutschland.de/fortbtre/allgemein.php](http://bioenergetik-deutschland.de/fortbtre/allgemein.php) **Ovelgönne, Germany**

April, 2013. **TRE Certification Training**
Provided certification training program for TRE certification Process.
Norddeutsches Institut für Bioenergetische Analyse. [http://bioenergetik-deutschland.de/fortbtre/allgemein.php](http://bioenergetik-deutschland.de/fortbtre/allgemein.php) **Vlotho, Germany**

March, 2013. **Esalen Institute: TRE Men’s Workshop**
This didactic and experiential workshop explored the stressful challenges and solutions of being a healthy man, father & son in today’s challenging times.

March, 2013. **TRE: The Body’s Natural Healing Mechanism**
This didactic and experiential workshop explored how the self-induced unclassified therapeutic tremors (SUTT) evoked by TRE can be used as a therapeutic process for trauma recovery. **Big Sur, CA.** [http://www.esalen.org/](http://www.esalen.org/)

March, 2013. **TRE Certification Training: The Works Partnership** Provided advanced certification training program for TRE certification as applied to the coaching profession.
**Singapore City, Singapore** [www.theworkspartnership.com](http://www.theworkspartnership.com)

April, 2013. **TRE Certification Training**
Provided certification training program for TRE certification process.
**Portland, OR.** [http://www.yogacalm.org/](http://www.yogacalm.org/)

Dec. 2012. **TRE New Zealand**
Provided trauma recovery services for earthquake survivors (2010). Provided Level I & II training for TRE providers in New Zealand. Developed a culturally sensitive TRE training program and service delivery for the Maori population of New Zealand. **Christchurch, New Zealand** [http://www.traumarelease.co.nz/](http://www.traumarelease.co.nz/) [http://www.youtube.com/watch?v=9hm3wDmCvWc](http://www.youtube.com/watch?v=9hm3wDmCvWc)

Nov. 2012. **TRE Australia**

Oct. 2012. **TRE Spain**
Provided Level I TRE training for TRE providers in Northern Spain. **Bilbao, Spain**

Oct. 2012. **TRE Germany**
Provided Level I & II trainings for TRE practitioners in Germany. **Ovelgönne, & Vlotho, Germany** [http://bioenergetik-deutschland.de/fortbtre/allgemein.php](http://bioenergetik-deutschland.de/fortbtre/allgemein.php)

Oct. 2012. **TRE Slovenia**
Provided Level I training for TRE providers in Slovenia. **Ljubljana, Slovenia** [http://www.treslovenia.si/](http://www.treslovenia.si/)
Oct. 2012. **VA: Veterans, trauma & treatment: best mind-body practices: a professional conference from trauma to resilience:**
Presented TRE as a mind-body approach to stress reduction, trauma recovery resiliency development for pre/post deployment active duty and veterans.
*Omega Institute, N.Y.* [http://www.eomega.org/workshops/conferences/veterans-trauma-treatment](http://www.eomega.org/workshops/conferences/veterans-trauma-treatment)

Sept. 2012. **Science, Spirit & Health Symposium**
Presented TRE as a self-help, stress reduction and trauma recovery method.
*Tucson, AZ*

Sept. 2012. **TRE Canada**
Provided Level I training for TRE providers in Canada.

Sept. 2012. **Setermoen Military Base**
Provided 1 day training on the neuro-physiology of stress & trauma and the Use of bodywork methods (TRE) for recovery and future resiliency.
*Bardu, Norway* [http://mil.no/organisation/about/norwegianmilitarybases/Pages/Setermoen.aspx](http://mil.no/organisation/about/norwegianmilitarybases/Pages/Setermoen.aspx)

July, 2012. **Policia Federal e Civil de Pernambuco, Brasil**
TRE training for 250 federal and civil police for Recife, Brazil.
*Pernambuco, Brazil* [http://www.policiacivil.pe.gov.br/](http://www.policiacivil.pe.gov.br/)
[http://www.youtube.com/watch?v=xboSLMH36Fg](http://www.youtube.com/watch?v=xboSLMH36Fg)

July, 2012. **Bahiana Escola De Medicina e Saúde Pública**
Presented TRE to the faculty and student body. Level I training in TRE to Be incorporated in the to curriculum of the university as an alternative health care program.
*Salvador Bahia, Brazil* [http://www.bahiana.edu.br/site/](http://www.bahiana.edu.br/site/)

July, 2012. **Academia de Policía Civil**
Provided TRE training to police personnel and mental health professionals.
*Goiânia, Brazil* [http://www.policiacivil.go.gov.br/](http://www.policiacivil.go.gov.br/)

July, 2012. **Centro Ohani, a través del Centro de Estudios para la Calidad de Vida (CECV)**
Level I training in TRE for psychology and alternative health professionals.

June, 2012. **Universidad de Talca,**
Presented TRE to the Faculty of the Trauma Center and to student faculty. Provided TRE services earthquake and tsunami survivors of Constitución, Chile at the Survirer Centro de Psicología Aplicada. *Talca, Chile* [http://www.cepa.ualcal.cl](http://www.cepa.ualcal.cl)

June, 2012. **TRE Argentina**
June, 2012. **Kripalu Center for Yoga and Health**

June, 2012. **Gesundheitsschule Hildegard von Bingen**
Provided Level II TRE training to medical professionals. *Wiener Neustadt, Austria* [http://www.bingen.at/](http://www.bingen.at/)

June, 2012. **TRE Finland**

June, 2012. **TRE Sweden**
Provided Level I & Level II training to medical professionals. *Stockholm, Sweden*

May, 2012. **Centre d'histoire et de prospective militaires (CHPM) of Pully**
Provided TRE training to police & first responders. *Lausanne, Switzerland*

May, 2012. **The Hill of Tara Foundation**
Provided TRE open workshop for unemployed youth experiencing stress and trauma due to cultural financial instability. *Madrid, Spain*

May, 2012. **Andalusian Society for Bioenergetic Analysis**

Feb. 2012. **TRE South Africa**
Level III Training for TRE personnel providing local workshops and supervised training to professional and non-professional personnel. *Cape Town, South Africa* [http://www.onevisionafrica.com/](http://www.onevisionafrica.com/)


Nov. 2011. **TRE Australia**

Nov. 2011. **Alexander Lowen Foundation**
Training workshop on TRE. The neuro-physiology of stress & trauma.
TRE was demonstrated as an alternative self-help modality to regulate natural health recovery. *New


Sept. 2011. **TRE Austria** - **EINFÜHRUNGSWORKSHOP**

Introduced TRE and Neurogenic Tremors as a form of body psychotherapy as understood through neuro-physiological concepts. **Vienna, Austria**


Association for Body-psychotherapy (German Section):

Introduced Neurogenic Tremors from TRE as a form of body psychotherapy as understood through neuro-physiological concepts. **Bremen, Germany**


June, 2011. **Centro Reichiano de Psicoterapia Corporal** [Reichian Center for Body Psychotherapy]

Introduced Neurogenic Tremors as a form of body psychotherapy as understood through Reichian concepts. **Brasilia, Brazil** [http://www.centrorechiano.com.br/](http://www.centrorechiano.com.br/)


May, 2011. **Omega Institute** Omega forges leadership team of national experts to address best practices in healing veterans with ptsd. Presentation of TRE as used with military personnel. **Rhinebeck, NY** [http://eomega.org/](http://eomega.org/)

May, 2011. **Alexander Lowen Foundation**

Training workshop on TRE. The neuro-physiology of stress & trauma.

TRE was demonstrated as an alternative self-help modality to regulate natural health recovery. **New York, NY** [http://www.lowenfoundation.com/index.html](http://www.lowenfoundation.com/index.html)

May, 2011. **TRE Denmark** Provided workshops and training programs for the introduction of TRE in Denmark. **Copenhagen, Denmark**

April, 2011. **TRE Finland** Provided workshops and training programs for the introduction of TRE in Finland. **Helsinki, Finland** [http://trefinland.fi/](http://trefinland.fi/)

April, 2011. **TRE Germany** Provided workshops and training programs for the introduction of TRE. **Bremen, Germany** [http://bioenergetik-deutschland.de/fortbtre/allgemein.php](http://bioenergetik-deutschland.de/fortbtre/allgemein.php)

March, 2011. **TRE Norway** Provided workshops and training programs for the introduction of TRE in Australia. *Oslo, Norway*


Jan. 2011. **Quantum Energy Coaching** Provided TRE training and educational workshops as it applies to apartheid and xenophobia. *Johannesburg, South Africa*

Nov. 2010. **Defense Centers of Excellence for Psychological Health and Traumatic Brain Injury (DCoE)** TRE as it applies to soldiers recovering from mild traumatic brain injury (MTBI) and Post Traumatic Stress Disorder (PTSD). *Wash., DC*

Nov. 2010. **National Intrepid Center of Excellence (NCoE)** TRE as it applies to soldiers recovering from mild traumatic brain injury (MTBI) and Post Traumatic Stress Disorder (PTSD). *Bethesda, Md."

Nov. 2010. **Department of Defense (DOD) TRICARE Management Activity** TRE as it applies to State Dept., and DOD personnel living and working In situations of severe stress or trauma globally. *Wash., DC*

Nov. 2010. **NETI - Núcleo de Estudos de Terapias Integradas, (Studies of Integrative Therapies) for Brazilian Military Personnel.** TRE as it applies to down-regulation of the autonomic nervous system for Soldiers recovering from stress, anxiety, and PTSD. *Recife, Brazil*

Nov. 2010. I **Simpósio Brasileiro sobre Trauma e Estresse Pós-Traumático: Dos danos à superação individual e coletiva.** Keynote Speaker for: The first national symposium on trauma and post traumatic stress. *Recife, Brazil*

Sept. 2010. **Quantum Energy Coaching** Provided TRE training and educational workshops as it applies to apartheid and xenophobia. *Johannesburg, South Africa*

Sept. 2010. **Krugersdorp Men’s Prison** A team of 30 volunteers presented a TRE workshop for 230 prisoners. *Krugersdorp, South Africa*

Sept. 2010. **Alexander Lowen Foundation** Training workshop on TRE. The neuro-physiology of stress, trauma and Secondary illnesses were presented. TRE was demonstrated as an alternative Self-help modality to regulate natural health recovery. *New York, NY*


July, 2010. **Bioenergetic, Core Energetic & Community Therapy Association** Trauma Releasing
Exercise (TRE) Level I & II certification training for staff and volunteers. *Rio de Janeiro Brasilia, Recife, Brazil*

June, 2010. **Joan M. Wright & Associates** Trauma Releasing Exercise (TRE) training workshop for staff and volunteers. *New Brunswick, Canada*

June, 2010. **Consulting & Counseling Centers** Trauma Releasing Exercise (TRE) Level I & II certification training for staff and volunteers. *Baltimore, MD; & St. Louis, MO.*

May, 2010. **Consulting & Counseling Centers** Trauma Releasing Exercise (TRE) Level I & II certification training for staff and volunteers. *South Africa, Denmark, Finland, United Arab Emirates*


February, 2010. **Colorado Drug and Alcohol Treatment Rehab Center - Jaywalker Lodge** TRE as it applies to individuals undergoing rehabilitation from substance abuse. *Carbondale, CO.*

February, 2010. **Magis Group** TRE as it applies to military personnel as a resiliency program. *Boulder, CO.*

February, 2010. **TRE Certification Training** Presentation of Level I & II certification training. *Finland, Norway, South Africa, United Arab Emirates*

January, 2010. **Staff Source USA** TRE as it applies to management resources for the reduction of corporate stress and anxiety. *Hammond, IN*

**PUBLICATIONS**

**Books and Monographs**

**Refereed Journal Articles**


**Additional Published Articles**
Book Chapters

Conference Papers

1. Leslie A. Carlson
2. Degree information
   • Master of Public Administration
   • Degree granted by University of Arizona
   • Major: Public Administration
   • May 1997
   • Masters in Radio and Television of Public Administration
   • San Francisco State University
   • Major: Radio and Television
   • June 1981
   • Bachelor of Arts
   • Degree granted by University of Oregon
   • Major: General Social Sciences with a specialization in Community Development
   • June 1969
3. Academic appointments
   • Arizona State University
   • Faculty Associate
   • Tucson, Arizona
   • Start date: August 2011
   • End date: December 2014
4. Professional post-baccalaureate and post-master’s social work experience
   • Employer: Self-employed
   • Position: Consultant
   • Tucson, Arizona
   • Start date (04/2007)
   • End date: to present
   • Employer: Tucson Pima Collaboration to End Homelessness
   • Coordinator, Plan to End Homelessness
   • Tucson, Arizona
   • Start date (05/2007)
   • End date (07/2011)
   • Employer: Pima Prevention Partnership
   • Director, Research, Evaluation, and Planning Department (1999-2004)
   • Tucson, Arizona
   • Start date (1999)
   • End date (2006)
5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years.
   - Social Service Block Grant Planning Committee
   - Leadership Team, Keeling Neighborhood Association
   - Board Member, Southside Presbyterian Church

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

8. List your professional presentations presented during the last 5 years.
   - Lessons from HPRP: Where Do We Go From Here
   - Ending Homelessness: Reaching Out For New Leadership
   - Homelessness in Tucson and Pima County
   - Plan to End Homelessness Implementation Task Force

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Nick Caruso, MSW, LCSW

Degree Information:


Academic Appointments:

Aug. 1995 to present Faculty Associate Professor at Arizona State University Downtown Campus, School of Social Work. Assisted in curriculum development and currently teach graduate and undergraduate courses.

March 1998 to present Faculty Associate in the Maricopa County Community College District certified by the State Board of Directors for Community Colleges of Arizona in the fields of Counseling/Psychology Social Services, Social Work, Family Studies and Human Development.

Oct. 1990 Developed the City of Phoenix/ASU Internship Project. Designing and providing a Field Supervision experience to students in the Bachelor and Masters Social Work programs at both March 2002 ASU Main and West, as well as other institutions of higher learning including the University of Phoenix Masters of Counseling program.
Direct Practice/Work Experience

June 2014  
*Sole proprietor of Nick Caruso Counseling & Coaching Services, LLC Phoenix Az,*

To  Present  
As a licensed clinical social worker and certified educator providing counseling services to children, youth, couples, families and groups educational workshops and seminars. Provide clinical supervision for licensure for LCSW candidates through the Az Board of Behavioral Health Examiners. As a certified Spin Instructor facilitating lifelong fitness activities assisting clients maximize physical, social, emotional and spiritual well-being.

July 2002  
*Phoenix Union High School District, Phoenix AZ.*

to  
CLINICAL SCHOOL SOCIAL WORK SERVICES

June 2014  
In the capacity of Behavior Intervention Specialist for the District served as a consultant to educators on classroom behavior intervention strategies. In the capacity of school social worker was responsible for assisting in the development and implementation of an alternative to suspension program for students suspended from their home school in the District for a semester or longer. In small school environments responsible for the development of individual education plans addressing behavioral, psychosocial and emotional issues of students and their families. I prepared students for a successful return to their home school and a less restrictive educational environment. Supervised graduate interns from the Masters of Social Work program at Arizona State University.

April 2002  
*Westside Social Services, Inc. Glendale AZ.*

through  
SITE SUPERVISOR, OUTPATIENT MENTAL HEALTH CLINIC

July 2002  
Served as Site Supervisor responsible for the hiring and supervision of clinical staff, ensuring that program operations and clinical services were in compliance with audit requirements including all funding and licensure agencies.

Sept. 1987  
Initially served the second year of my direct practice internship for my Masters in Social Work degree, was subsequently hired in the capacity of Therapist. Services included conducting intakes, assessment of needs, setting treatment goals, community networking, conducting staffing’s and ongoing psychotherapy to individuals, families, couples and groups, using a variety of therapeutic intervention techniques.

July 1995  
*City of Phoenix Human Services Department, Phoenix, AZ.*

to March 2002  
HUMAN SERVICE DEPARTMENT SCHOOL BASED PROGRAMS COORDINATOR

Responsibilities:  program development, implementation and management of school-based human service strategies, secured funding, negotiated contracts, and coordinated student internship programs with colleges and universities for the City of Phoenix.

As the Program Coordinator, I served as a liaison between school officials, advocacy groups, elected officials and other social service agencies.  In addition, I was the project manager for numerous local and federal grants and was selected as a grants reviewer for the U.S. Department of Education, Office of Elementary and Secondary Education. Assigned the Deputy Director’s responsibilities in his/her absence.

Oct. 1990  
*City of Phoenix Human Services Department, Phoenix, AZ.*

to July 1995  
YOUTH SERVICES COORDINATOR

Responsibilities:  program development and implementation and management of intervention services that address the needs of at-risk elementary and high school students
and their families, utilizing school-based family service delivery models within the City of Phoenix.

Utilized a holistic approach to make linkages between home, school, and the community. Duties included providing a broad range of counseling services to individuals, families and groups; in-service training to educators and parents; coalition building and identification of barriers to social service utilization citywide. I was also responsible for the development, implementation, on-site administration and evaluation of several related grant awards.

July 1989 to Oct. 1990  
**Arizona Youth Associates, Inc., Phoenix, AZ.**  
**CLINICAL DIRECTOR**

Dec. 1985 to May 1987  
In charge of program development, implementation and management of treatment for a 26 bed residential facility for emotionally disturbed, delinquent minors ages 7 to 18. I provided clinical services addressing clients’ victimization (physical, sexual abuse) as well as interventions directed toward perpetrator behavior and offenses. Duties included the hiring of on-site supervisory staff, selection and implementation of treatment strategies and screening of intakes. Also, directly provided community-based outpatient counseling services to families involved in the Judicial Supervision Program mandated by the Superior Court. Assigned the Executive Director’s responsibilities in his/her absence.

**Current Professional Memberships & Board Certifications**

Certified Supervisor for Licensure Candidates by the Az Board of Behavioral Health Examiners 2014

Certified Spinn Instructor Maddog Athletics 2011

1. **Mary Angela Catron, MSW, LMSW**
2. Master of Social Work  
   • Arizona State University  
   • May 2009  
   • Licensure – April 2011

3. Scottsdale Lincoln Health Network - Intensive Care Unit  
   • 2009 - Present

   Medical Social Worker

St. Joan of Arc Catholic Church  
• 2001 - 2006

Coordinator of Elementary Catechesis – Liaison with Hispanic Community

iMcKesson, Phoenix, Arizona (a division of McKessonHBOC)  
• 1998 - 2001

Sales Operations Coordinator and Event Coordinator

D.G. HOWLAND & ASSOCIATES, Inc., Scottsdale, Arizona  
• 1995 - 1998

Office Manager/Administrator

Kidder, Peabody/Paine Webber, Phoenix, Arizona  
• 1993 - 1995

Sales Assistant (position discontinued due to company merger)
4. SUMMARY OF QUALIFICATIONS

Ability to develop trusting relationships with clients while maintaining professional boundaries
Excellent interpersonal, listening and communication skills; fully bilingual in English/Spanish
Proven business experience; able to work independently, handle pressure, maintain confidentiality of sensitive information; sound organizational skills, goal-oriented and proactive; excellent reporting ability
Excellent problem solving skills promoting a team environment among clients, impacted friends and family, and medical teams
Supportive of change and brings the 3 “E’s” to work every day; Energy, Excitement and Enthusiasm
Assisted terminally ill patients to cope with multiple psychosocial dimensions of death, dying and bereavement, through counseling, teaching, referral, advocacy, and working to enhance their environment.
Facilitated relationships among patients family systems, support groups, communities, and hospice team members, to provide superior social, spiritual and emotional support for both patients and caregivers.
Advocated support and referral to victims of domestic violence through community based outreach.
Identified need for food pantry. Gathered the financial and political support to create and implement the program.

Utilized an empathetic culturally sensitive attitude towards patients and caregivers, and provided appropriate recommendations and services to facilitate patient’s directives.
Implemented bilingual assistance for Hispanic community to obtain services from social agencies within various local, state, and federal governmental agencies. Utilized culturally sensitive approach in advocating for clients.
Responsible for clear communications within support team to achieve business objectives.

1. Samuel Jacob Chates

2. DEGREE INFORMATION:
Master’s Degree in Social Work
Arizona State University:
Date awarded: 05/2013
Bachelor of Science Degree in Music Industry
University of Southern California
Date awarded 05/2002

3. ACADEMIC APPOINTMENT:
Arizona State University, School of Social Work:
Faculty Associate
Mesa, AZ & Phoenix, AZ
08/2013 – present

4. PROFESSIONAL POST-BACCALAUREATE & POST-MASTER’S SOCIAL WORK EXPERIENCE:
Banner MD Anderson Cancer Center
Integrative Social Worker
Gilbert, AZ
01/2014 – present
Arizona’s Children Association
Child and Family Clinician
Apache Junction, AZ

05/2013 – 01/2014
Arizona State University, School of Social Work
Graduate Assistant: Integrative Health Initiative
Phoenix, AZ

08/2012 – 05/2013
Arizona State University, School of Social Work:
Teaching Assistant
Phoenix, AZ

01/2012 – 05/2012

5. PROFESSIONAL MEMBERSHIP
Registered member of Yoga Alliance for completion of a yoga teacher training program

6. COMMUNITY SERVICE
Periodically have volunteered to make dinner and perform music for Phoenix homeless shelter

7. RECOGNITION:
Scholarship Recipient for the University of California, Los Angeles Certification in Mindfulness Facilitation Program; UCLA Mindful Awareness Research Center within the Semel Institute for Neuroscience and Human Behavior
Nominated for “Outstanding Well Devil Project” at the 2013 Pitchfork Awards for establishment of the Mindfulness Community at Arizona State University

8. PROFESSIONAL PRESENTATIONS
Presented on the topic of stress management to the Banner Gateway Medical Center Palliative Care Team on Thursday, February 5, 2014
Presented on the topic of stress management for the Scottsdale Healthcare head and neck cancer group on Thursday, November 20, 2014
Presented on the topic of stress management to the Association of Clinical Research Professionals on Monday, April 7, 2014

9. PUBLICATIONS
Book title: Beyond Stress: Strategies for Blissful Living
Co-authorship of the chapter, Connection to All Living Things: The Beauty of Relationships
Published by Kendall Hunt Publishing in 2014 in Dubuque, IA

10. OTHER RELEVANT INFORMATION:
Completed the requirements of the Board of Behavioral Health Examiners to be a Licensed Master Social Worker in state of Arizona.

1. **Steven Cohen**
2. Degree information
   - Degree: MSW
   - Institution granting degree: ASU
   - Major: Social Work
   - Date awarded (month/year): May 1982
3. Academic appointments
- Employing academic institution: Arizona State University
- Title: Faculty Associate
- City and state: Tempe, Arizona
- Start date (month/year): August 2014
- End date (month/year): current

4. Professional post–baccalaureate and post–master’s social work experience
- Employer: VA
- Position: Network Homeless Coordinator- VSN 18
- City and state: Gilbert, Arizona
- Start date (month/year): March 1990
- End date (month/year): current

5. List your current professional, academic, community-related, and scientific memberships.

6. List your community service responsibilities and activities for the last 3 years. Currently on the grant review team for the Tucson Collaboration to End Homelessness.

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

8. List your professional presentations presented during the last 5 years. I was a member of original group that started the Tucson Veterans Court, initially at the Tucson City Court in 2010. The court has now expanded to a Regional Court. I have presented across Arizona encouraging other communities start Veterans Courts, which have now expanded across the state.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

1. Lacey Rose Cox, MSW, LCSW
2. **Degree information**

<table>
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<tr>
<th>Year</th>
<th>Institution</th>
<th>Location</th>
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<tbody>
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<td>1983</td>
<td>Arizona State University</td>
<td>Tempe, Arizona</td>
<td>Master of Social Work</td>
</tr>
<tr>
<td>1981</td>
<td>Arizona State University</td>
<td>Tempe, Arizona</td>
<td>Bachelor of Social Work</td>
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3. **Academic appointments**

   **August 1995 - Present**  
   Arizona State University  
   Tempe, Arizona  
   85287

   Adjunct Faculty

   - Teaches graduate level courses in the School of Social Work. Courses taught over the years include Social Work Direct Practice, Human Behavior in the Social Environment, Social Work with Families, Social Work with Children and Adolescents, and a Licensing Prep Course.

4. **Professional post–baccalaureate and post–master’s social work experience**

   **July 1990 – July 2013**  
   Gilbert Police Department- Youth and Adult Resources, Gilbert, Arizona  
   85296

   Counseling Manager

   - Manages, coordinates, and develops the programs and activities of the Counseling Section including youth and family counseling, crisis intervention, diversion services, domestic violence services, and drug and alcohol assessment and counseling. Supervises counseling staff regarding programs and clients. Develops policies and procedures, prepares and administers
budgets, researches and prepares grant proposals, and generates statistical reports for the section. Provides counseling in all program areas. Provides regular training to sworn staff in the areas of mental health and domestic violence.

July 1986 - 1990  
Gilbert Police Department- Youth and Adult Resources  
Gilbert, Arizona  85296  
Youth and Adult Resource Coordinator

- Coordinates and monitors the Gilbert Youth and Adult Resources Program, supervises youth and family counselor and student interns, provides domestic violence counseling and assessment, provides drug and alcohol counseling and assessment and crisis counseling.

July 1983 – July 1986  
Gilbert Police Department- Youth and Adult Resources  
Gilbert, Arizona  85296  
Youth and Family Counselor

- Provides youth and family counseling for juvenile offenders and their families, develops and implements group counseling, and provides drug and alcohol screenings and counseling for youth and adults who are alcohol and drug offenders.

August 1980 – December 1986  
City of Tempe Social Services  
Tempe, Arizona  85282  
Youth and Family Counselor

- Provides youth and family counseling to youth and their families. Provides education groups in the area of drugs and alcohol, communication, and job seeking skills.

5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below
    Bereavement Facilitator beginning January 1995
    Board Certified Expert In Traumatic Stress beginning in 2000
    Certified Clinical Trauma Professional beginning 2013

1. Timothy L. Cox, LCSW
2. Degree information
   - Degrees: Master of Social Work
   - Institution granting degree: Arizona State University
   - Major: Social Work
   - Date awarded (month/year): June 1983
3. Academic appointments
   - Employing academic institution: Arizona State University
   - Title: Faculty Associate
   - City and state: Phoenix, Arizona
   - Start date (month/year): August 1995
   - End date (month/year): (On Going)
4. Professional post—baccalaureate and post—master’s social work experience
   - Employer: Counseling and Family Resources
• Position: Psychotherapist
• City and state: Tempe, Arizona
• Start date (month/year): October 1984
• End date (month/year): (On Going)
• Employer: City of Tempe – Social Services
• Position: Counseling & Diversion Services Supervisor
• City and state: Tempe, Arizona
• Start date (month/year): October 1984
• End date (month/year): January 2012

5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

**Travis Cronin**

**Doctor of Philosophy, Social Work:** Arizona State University; Phoenix, AZ 2016 (Anticipated)
- Dissertation Title: Active Bystandership in Bullying Encounters Amongst Black Male Adolescents
- Dissertation Chair: Dr. Christina Risley-Curtiss
- Dissertation Committee Members: Dr. Luis E. Zayas, and Dr. Lynn C. Holley

**Master of Social Work:** Eastern Washington University; Cheney, WA 2006
- Advanced Generalist: Children, Youth, and Families

**Bachelor of Science, Sociology:** Brigham Young University—Idaho; Rexburg, ID 2003
- 2003 Man of the Year Selection for the College of Social Science and Religion

**Scholarships and Stipends**
- 2014 Travel Award, Dr. Cynthia Lietz, Arizona State University, $350
- 2013 Academic Scholarship, School of Social Work, Arizona State University, $2,000
- 2006 IV-E Stipend, School of Social Work, Eastern Washington University, $6,000
- 2006 Travel Award, School of Social Work, Eastern Washington University, $1,500
- 2005 IV-E Stipend, School of Social Work, Eastern Washington University, $5,000
- 2003 Academic Scholarship, Brigham Young University—Idaho $1,280
- 2002 Academic Scholarship, Brigham Young University—Idaho $500

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<th>Professional License</th>
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<tr>
<td>Licensed Clinical Social Worker (Idaho) #31117 Obtained 03/07/2011 Expires 9/11/2015</td>
</tr>
<tr>
<td>Licensed Master Social Worker (Idaho) #27435 Obtained 06/27/2006 Expired 3/06/2011</td>
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</tbody>
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**Professional Service Awards**
- 2012 Medical Group and Mental Health Clinic Coin (Mountain Home, Idaho)
- 2009 Director’s Customer Service Award (Caldwell, Idaho)
- 2008 Director’s Customer Service Award (Caldwell, Idaho)
• 2008 Region III Child Welfare Social Worker of the Year (Caldwell, Idaho)

Peer Reviewed Articles


Other Publications


Peer Reviewed National/International Conferences


Peer Reviewed Local Conferences


Local Invited Presentations


Cronin, T. W. (2013). Narrative Approaches to Trauma-Informed Elementary Schools. Teacher In-Service presented at Corte Sierra Elementary School, August 30, 2013, Avondale, AZ.


Professional Curriculum Administration

• Knowing Who You Are: Helping Youth in Care Develop Their Racial and Ethnic Identity. (2010). Curriculum developed by Casey Family Programs. Certified on 08/02/2010. 70 hours of certification including training in Boise, ID; San Diego, CA; Seattle, WA; and Oklahoma City, OK. Professional Populations Trained: early educators, social workers, and court volunteers.

• Know Means Know: Idaho’s Teen Dating Violence Awareness and Prevention Project. (2008). Curriculum developed by the Idaho Coalition Against Sexual and Domestic Violence through a grant from the Department of Justice. Populations Trained: high school students, educators, faith based youth groups, and foster youth.


Courses Taught
Faculty Associate: Advanced Social Work Practice with Child Welfare Families, SWG 609, School of Social Work, Arizona State University, Phoenix, AZ. Spring 2015 (Scheduled)


Faculty Associate: Social Work Practice III, SWU 411, School of Social Work, Arizona State University, Phoenix, AZ. Summer 2014

- In-person class of 15 students. Course units: community organization, community development, social pedagogy, social justice, the strengths perspective, and macro social work skills.

Faculty Associate: Introduction to Social Work, SWU 171, School of Social Work, Arizona State University, Phoenix, AZ. Spring 2014

- In-person class of 102 students. Course units: history of social work, social/economic justice and diversity, populations served, and fields of practice.

Faculty Associate: Diversity and Oppression in a Social Work Context, SWU 374, School of Social Work, Arizona State University, Phoenix, AZ. Fall 2013

In-person class of 28 students. Course units: theory, racial/ethnic legacies of oppression, gender and sexual orientation, culturally grounded social work, and globalization.

SOCIAL WORK EXPERIENCE

- 2012–Current: Assistant Program Coordinator; Arizona State University, Child Welfare Education Project (2 years) 20 hours a week
  - Field Liaison (up to 17 students per semester)
  - Train and support 3 co-located child protective service units
  - Facilitate day-to-day operations (4-E grant)
  - Lead evidence-informed practice research project
  - Lead integration of theory into practice effort
  - Coordinate curriculum change with principle investigator
  - Communicate with prospective students about the project and facilitate application to the project

- 2011–12: Clinical Social Worker; Sub-Contractor—Luke & Associates, Mountain Home Air Force Base (7 months) 40 hours a week
  - Conduct biopsychosocial assessments
  - Document multiaxial diagnosis and create treatment plans
  - Psychotherapy with active duty members and their intimate partners
  - Assess acute harm to self or others
  - Facilitate hospitalization as necessary during duty hours and on call after hours
  - Communicate with command and other hospital staff to assure continuity of care and ability to fulfill the mission of the US Air Force
  - Approve security clearances/deployment clearances when potentially disqualifying information is found in the mental health record

- 2006–11: Child Welfare Supervisor (Last Position Held); Idaho Department of Health and
Welfare, Family and Children’s Services (5 years) 40+ hours a week

- Supervise transition team (serving youth aging out of foster care)
- Supervise diversity team (serving non-English speaking families and navigating international/cross cultural issues including ICWA eligible families)
- Provide clinical support as the regional independent living coordinator
- Provide life skills courses for youth 15–23 years old
- Facilitate training on racial and ethnic identity
- Clinical case management with teenage survivors of child abuse and neglect
- Clinical case management with parents (case planning, visitation, court process)
- Supervise regional therapeutic foster care program
- Regional liaison (Citizen Review panel)

Community Involvement

Committee Service

- 2014–15: School of Social Work Online Teaching Committee (ASU)
- 2014–15: Undergraduate Honors Theses Committee for Stephan Pagán (ASU)
- 2013–14: Bachelor of Social Work Committee (ASU)
- 2008–11: Idaho Resource Opportunities Communities and Knowledge (Community)

Community Service

- 2014–15: Center for the Study of Race and Democracy: Multiple Events (Volunteer)
- 2014: School of Social Work 50th Anniversary: Multiple Events (Table Facilitator/Recorder)
- 2013: Council on Social Work Education Annual Program Meeting (Student Volunteer)
- 2012–14: Arizona State University BSW program (File Reviewer)
Field Instruction

- 2009–12: Northwest Nazarene University (MSW and BSW Field Instructor)
- 2007–08: Boise State University (BSW Field Instructor)

Mentoring

- 2013–14: Award winning mentorship program SHADES designed to help scholars of color stay in graduate school (Mentor)
- 2010: Vallivue High School (Volunteer Assistant Wrestling Coach)
- 2009: Inclusion Center Anytown Human Relations Camp (Advisor)

Professional Memberships

- National Association of Social Workers (NASW)
- Council on Social Work Education (CSWE)
- National Association for the Advancement of Colored People (NAACP)
- International Observatory of Violence in Schools (IOVS)

1. Janice M. Daley, MSW

2. Degree Information:

   Bachelor of Arts
   University of Arizona
   Psychology
   May 1995

   Master of Social Work
   Arizona State University
   Social Work
   May 1997

3. Academic Appointments:

   Arizona State University, Tucson Component, School of Social Work
   Associate Faculty
   Tucson, Arizona
   Start Date: August 2001
   End Date: Currently employed

4. Professional post-baccalaureate and post-master’s social work experience:

   LeCroy & Milligan Associates
   Associate Director
   Tucson, Arizona
   August 2006 – September 2010
Southern Arizona AIDS Foundation  
Director of Prevention Services  
Tucson, Arizona  
December 2004 – May 2006

Child & Family Resources  
Program Director  
Tucson, Arizona  
May 1998 – December 2004

Arizona State University  
Youth Plus Program Coordinator  
Tucson, Arizona  
January 1997 – December 1997

Marana Health Center  
Therapist (Internship)  
Marana, Arizona  
August 1996 – May 1997

Golden Dawn Counseling  
Therapist (Internship)  
Tucson, Arizona  
August 1995 – May 1996

Self Employed  
Consultant, Trainer, Lecturer  
United States, Canada, South Korea  
January 2002 – Present

5. Current professional, academic, community-related, and scientific memberships:  
None at this time

6. Community service responsibilities and activities for the last 3 years:  
None in the last 3 years

7. Special awards, fellowships, grants, or any other recognition you have received during the last 3 years:  None in the last 3 years

8. List your professional presentations during the last 5 years:  
2009
• Presentation of Evaluation Results for the Strategic Prevention Framework / State Incentive Grant for the Community Prevention Coalition of Pima County on a project designed to implement an environmental approach to preventing substance abuse and youth drinking
• 2009: Presentation for United Way of Tucson and Southern Arizona on Results Based Accountability

9. List your professional publications for the last 5 years: None in the last 5 years
10. Other relevant information:
I became a full time parent when my child was born in October, 2010. This new and delightful responsibility accounts for any perceived “gap” in employment, awards, etc. in the past 5 years.

Katherine E. Davis

**Degrees**

Masters
Arizona State University
Social Work
Awarded August/2009

Masters
Northern Arizona University
English- Rhetoric and the Teaching of Composition
Degree in progress

Bachelors
Arizona State University
English- Linguistics
Awarded May/2006

**Academic Appointments**

Arizona State University
Faculty Associate
Phoenix, AZ
August/2014
Current

**Professional Work Experience**

**Estrella Mountain Community College**
Learning Facilitator III, Writing
Avondale, AZ
August/2013
Current

**Rio Salado College**
Instructor- English Language Acquisition for Adults
Phoenix, AZ
February/2015
Current
Student Success Coach
Phoenix, AZ
March/2013
June/2014
Arizona State University
Field Education Specialist
Phoenix, AZ
March/2013
June/2014

Survey Interviewer Senior
Tempe, AZ
February/2011
August/2011

Empact-SPC
Crisis Therapist
Tempe, AZ
May/2012
August/2013

Community Service

Home Fur Good, No-Kill Animal Rescue and Adoption
Volunteer
March/2014
Current

Literacy Volunteers of Maricopa County
Volunteer
July/2011
March/2012

Enrichment

Maricopa Community Colleges Student Success Conference
Attendee
November/2013

Neighborhood Watch Training
Trainee
July/2013

Phoenix Police Department
Citizens Police Academy Graduate
February/2012

1. Danielle L. DeMailo
2. Degree Information
   • Master of Social Work (MSW)
   • Specialization: Advanced Direct Practice, Behavioral Health
   • Arizona State University, Tucson Component
December, 2009

Bachelor of Arts (BA)
Major: Psychology
University of Arizona
May, 2007

3. Academic appointments
- Arizona State University, Tucson Component
  - Faculty Associate
  - Tucson, AZ
  - May, 2012 – Present

4. Professional post–baccalaureate and post–master’s social work experience
- Southern AZ VA Health Care System
  - General Mental Health Therapy Team Lead
  - Tucson, AZ
  - August, 2013 – Present

- Desert Dove Farm
  - Mental Health Professional
  - Tucson, AZ
  - May, 2014 – Present

- Southern AZ VA Health Care System
  - General Mental Health Therapist
  - Tucson, AZ
  - May, 2011 – August, 2013

- Southern AZ VA Health Care System
  - Mental Health Intensive Case Manager
  - Tucson, AZ
  - June, 2009 – May, 2011

- Southern AZ VA Health Care System
  - Social Work Intern
  - Tucson, AZ
  - August, 2008 – May, 2009

- Providence of Arizona
  - Intensive Team Lead
  - Tucson, AZ
5. Current professional, academic, community-related, and scientific memberships
   - National Association of Social Workers (NASW)
   - Arizona State University Alumni
   - Equine Assisted Growth and Learning Association (EAGALA)
   - Phi Alpha Social Work Honorary

6. Community service responsibilities and activities
   - Desert Dove Farm (Equine-Assisted Psychotherapy) Volunteer
   - Ron Barber Campaign and Ongoing Advocacy Volunteer
   - ASU Tucson Advocacy and Strategic Planning Committee Member
   - ASU Tucson Social Work Advisory Board Member
   - ASU Direct Practice Club Advisor

7. Special awards, fellowships, grants, or any other recognition
   - Special Contribution Award at SAVAHCS for Improving Mental Health Access
   - Special Contribution Award at SAVAHCS for Improving Psychotherapy Access
   - First Place at SAVAHCS Quality Fair for Improving Mental Health Access Poster Presentation
   - Grant for Parts I/II of Equine-Assisted Growth and Learning Association Training/Certification

8. Professional presentations
   - Keynote Speaker for ASU School of Social Work Tucson’s Spring Graduation
   - Panel Speaker for Annual Transgender Awareness Week at University of Arizona

9. Professional publications
   - Chapter Authored: “Society’s Obligation: Doing More for Our Children”
   - Publication: *Faithful Caring: The Experience of Parenting Children with Mental Illness*
     - 2011, Santa Barbara, CA
   - Role: Developed textbook and online study questions/chapter editing
     - 2009, Belmont, CA

Corinna DeRosa, LCSW
EDUCATION
- Masters of Social Work, Casework, 1/1980, Boston College, Chestnut Hill, MA
- Bachelor of Science in Family Services, 5/1976, University of NH, Durham, NH

ACADEMIC APPOINTMENTS
Faculty Associate August/2014 - Current  
College of Public Programs, School of Social Work, Arizona State University, Phoenix, AZ  
Social Work Undergraduate Course, 295 Foundations of Social Work Practice  

PROFESSIONAL EXPERIENCE  

**Field Education Specialist, 2012–Current**  
School of Social Work, Arizona State University, Phoenix, AZ  
- Provides field internship referrals for BSW and MSW students  
- Recruits new internship opportunities and professional social workers as field instructors and community liaisons  
- Carries a field liaison caseload providing mentoring, support, and problem resolution for community social service field placements  
- Conducts student orientation, preparation for practice training, learning contract workshops, field instructor and community liaison trainings  
- Counsels and confers with students for technical guidance  
- Serves on faculty committees to support Foundation and Advanced Direct Practice MSW academic programs  

**Workshop Facilitator, 2000-2014**  
Parent University, Mesa Public Schools, Mesa, AZ  
- Facilitate various multi-week classes two times per semester for parents/teachers-refer to list below  

**Social Worker, 2003-2012**  
Greenfield Elementary, Gilbert Public Schools, Gilbert, AZ  
Assess high risk students, provide individual counseling and support groups (Anger Management, Social Skills, Test Taking Anxiety, Problem Solving, and Changing Families) to improve academic performance and social-emotional health. Work with up to 100 individual students in a school year.  
- Consultation to parents and teachers to build support for the child  
- Assess needs, develop, and deliver presentations for students, staff, and parents  
- Coordinate school wide prevention programs (Olweus Bullying, Peer Mediation, Tobacco Education, Drug Use Prevention, Character Education, Financial Assistance, Quest Life Skills, and Attendance)  
- Intervention and mediation for friendship problems and discipline issues  
- Collaborate with teachers, staff, area agencies, and prevention grant providers for student success.  
- Crisis intervention and consultation with staff and prevention teams consisting of teachers, principal, psychologist, nurse, and therapists for the purpose of promoting student success  

**Program Specialist, 2002-2005**  
Educational Services, Gilbert Public Schools, Gilbert, AZ  
- Promoted, implemented, and managed the program delivery and supervised the on-site staff of the Responsibility Center Program at 14 schools for creating behavior change in students  
- Collected data, reported on use to determine program success in creating positive change  
- Provided Homeless Liaison services (transportation, food, lodging) to students- families in the district  
- Educated parents through interactive workshops & publications about the Character Counts! Program
**Education Consultant, Employee Assistance Program, 1991-1995**

Mt. Auburn Hospital EAP, Cambridge, MA
- Created Speakers bureau that provided 100+ educational seminars to 45 EAP accounts
- Delivered EAP supervisory training and employee orientations
- Designed and presented over 20 different family life and workplace topics
- Developed and delivered needs assessments for companies
- Marketed educational programs and evaluated customer satisfaction
- Provided Critical Incident Stress Debriefing (crisis counseling) for companies

**Director of Student/Employee Assistance Programs, 1983-1991**

ROI Associates (EAP) of Gosnold, Falmouth, MA

Family Service Association, Fall River, MA
- Supervised staff and programs for schools, industry, and non-profit agencies
- Managed contracts and budgets to meet agency objectives and assure customer satisfaction
- Provided consultation, customer relations, market support, and training for accounts
- Assessed organizational needs, created/delivered trainings to meet customer requirements
- Assessed, counseled, and referred employees and their families with emotional, marital/family, and alcohol and drug problems

**Clinical Social Worker, 1980-1983**

North Shore Catholic Charities, Peabody, MA
- Investigated alleged child abuse/neglect for the courts.
- Provided short/long term treatment of individuals, children, couples, and families.
- Counseled unmarried mothers and evaluated prospective adoptive parents.
- Created/facilitated groups: foster parents, parents of teens, adults adjusting to separation/divorce

**Memberships:**  National Association of Social Workers (NASW)  
School Social Work Association of Arizona (SSWAAZ)

**Professional Presentations:**
The Solution Focus; Application in the School, SSWAAZ Conference, 2/2012

**Certifications:**  Licensed Clinical Social Worker (LCSW)

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**Susan Dolence**

Degree Information
- Master of Science in Social Administration (MSSA)
- Case Western Reserve University
- Social Work
- May 21, 2000

**Academic Appointments**
- Arizona State University
- Faculty Affiliate
- Phoenix, Arizona
- August, 2012- present
Professional post-baccalaureate and post-master’s social work experience

- Southern Arizona VA Healthcare Center
- Social Worker
- Tucson, AZ
- October, 2009 - present

Community service responsibilities and activities

- Volunteer for The Humane Society of Southern Arizona

1. **Melissa Drinkman**

2. Degree information

   - Doctorate of Behavioral Health
   - Arizona State University
   - Behavioral Health
   - Expected 05/2015

   - Master’s of Social Work
   - Arizona State University
   - Social Work
   - 05/2010

   - Bachelor’s of Social Work
   - University of Wisconsin- River Falls
   - Social Work
   - 05/1997

3. Academic appointments

   - Arizona State University
   - Faculty Associate
   - Phoenix, AZ
   - 08/2013
   - Current

4. Professional post-baccalaureate and post-master’s social work experience

   - Arizona’s Children Association
   - Infant Toddler Mental Health Specialist
   - Phoenix, AZ
   - 08/2014
   - Current

   - Canyon Pediatrics
   - Behavioral Health Professional
   - Gilbert, AZ
   - 05/2014
   - Current

   - Arizona’s Children Association
• Clinical Supervisor
  Phoenix, AZ
  04/2013
  08/2014

• The Crossing Hospice Care
  Hospice Social Worker
  Phoenix, AZ
  11/2012
  10/2013

• Arizona’s Children Association
  Clinician III
  Phoenix, AZ
  03/2012
  04/2013

• Arizona’s Children Association
  Program Supervisor
  Phoenix, AZ
  06/2010
  03/2012

• Crisis Response Network
  Crisis Specialist
  Tempe, AZ
  05/2011
  05/2013

• LaFrontera/EMPACT
  Crisis Counselor
  Phoenix, AZ
  04/2011
  12/2011

• Arizona’s Children Association
  Senior Family Support Specialist
  Phoenix, AZ
  03/2008
  06/2010

• Peace Corps Chuuk
  Peace Corps Volunteer
  Chuuk, FSM
  08/2003
  03/2005

• Polk County Department of Human Services
  Child Protection Social Worker
  Balsam Lake, WI
• 09/2001
• 05/2003

5. Member of NASW

6. NA
7. NA
8. NA
9. NA

Patricia Duryea

2. Degree information
   • Doctor of Philosophy
   • Walden University
   • Counseling Psychology
   • August 1996

3. Academic appointments
   • Arizona State University
   • Instructor
   • Phoenix, AZ
   • May 2014
   • May 2015

4. N/A
5. N/A
6. N/A
7. N/A
8. May 14, 2011  What’s Next….Commencement Address for Webster University (Luke Air Force Base)

April 6, 2011  Worry Less: Live More   Barne’s and Noble on Shea Blvd, Scottsdale

February 9, 2010  De-stressing During Difficult Times   Valle de Sol- Occupational Health Nurses

9. 2014  Beyond Stress: Strategies for Blissful Living, Maria Napoli
Chapter 5: Impact of Global Environmental Stress on Universal Well-Being: Be the Solution
Kendall Hunt Publishing, Dubuque, IA

10. N/A
Alma Estefano

Education
Arizona Board of Behavioral Health Examiners
1992 | Certified Baccalaureate of Social Work #1747B
Arizona State University
1986 | Masters of Counseling Psychology
Arizona State University
1982 | Bachelors of Arts in Psychology

Experience
Holistic Instructor 2000 – Present
Kriya Yoga Publications | Tempe, Arizona
- Teach breathing and meditation techniques along with various postures to aid in stress management

Community Outreach Coordinator December 1991 – August 2007
City of Scottsdale | Scottsdale, Arizona
- Assisted in the development of the Paiute Neighbor Center
- Implemented educational, prevention, cultural, legal and educational health-related programs to help improve family and community relations
- Supported the development of the Hispanic Family Center, the Conexiones Committee and the Diversity of Advisors Committee

Prevention Specialist July 1991 – November 1991
EMPACT | Tempe, Arizona
- Developed a Prevention Community Mobilization Project in South Scottsdale
- Assessed the needs of the Hispanic community and implemented various social groups based on need assessment, which included women’s support groups, ESL class, youth activities and lectures which involved an acculturation process.
- Collaborated with other social support agencies in the community
- Supervised VISTA volunteers and initiated cultural diversity training programs

Program Coordinator for Hispanic Mother Daughter Program August 1987 – July 1991
Arizona State University | Tempe, Arizona
- Coordinated the recruitment and orientation of program participants
- Interviewed, hired and supervised program counselors, peer advisors and support staff
- Implemented training session programs for personnel
- Monitored and maintained staff cohesiveness, moral and teamwork
- Developed and supervised youth activities
- Disseminated program information to mass media and community organizations
- Managed budget expenditures and assisted in preparing budget reports
- Developed strategies for college retention of participants
- Organized fundraising activities for scholarship program

Associations
ASU Community Fellows 1999-2000
Psi-Chi National Honors Society for Psychology & Phi Theta National Honors Society
1. Catherine Land Evilsizor
2. Degree information
   • Degree  Master of Social Work
   • Institution granting degree Arizona State University
   • Major Planning, Administration & Community Development concentration
   • Date awarded (month/year) May, 1996
3. Academic appointments
   • Employing academic institution Arizona State University
   • Title  Faculty Associate
   • City and state Tucson, Arizona
   • Start date (month/year) 8/21/14
   • End date (month/year) Currently employed
4. Professional post–baccalaureate and post–master’s social work experience
   • Employer Arizona Department of Education
   • Position 21st CCLC PROGRAM SPECIALIST, Southern Arizona Region
   • City and state Tucson, Arizona
   • Start date (month/year) November, 2008
   • End date (month/year) Currently employed
   • Employer Amphitheater Public School District
   • Position SPECIAL PROGRAMS COORDINATOR
   • City and state Tucson, Arizona
   • Start date (month/year) December, 2001
   • End date (month/year) October, 2008
   • Employer Marana Unified School District
   • Position FAMILY RESOURCE & WELLNESS PROGRAM COORDINATOR
   • City and state Marana, Arizona
   • Start date (month/year) 1994
   • End date (month/year) November, 1996
5. List your current professional, academic, community-related, and scientific memberships.
   Arizona Licensed Master Social Worker
6. List your community service responsibilities and activities for the last 3 years.
   RE-EVALUATION COUNSELING LEADER for State of Arizona Region
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
   Grant Writing, Evaluation for Continuous Improvement, Sustainability for Grant Programs, Developing SMART Outcome Objectives
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Chris Fike, MSW

Degree Information
Arizona State University (2011 – present)
Phoenix, AZ
*Doctor of Philosophy, Social Work* (expected completion 2015)

Arizona State University (2008 – 2010)
Phoenix, AZ
*Master of Social Work*

- Concentration: Planning, Administration, and Community

University of Kentucky (2001 – 2003)
Lexington, KY
*Master of Science, Counseling Psychology*

Wittenberg University (1996 – 2000)
Springfield, OH
*Bachelor of Arts, Psychology*


**Teaching and Instructional Activities**

*Faculty Associate* (Summer 2013 - present)
Arizona State University, Phoenix, AZ

- SWG 531: Social Policy and Services I (Fall 2014)
  - Lead instructor: Elizabeth Segal, PhD

- SWG 591: Lesbian and Gay Issues in Social Work (online) (Summer 2014)
  - Lead instructor: Natasha Mendoza, MSW, PhD

- SWG 498: Lesbian and Gay Issues in Social Work (online) (Summer 2014)
  - Lead instructor: Natasha Mendoza, MSW, PhD

- SWG 682: Community Participation Strategies (Spring 2014)
  - Lead instructor: David Androff, MSW, PhD

- SWG 619: Practice-Oriented Research (Fall 2013)
  - Lead instructor: Jill Messing, MSW, PhD

- SWG 598: Summer Bridge Field Seminar (Summer 2013)
  - Lead Instructor: Kelly F. Jackson, PhD

**Professional Development and Experience**

*Practice Experience*

School of Social Work (April 2013 – present)
Arizona State University
*Research Assistant: Technical Assistance to Ethnic Community Based Organizations*
United Methodist Outreach Ministries (Phoenix, AZ) (April – October 2012)
Domestic Violence Advocate (On-Call)

Elim House Domestic Violence Shelter (August 2006 - August 2012)
The Salvation Army (Phoenix, AZ)
Adult Crisis Counselor

National Association of Social Workers, Arizona chapter (Spring 2010)
Social Work Internship

Equality Arizona (Fall 2009)
Social Work Internship

Kaiser Family Center (Spring 2009)
The Salvation Army (Phoenix, AZ)
Social Work Internship

Child Protective Services (Fall 2008)
Arizona Department of Economic Security (Phoenix, AZ)
Social Work Internship

Make A Difference (Phoenix, AZ) (October 2007 - August 2008)
AmeriCorps Member
Civic Education Program Coordinator

HomeBase Youth Services (Phoenix, AZ) (August 2005 - September 2006)
Youth Development Coordinator/Specialist

Victory Place (Phoenix, AZ)
AmeriCorps Member
Case Manager

Arc of the Bluegrass (May 2003 - October 2004)
The Written Word Literacy Center (Lexington, KY)
Literacy Coordinator

Arc of the Bluegrass (Spring 2003)
The Written Word Literacy Center (Lexington, KY)
Counseling Psychology Practicum

Professional Memberships
Council of Social Work Education (CSWE), 2012 - present
Society for Social Work and Research (SSWR), 2012 – present
Association for Community Organization and Social Administration (ACOSA), 2012 – present
Caucus of LGBT Faculty and Students in Social Work, 2013 - present
Freire Institute, 2014 - present
National Association of Social Workers (NASW), 2010 – present
Association for Gender Research, Education, Academia & Action (AGREAA), 2012 – 2013

**Community Service**

Shelter Inclusiveness Policy Project (2010 – present)
*Co-founder & Outreach Coordinator*
- Consult domestic violence service programs on transgender inclusiveness policies and practices

Take Back the Night (2012, 2013)
*Community resource presenter (2012, 2013)*
- Presented by La Fronterra Arizona – Empact Suicide Prevention Center

- Presented by the Arizona Coalition to End Homelessness & the 100,000 Homes Campaign

Homeless Services Community Day at the Capitol (2012)
- Presented by the Arizona Coalition to End Homelessness and Protecting Arizona’s Family Coalition

Transgender SpeakOUT (2011)
*Community Speaker*
- Transgender Awareness Week 2011, coordinated by Arizona State University’s LGBTQA Services

- Legislative advocacy, presented by the Arizona Coalition Against Domestic Violence

- Presented by the National Association of Social Workers, Arizona chapter

- Presented by the Arizona Coalition to End Homelessness & Arizona Veterans Services

**Awards & Recognition**

2014 Competitive Travel Grant Award
- Awarded by Arizona State University’s School of Social Work

Spirit of Service Scholars Initiative (2013-2014)
*Gabe Zimmerman Spirit of Service Scholar*
- Awarded through Arizona State University’s College of Public Programs, the Spirit of Service Scholars initiative honors outstanding students interested in pursuing careers in public service. Scholars receive a scholarship, mentorship from high-profile practitioners and leaders, and education on core topics for public service. This initiative seeks to help create the next generation of leaders who will transform public service sectors at all levels.

Outstanding Graduate Student Award (2012)
- Awarded by Arizona State University’s LGBTQA Services

**Research and Creative Activities**
Peer Reviewed Conference Presentations


Invited Community Presentations


Fike, D.C. & Salisbury, M. (October 2012). Integrating the transgender community into homeless services. Selected for presentation at the 19th Annual Statewide Conference on Homelessness hosted by the Arizona Coalition to End Homelessness.

Fike, D.C. (September 2012). Transitioning our shelters: Meeting the needs of an underserved community. Selected for presentation at the Arizona Coalition Against Domestic Violence’s 2012 annual conference.

Fike, D.C. (October 2011). Advocacy engagement. Selected for presentation at the 18th Annual Statewide Conference on Homelessness hosted by the Arizona Coalition to End Homelessness.


Grant Applications

Evaluation Reports


Technical Reports


Blythe A. Fitzharris, LCSW

Degree information

**ARIZONA STATE UNIVERSITY, PHOENIX, AZ**
Ph.D. Social Welfare
05/2009

**ARIZONA STATE UNIVERSITY, TEMPE, AZ**
Masters in Social Work
05/2009

**MARY WASHINGTON UNIVERSITY, FREDERICKSBURG, VA**
Bachelors in Psychology
05/1993

Academic appointments

Arizona State University, Phoenix, AZ
Faculty Associate/
start date: 09/2012
End date: Present

George Mason University, Fairfax, VA
Adjunct Faculty
start date: 01/2010
California State University, Los Angeles, Los Angeles, California
Assistant Professor
Start Date: 09/2009
End Date: 09/2011

Arizona State University, Phoenix, AZ
Faculty Associate/Instructor
Start Date: 01/04
End Date: 05/09

Professional post–baccalaureate and post–master’s social work experience

Adult System of Care Administrator, Maricopa County Regional Behavioral Health Authority
Mercy Maricopa Integrated Care
Start Date: 01/2014
End Date: Present

PSA Behavioral Health Agency
Chief clinical Officer
Start Date: 06/2012
End Date: 01/2014

Arlington County, Department of Mental Health
Program Director of Program for Assertive Community Treatment
Start Date: 01/2010
End Date: 07/2012

Piurek and Associates
Consultant
Start date: 06/2007
End date: 06/2012

Self Employed
Consultant
Start Date: 06/2007
End Date: 08/2009

PSA Behavioral health Agency – Art Awakenings
Director of Operations/Consultant
Start Date: 01/2005
End Date: 07/2007

Value Options - Maricopa County Regional Behavioral Health Authority
Manager of Community Transition Unit
Start Date: 05/2004
End Date: 01/2005

Value Options - Maricopa County Regional Behavioral Health Authority
SMI Exit Stipulation Coordinator  
Start date: 08/2001  
End Date: 05/2004

Alternative Behavioral Services/Value Options, Maricopa County Regional Behavioral Health Authority  
Clinical Care Coordinator  
Start Date: 07/1999  
End Date: 08/2001

ComCare, Maricopa County Regional Behavioral Health Authority  
Case Manager  
Start Date: 07/1996  
End Date: 08/1997

Southwest Key Outreach Program  
Case Manager  
Start Date: 02/1996  
End date: 07/1996

Current professional, academic, community-related, and scientific memberships

- NASW
- SWWR

Professional presentations presented during the last 5 years.

Publications

John M. Gallagher

Education

Ph.D. Arizona State University, Social Work, 2016 (anticipated)

M.S.W. Arizona State University, 2006,
Thesis: A study of community based allocation of HIV prevention funds, considering the needs of homeless individuals, Chair: Dr. Sue Steiner

B.A. State University of New York, College at Plattsburgh, Anthropology, 1992

Research and Evaluation Experiences

2012–present Office of Forensic Social Work Research and Training, Research Assistant to Dr. Jose Ashford. Conducting outcome and process evaluations with City of Phoenix Prosecutor’s Office, Diversion Programs and Maricopa County Human Services Department.

2013–present Student Health Outreach for Wellness Community Imitative, Volunteer on inter-disciplinary student run program to offer health care to homeless individuals. As chair of Quality Improvement and Research Committee I am involved in development of forms and processes related to program evaluation and am involved in two related IRB approved projects.

2011–2012 Southwest Interdisciplinary Research Center, Research Associate
Worked with Dr. Flavio Marsiglia on HIV/AIDS projects.

2000 Community Housing Partnership, Researcher. Worked with Dr. Louisa Stark conducting qualitative interviews of formerly homeless individuals with a Serious Mental Illness. SAMSHA funded on housing retention.

1990-1992 Practicing Anthropology, State University of New York at Plattsburgh
As research assistant, assisted Dr. Patricia Higgins in editing of journal.

Peer Reviewed Articles


Book Chapters


Refereed Presentations


Evaluation Reports


Practice Experiences
Arizona Department of Health/Division of Behavioral Health, Office of Human Rights

August 2006 - August 2011  Phoenix, AZ  Lead Advocate
- Supervised 7 advocates, representing over 300 individuals with a serious mental illness for on-going advocacy.
- Provided non-attorney representation in grievance and appeal matters before the Arizona Office of Administrative Hearings.
- Conducted individual and systemic advocacy in public behavioral health system.
- Developed self-advocacy documents and led trainings on rights and advocacy.
- Required significant knowledge of behavioral health diagnoses, treatments, services, and systems.

Area Agency on Aging, HIV Care Directions

August 2003 - August 2006  Phoenix, AZ  Case Manager, Homeless Program
- Provided case management for homeless men and women living with HIV/AIDS
- Coordinated with HIV, behavioral health, medical & social service providers.
- Conducted comprehensive and on-going assessment and service planning.

Arizona Center for Disability Law

January 2001-July 2003  Phoenix, AZ  Investigator
- Conducted individual and systemic investigations of abuse and neglect.
- Worked with providers and state oversight agencies to improve the quality of front line investigations of abuse and neglect.
- Provided technical assistance to individuals and community groups.
- Provided outreach and advocacy to individuals at the Arizona State Hospital and other inpatient psychiatric facilities throughout Arizona.

Maricopa County Department of Public Health, Healthcare for the Homeless

September 1996-September 2000  Phoenix, AZ  Outreach Case Manager
- Met and established rapport with homeless individuals and families at camps, streets, parks, shelters, soup kitchens and other settings.
- Completed assessments and service plans and provided on-going case management.
- Served as part of an interdisciplinary team, coordinating in–house care with medical and psychiatric providers, nursing, and behavioral health services.
- Provided professional education to medical, nursing, and social work professionals and/or students regarding homelessness and delivery of care.

Sunburst Treatment Services

1995-1996  Chandler, AZ  Substance Abuse Counselor
- Under supervision, provided individual and group work in residential, state-licensed substance abuse treatment center.
- Conducted assessments and developed treatment plans.
- Functioned as part of treatment team, participating in daily staffing.

Community Housing Partnership
1993-1994 Phoenix, AZ Case Manager

- Intake and case management for low-income and homeless individuals and families.

United Methodist Outreach Ministries

1992-1993 Phoenix, AZ Case Manager
1993-1994 Phoenix, AZ Case Manager

- Two separate positions in winter shelter for homeless individuals and families.

Professional Consultations

Inter-Growth 2013 Phoenix, AZ Subject matter expert and project planner

- Assisted Mercy Care, Aetna, and Maricopa Integrated Health System in the development of the Grievance and Appeal Department of Mercy Maricopa Integrated Care (MMIC). As the awarded Regional Behavioral Health Authority for Maricopa County, Arizona, MMIC will hold a one billion dollar contract to provide behavioral health and substance abuse services to Medicaid and other populations.
- Provided guidance on the grievance and appeal requirements of Arizona’s public behavioral health system. Provided project planning services. Coordinated with IT department on development of data system. Drafted policies, form letter templates, job descriptions, work flow overviews and other documents to ensure compliance with Arizona Department of Health Service requirements.

Superior Court of Arizona in Maricopa County, Office of the Monitor, Arnold vs. Sarn 2004 Phoenix, AZ Investigator

- Assisted in investigation of psychiatric services provided to class members with a serious mental illness while incarcerated in jails of the Maricopa County Sherriff.
- Reviewed clinical and custody records and accreditation standards, interviewed Correctional Health Services staff, and drafted investigative report.

Service to Profession

Institutional service

- ASU, School of Social Work, Online Education Committee, 2012 to present.

Ad hoc reviewer

- Research on Social Work Practice, 2013
- Journal of Health Care for the Poor and Underserved, 2012 - 2013
- Routledge, Social Sciences Division, forensic social work text books, 2013 and 2014

Service to the Community

2003-present Member/officer board of directors, William E. Morris Institute for Justice (a non-profit public interest law firm that advocates on behalf of low-income Arizonans)
2013- present Chair, Quality Improvement and Research Committee, Student Health Outreach for Wellness (SHOW) Community Health Initiative

491
Invited Presentations

2013 S.H.O.W. Inaugural Interprofessional Practice Conference. Co-presented on delivering medical and social services to homeless individuals. Phoenix, AZ

2011 Arizona Department of Veterans’ Services. Presented on Arizona’s public behavioral health service system. Phoenix, AZ

2010 Arizona Behavioral Health Foundation, Eric Gilbertson Advocacy Institute. Presentation on advocacy in public behavioral health system. Phoenix, AZ

2010 Arizona Fiduciaries Association: Annual Conference, Presentation on advocacy in public behavioral health system. Carefree, AZ

Honors and Awards

2014 Spirit of Service Scholarship, Arizona State University, College of Public Programs

2014 Travel Grant, Arizona State University, Graduate and Professional Student Association

2014 Travel Grant, Arizona State University, Graduate College

2013 Kettner/Moroney Scholarship, Arizona State University, School of Social Work

2012 Travel Grant, Arizona State University, School of Social Work

2011 Doctoral Enrichment Fellowship, Arizona State University, Graduate College

Memberships

Council on Social Work Education

Society for Social Work and Research

National Association of Forensic Social Work

Lindsey Galvin

Degree Information

Masters in Social Work (MSW)
Arizona State University
School of Social Work
Concentration in Planning Administration and Community Practice (PAC) with significant coursework in Non-Profit Administration
May 2006

Bachelors in Liberal Arts (BA)
Sonoma State University
Hutchins School, Concentration in Primary Education and Human Development
December 2003

Academic appointments

Arizona State University
Faculty Associate
Phoenix, AZ
August 2014 – Current

Arizona State University
Field Instructor
Phoenix, AZ
July 2009 – current

Professional post-baccalaureate and post master's social work experiences

Arizona State University
Unit Supervisor for BSW Scholars Program, Title IV-E Child Welfare Collaborative
Phoenix, AZ
July 2012 - Current

Arizona State University
Unit Social Worker for BSW Scholars Program, Title IV-E Child Welfare Collaborative
Phoenix, AZ
July 2010 - July 2012

Child Protective Services, Department of Economic Security
Specialist III, conducted joint investigations with the Mesa Police Department at the Mesa Center Against Family Violence
Mesa, AZ
June 2008 – July 2010

Child Protective Services, Department of Economic Security
Specialist II, in-home and out-of-home case management
September 2006 – June 2008

Children’s Hospital Oakland Research Institute
Case Management for Sibling Cord Donor Program
Oakland, CA
February 2003 - July 2004

Community Service Responsibilities and activities
1N10 Volunteer for LGBTQ youth, mentored and participated in the provision of risk reduction education and safe space social activities February 2006 – June 2012

Professional Presentations
Mindfulness, August, 2011 - current
Professional Court Report Writing, January 2011 - current

Professional Publications

DARIAN GANNIS
MASTER OF SOCIAL WORK Arizona State University June 1998 Social Work
BACHELOR OF ARTS University of Illinois June 1978 Psychology
JOHN MARSHALL LAW SCHOOL Law Certificate for Social Workers 1977

ACADEMIC APPOINTMENT/EMPLOYMENT
ARIZONA STATE UNIVERSITY Tempe/Phoenix Arizona 2007 to Present
Adjunct Professor
Adjunct Faculty

SOCIAL WORK EXPERIENCE
YAVAPAI REGIONAL MEDICAL CENTER Prescott, Arizona December 2014 – Present
Medical Social Worker (LCSW)
Psychiatric Inpatient Clinical Social Worker
TRIPLE R. BEHAVIORAL HEALTH Phoenix, Arizona April 1987 – February 2010 (Residential and Outpatient Mental Health)
Residential Program Coordinator, Intake Clinician 1, Program Manager, Dual Diagnosed Treatment Program, Program Manager, Transitional Residential Treatment Program, and Team Leader
MENTAL HEALTH ASSOCIATION OF GREATER CHICAGO Chicago, Illinois Summer of 1980 – Summer of 1985 Program Associate for Clinical Programs developed to assist Seriously Mentally Ill Adults which included a Vocational Training Program and the development of a City Wide Information and Referral Brochure.

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY RELATED MEMBERSHIPS
Fee for Service Contractor Noridian Health Care Solutions, Phoenix Health Plan
Member of the Crisis Prevention Intervention Institute
Affiliated with HeartSavers (CPR/First Aid Providers)
Alumni Association of University of Illinois

COMMUNITY SERVICE ACTIVITIES
Assisting with providing CPR/First Aid to individuals in the community.

AWARDS, FELLOWSHIPS, GRANTS RECEIVED
Local and Regional Professional Knowledge Bowl Award November 2013.

PROFESSIONAL TRAININGS AND PRESENTATIONS
Responsible for developing training curriculum, implementing and presenting curriculum on “How to use the ASAM, DSM IV R, GAF rating Scale, CPI for professionals, Basic Listening Skills and Symptoms and Management of Serious Mental Illness.

LICENSES AND CERTIFICATES
LCSW  LICENSED CLINICAL SOCIAL WORKER
FEE FOR SERVICE CONTRACTOR (NPI)
CERTIFIED PSYCHIATRIC REHABILITATION PROFESSIONAL
NOTARY PUBLIC
CERTIFIED CPR/FIRST AID INSTRUCTOR/TRAINER
CERTIFIED CRISIS PREVENTION INTERVENTION INSTRUCTOR
CERTIFIED TOBACCO SPECIALIST
CREDENTIALED THROUGH CENAPTICO

Xiang Gao

Degree Information
8/2011 - Present  Ph.D. student, School of Social Work, Arizona State University
9/2009 – 6/2011  M.A. (Social Security), Nankai University, China
9/2005 – 6/2009  B.A. (Public Administration), Chongqing University, China

Academic Appointments
9/2011 till now  Research assistant and course instructor at Arizona State University

Current Professional, Academic, Community-related, and Scientific Memberships
- Gerontological Society of America (GSA) student member
- Two-year internship at the Southwest Interdisciplinary Research Center (SIRC)

Award
2014  Travel Award at Arizona State University
2013  Travel Award at Arizona State University

Professional Presentations


Professional Publications


**Lorraine S. Gardner, MSW**

**Education**

| M.S.W. | 1992: | School of Social Work, Marywood College, Scranton, PA |
| B.A. | 1978: | Psychology, UC at San Diego, La Jolla, CA |

**Instructor**

- Faculty Associate with ASU School of Social Work, Tucson Component, 2010

**Employment Experience**

**Medical Social Worker**, Tucson, Arizona

University of Arizona Health Network, University of Arizona Medical Center

OB/GYN and Pediatric Clinic - Social Worker and Parent Educator

6/2007 – present

**Instructor/Teacher** (part-time) Tucson, Arizona

Arizona State University, School of Social Work Tucson Component

8/2013 - present

**Health and Prevention Educator**, Carmel, NY

Putnam Family and Community Services,

Program developer/facilitator to Mahopac School District creating a health education curriculum and drug/alcohol prevention program for primary grade students (3 schools)


**Clinical Social Worker**, North Cheam, England

London Borough of Sutton Social Services, Joint Adolescent Services, Individual and family counselor and case manager within social services environment with high risk families identified through child protection investigation.


**School Social Worker**, Binghamton, NY

Preparation for Adult Living Success (PALS) Program, Broome-Tioga Board of Cooperative Educational Services (BOCES),

School counselor, case manager and classroom group facilitator for identified special education students with Individual Education Plan mandate

1997 – 2004

**Psychotherapist**, Vestal, NY

Employee Network Inc., a national Employee Assistance Program

Counselor - part-time, evenings with short-term, solution focused counseling

Samaritan Counseling Center, Endicott, NY

1999 – 2004

1991 – 1994

Parent educator, workshop leader, public speaker and group facilitator for schools, organizations and individuals requesting assistance with issues relating to mental health.

New Horizons Treatment Center, Binghamton General Hospital,
Counselor, diagnostic specialist, and discharge planner for hospital based, residential treatment for drug and alcohol addictions
AMANDA GRAY

EDUCATION

Arizona State University, Phoenix, AZ

**Master of Social Work**, Emphasis: Planning, Administration, and Community Development. May 2010
Arizona State University, Phoenix, AZ

**Bachelor of Social Work**, Summa Cum Laude May 2009
Arizona State University, Phoenix, AZ

ACADEMIC APPOINTMENTS

Arizona State University
- Lecturer, Phoenix, AZ August 2012 - Current
- Teaching Assistant, Phoenix, AZ August 2011 - December 2013

PROFESSIONAL EXPERIENCE

**Jewish Family and Children Services**
- Transition Facilitator, Phoenix, AZ July 2010 - July 2011

**Arizona State University**
- Evaluation Specialist, Phoenix, AZ March 2010 - June 2010

**Guthrie Mainstream**
- Service provider, Mesa, AZ May 2007 - May 2010

PROFESSIONAL PRESENTATIONS

CAB III: Collaborating Across Boarders conference 2011

PUBLICATIONS

Michael Greenwell, MSW, LCSW

Education:

- Doctor of Behavioral Health Candidate – Arizona State University Est - May 2017
- Master of Social Work – University of Missouri May 2011
- Bachelor of Social Work - University of Utah August 2007
- A.S. Psychology – Salt Lake Community College May 2005

International Study Abroad Program:
Sofia, Bulgaria & Prague, Czech Republic May 2006
EU Succession, Human Trafficking, Human Rights
Cultural Ambassador for the International Center at the University of Utah 2006 - 2007

Academic Appointments:

Maricopa Community Colleges January 2013 -
Current
Adjunct Faculty – Department of Social
Work Mesa, AZ

Arizona State University August 2014 –
Current
Faculty Associate – School of Social Work
Phoenix, AZ

Employment:

The Resolution Group April 2013 –
Current
Child and Family Therapist / Trauma Therapist

Arizona’s Children Association May 2011 – August
2013
Phoenix, AZ
Child and Family Therapist

Family Counseling Centers of Missouri, Inc. January 2011 – May
2011 Columbia, MO
M.S.W. Practicum - Intern Therapist

University of Missouri - Peace Corps Fellow June 2010 - May
2011 Boone\Columbia Department of Public Health and Human Services
Columbia, MO
Health Education Programming and HIV Testing Counselor
Quality Care Network  
Phoenix, AZ  
High Needs Case Manger  
January 2010 – May 2010

Peace Corps – Republic of Macedonia  
Peace Corps Volunteer  
September 2007 – November 2009

Health Education Research Association (H.E.R.A) & Poraka “Message” - Community Center for Individuals with Disabilities

Peace Corps Macedonia Working Groups:
2007-2009: Member of the USAID/Peace Corps grant review board
2008-2009: Co-president of the Peace Corps Sexual and Reproductive Health Committee
2009: Cross Cultural Facilitator and Trainer for an 11 week pre-service training for new volunteers

Youth Health Organization (YOHO)  
B.S.W. Practicum -Gaborone, Botswana  
May 2007 – August 2007

University Neighborhood Partners  
June 2006- May 2007 Salt Lake City, UT  
Program Manager

ABA/RDI/Floor Time Intervention Program  
September 2003 - April 2006 Salt Lake City, UT  
Instructor and Team Leader

Professional, Academic, Community-Related, and Scientific Memberships

- National and State Chapters for the National Association of Social Workers – NASW
- National and State Chapters for the Association of Play Therapy
- Phi Alpha Social Work Honors Society

1. Melissa Griebel, LMSW
2. Degree information
   - Master of Social Work
   - Arizona State University
   - May, 2012
   - Bachelor of Applied Science
   - Northern Arizona University
   - Public Agency Service
   - May, 2007

3. Academic appointments
   None

4. Professional post-baccalaureate and post-master’s social work experience
- HOPE, Inc.
- Director of Utilization Management
- Tucson, AZ
- Start date October, 2013
- Current

- Codac Behavioral Health
- Utilization Management Coordinator
- Tucson, AZ
- June, 2012
- October, 2013

- Tucson Center for Counseling and Psychotherapy
- Therapist
- Tucson, AZ
- August 2013
- June 2014

5. National Association of Social Workers
6. Serve on the Suicide Prevention Alliance
   Served on the Tucson GLBT Chamber of Commerce, President, VP, Board Member
   Founded and served on the Greater Vail Area Chamber of Commerce
   Served on the board of Ethica, A Voice for Ethical Adoption, President, VP, Board Member
7. Two-time recipient of grants from The Alliance Fund related to LGBTQ Adoption
8. “LGBTQ Guide to Adoption” Conference November 2010, Tucson, AZ
   “Reduction of Crisis Service Recidivism: Adapted Interaction Model”—Summer Institute, 2013, Sedona, AZ
9. None

Laura Guild

Education

1985 – Master of Social Work – Arizona State University Tempe, AZ
   ♦ Emphasis in
   Public Administration and Community Development 1972 –

Bachelor of Arts – Ball State University Muncie, IN
   ♦ Major in Social Work, Minor in Psychology

Experience

1999-present – Arizona State University, College of Public Affairs, School of Social Work Tempe, AZ
- Associate Faculty, Field Placement Supervisor, and Faculty Liaison

I. Instructor for graduate and undergraduate level public welfare policy courses in the School of Social Work. One course consists of the conceptual, historical, and analytical perspectives on the institution of social welfare. Emphasis is placed on populations at
risk and social work values. Principles of policy analysis are covered. A second course covers the development of advanced knowledge and skills in social welfare policy analysis, policy formulation, and advocacy and intervention for policy change.

- Field Placement Supervisor from graduate level second year students with an emphasis on Public Administration. Responsibilities including developing and monitoring the learning contract with the student. Weekly supervision of the student’s tasks as to their compliance with the learning objectives.
- Field Placement Liaison - Field Placement Liaison for BSW and MSW students.

1991-present – Department of Economic Security
Phoenix, AZ Domestic Violence Program Manager
- Manages a statewide program of domestic violence service providers in accomplishing planned activities. Over site of all funding, policy, and program development decisions. Attend meeting related to program with diverse populations of private and public agencies to accomplish planned goals.

Domestic Violence Program Coordinator/Contracts Specialist
- Work independently in program planning and development for the department’s statewide Domestic Violence Program. Responsibilities include service planning, contract management and monitoring and maintenance of a database of available funding.
- Responsible for a statutorily required annual report to the Legislature on the use of Shelter Fund for domestic violence victims.
- Maintain the database and prepare an annual summary report of domestic violence services. Disseminated the report to public and private agencies.
- Responsible for policy and legislative analysis for domestic violence. Provided testimony to the Legislature on issues of victims of domestic violence.
- Represent the department on an interagency oversight committee convened by the Governor’s Office.
- Public presentation of information to advocacy and citizen groups and media on issue of victims of domestic violence.
- Represent the Department on numerous statewide and local task forces consisting of members of criminal justice, courts, medical, and advocate-based systems all dealing with family violence issues. Provides advice on the services the department provides to victims of domestic violence.
Supervision of Social Work graduate students in an internship.
Planned human services in a local social service planning committee. Provided recommendation on homeless and domestic violence service priorities.

Legislative Services.
Twenty years of experience researching, interpreting and analyzing policy and legislation related to public welfare services with an emphasis on family violence. Provided testimony to the Legislature on issues of victims of domestic violence.
Worked for Legislative Services during the Forty-fifth Legislative 2nd Regular Session. Assisted the Chief by attending legislative hearings and developing reports of the proceedings.

Program Director – 1989-1991
 Responsible for program operation of $600,000 budget.
 Supervised a staff of 11 in a two-county region.
 Wrote grants and monitored state and federal contracts for compliance.
 Conducted public speaking on the program purpose to communities, government representatives and public officials.

Instructor and Employment Counselor – 1986-1989
 Taught motivation and career development class for displaced homemakers.
 Developed curriculum for the class.
 Provided career counseling and job development.
 Responsible for monthly and quarterly reports on service provision.

Advocate in Domestic Violence Shelter
1995-1996 – Catholic Charities Chandler, AZ
 Provided counseling to victims of domestic violence.
 Assisted in the development of this new program.
 Responsible for community and resource development.

Professional Affiliations/Activities
2006 to present – Governor’s Commission To Prevent Violence Against
1993- present – Arizona Coalition Against Domestic Violence
1998- present – Department of Economic Security – Quality Champions Selected for a leadership development program
1996-present – National Coalition Against Domestic Violence
 member 1996-present – KAET “Friends of Channel 8” volunteer
2010 – 2013 – City of Phoenix Head Start Policy Council Member
2013–present — City of Phoenix Human Service Commission

1. **Kelly Gutowski**

2. Degree information
   - Degree: MSW
   - Institution granting degree: Arizona State University
   - Major: Master of Social Work
   - Date awarded (month/year) 05/2007

3. Academic appointments
   - Employing academic institution: Arizona State University
   - Title: Faculty Associate
   - City and state: Phoenix, AZ
   - Start date (month/year) 08/2014
   - End date (month/year) Current

4. Professional post–baccalaureate and post–master’s social work experience
   - **Open Doors Counseling, Coaching and Consulting**
     CEO/Psychotherapist
     Phoenix, AZ
     January 2013–Current

   - **New Horizons Counseling Service, Inc.**
     Lead Counselor, Clinical Supervisor, Interim Clinical Director
     Phoenix, AZ
     April 2007–June 2013

   - **Value Options**
     Clinical Coordinator, Clinical Liaison
     Phoenix, AZ
     February 2005–April 2007

   - **AzPAC/Catholic Social Services**
     Contract Assessment Specialist
     Phoenix, AZ
     August 2005–December 2005

   - **TERROS Behavioral Health Services**
     Case Manager
     Phoenix, AZ
     May 2004–August 2004

   - **Parenting Arizona, An Affiliate of Chicanos Por La Causa**
     Volunteer Coordinator
     September 2004–February 2005
     Prevention Specialist
     June 2002–May 2004

5. List your current professional, academic, community-related, and scientific memberships.
Currently accepted by the following private insurance panels: Aetna, Blue Cross Blue Shield, Mental Health Network (MHN), United Healthcare, Biodyne, Value Options, and ComPsych.

6. List your community service responsibilities and activities for the last 3 years.
N/A

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
Voted “Most Inspirational” at New Horizons Counseling Service in 2011.
Voted “Most Resourceful” at New Horizons Counseling Service in 2009.
Voted “Most Helpful” at New Horizons Counseling Service in 2009 and 2010.

8. List your professional presentations presented during the last 5 years.
Presented the Effects of Domestic Violence on Children to Foster Parents as a volunteer for Catholic Charities.

Dino M. Haley

Degree information

Master of Social Work (MSW) 2010
Arizona State University
School of Social Work

Bachelor of Science (BS) 2000
Northern Arizona University

Associate of Arts (AA) (2) 1996
Navajo Community College

Academic appointments

Arizona State University
SWG 533: Diversity and Oppression in the Social Work Context 2014
SWG 621: Advance Direct Practice Seminar (2) 2013
SWU 374: Diversity and Oppression in the Social Work Context 2012

Dine College 2002
PSY 101: Psychology Introduction
NAV 121: Navajo History

Professional post–baccalaureate and post–master’s social work experience
Phoenix VA Health Care System 2014 to Present

Substance Use Disorder Specialist
Phoenix, Arizona

- Provide specialty clinical assessment, psycho-education of SUD and co-occurring disorders
- Develop comprehensive treatment plan and needs assessment to chronic homeless veterans
- Conduct individual/family clinical case management to include clinical interventions
• Provide multi-cultural enhance practice and training to veteran/family in outpatient services

Native American Connections  
Behavioral Health Clinician III  
Phoenix, Arizona  
2004 to 2014

• Provide addiction counseling in dual diagnosis capable residential treatment  
• Perform clinical assessment, admission intake, coordination of care with referral source  
• Complete individual service plan, continuing care plan, discharge planning  
• Support services with Native Americans of Southwest expertise

Southwest Behavioral Health Services  
Behavioral Health Technician  
Phoenix, Arizona  
2005 to 2014

• Deliver support services to severely mentally ill adult population  
• Provide dual diagnosis therapy and psycho-didactic focus groups  
• Knowledge of suicide risk assessment, crisis intervention, behavioral management  
• Facilitate methadone maintenance outpatient counseling

Carl T. Hayden VA Medical Center  
MSW Student Intern  
Phoenix, Arizona  
2009 to 2010

• Completed assessment for military veterans diagnosed with co-occurring disorder  
• Participated community outreach, crisis intervention, suicide prevention planning  
• Performed coordination of care with local housing, food & shelter, health resources  
• Conducted research and presented findings to ASU College of Public Programs

Center of Applied Behavioral Health Policy – Arizona State University  
Research Assistant  
Phoenix AZ,  
2010

• Facilitated focus group and provided specialized knowledge of population  
• Provided substance abuse and cultural consultation  
• Conducted community recruitment

Strengths-Based Practice in Behavioral Health

• Addiction Prevention: Ceremonial healing among Native American population  
• Dual Diagnosis: Clinical best practice for mental health and substance abuse  
• Strength-Based Approach: Cultural diversity and ethical practice in the behavioral health  
• Research Methodology: Strengthen correlation of Native American ceremonial healing to social work research as a preferred practice by Native American Military Veterans
Haley, D. “Ceremonial Healing: Methods and Perspectives.” Cultural competency training. Best practice support to professionals working with Native Americans in behavioral and mental health. 10th Annual Phoenix Area Integrated Behavioral Health Training, Phoenix, AZ 2013


- Dr. Bonnie Carlson – Professor School Of Social Work Arizona State University
- Dr. Fei Sun - Assistant Professor School of Social Work Arizona State University
- Cynthia Lietz – Professor School of Social Work Arizona State University
- Katherine Crowley – Lecturer School of Social Work Arizona State University

Dino Haley serves the Phoenix VA Health Care System as a Social Work Substance Use Disorder Specialist working in the HUD VASH sector. Dino originates from the Dine’ Nation and provides ceremonial healing practice to the community he serves. Dino completed a graduate research study concluding the preference for Native American military veterans needing ceremonial healing services to treat mental health disorders. Dino provides proficient methods of dual-diagnosis disorder treatment using Native American philosophy and ceremonial practice. He is currently completing a two-part research that addresses cultural relevance with Native American military veterans. Dino served as an independent research contractor with Arizona State University Center of Applied Behavioral Health Policy and assisted in the study of the Native American population exposed to HIV/AIDS and substance use. Dino served three years as an Arizona judicial probation officer advocating for improved outcomes by identifying the cultural heritage of Northern Arizona. He utilizes Native American philosophy and knowledge of addiction therapy to bring a unique approach to wellness. He incorporates the sacred fundamental relationship with nature and the universe to the behavioral health science to influence a greater understanding of Native American ceremonial philosophy.

Deborah A. Harper

2. Degree information
3. Academic appointments
   - Employing academic institution
   - Title
   - City and state
   - Start date (month/year)
   - End date (month/year)

4. Professional post–baccalaureate and post–master’s social work experience
   - Employer

PROFESSIONAL EXPERIENCE

ARIZONA STATE UNIVERSITY  Phoenix, Arizona  08/2014-Present

FACULTY ASSOCIATE
Responsible to provide instruction to graduate students in the School of Social Work at the downtown campus, curriculum in SWG 501—Micro Human Behavior in the Social Environment. Key concepts include: biological, psychological, and social dimensions, ecological theory, family systems theory, and various theories on human behavior. The course has a special focus on social systems, individual, family, community, organizations, and how discrimination and prejudice influences human behavior.

ARIZONA DEPARTMENT OF ECONOMIC SECURITY,  Phoenix, Arizona  03/2012-04/2014

CHILD WELFARE PROGRAM ADMINISTRATOR
Responsible for the administration of all components of the Child Welfare program in the State of Arizona in accordance with state and federal statutes. Oversight of all regions in the state, Child Abuse Hotline, Crisis Response unit, Child Fatality Review Teams, Social Work Assessment Team, Policy and Practice Improvement units, Foster Care recruitment and adoption units, and the Child Welfare Training Institute. Direct supervision of seven statewide Program Managers, Deputy Child Welfare Administrator, para-professional levels; and general oversight of sixty CPS offices statewide with ~2,000 staff. Responsible to develop the Mission, Vision, and Values for the Child Welfare program in Arizona to ensure decision-making at all levels supports child safety, permanency, and well-being. Participated in forecasting and fiscal planning to address rising caseloads and operational costs. Developed strong community partnerships with Juvenile Court, Regional Behavioral Health Authority, Law Enforcement jurisdictions, Attorney General’s office, State and local universities, community providers, children and families, and the various counties and municipalities throughout the State. Monitored program compliance with the investigation of child abuse/neglect reports, oversight of permanency grant
through the Federal government, provision of services for children in foster care, AFCARS data, monthly and annual outcome data, IV-B statewide plan, IV-E eligibility, and Child Abuse Prevention Treatment Act (CAPTA) activities to ensure responsiveness and compliance with all parameters. Responsible for the hiring, retention, support, and administration of all personnel actions across the Division.

ARIZONA DEPARTMENT OF ECONOMIC SECURITY, Phoenix, Arizona
02/1998-03/2012

DEPUTY PROGRAM MANAGER / ADMINISTRATIVE SERVICES OFFICER III

Managed the day-to-day operations for Child Protective Services in Eastern Maricopa and Pinal counties with full responsibility for strategic forecasting, program improvement, monitoring budget allocations and potential needs, staff development, recruitment and retention, oversight of all personnel matters, training, equalization of resources across the region, and provision of quality services to children and families. Provided cross-functional management; direct supervision of eight Assistant Program Managers and sixty CPS Unit Supervisors; and general oversight of 500 employees. Responsible for compliance with the informational technology system; performed monthly analysis of outcome data, budget distributions, and program compliance.

ARIZONA DEPARTMENT OF ECONOMIC SECURITY Phoenix, Arizona

ASSISTANT PROGRAM MANAGER / UNIT SUPERVISOR / CASE MANAGER

Promoted through the organization achieving a management position responsible for seven Child Protective Services units, including para-professional levels that provided investigation and ongoing case management in northwest Maricopa County. Developed key partnerships with local law enforcement entities, school districts, community service providers, various tribal liaisons, and County and State governmental agencies. Responsible to maintain a working knowledge of substance abuse treatment, domestic violence cycle, mental health initiatives, federal assistance programs and eligibility, IV-E parameters, and all state and federal statutes guiding the Child Welfare system. Responsible for the management of all personnel matters for the workforce which included staff recruitment, retention, development, and evaluation. Demonstrated excellent verbal and written communication with internal and external individuals within all positions. Directly served children and families providing supportive services to meet their unique needs within the system.

5. List your current professional, academic, community-related, and scientific memberships.
6. List your community service responsibilities and activities for the last 3 years.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Candice Hewitt

2. Degree information
   - Degree- M.S.W.
   - Institution granting degree- Arizona State University
   - Major- Social Work
   - Date awarded (month/year)- 5/08

3. Academic appointments
   - Employing academic institution- Arizona State University
- Title- Faculty Associate
- City and state- Phoenix Arizona
- Start date (month/year)- 1/14
- End date (month/year)- current

4. Professional post–baccalaureate and post–master’s social work experience
   - Employer- City of Phoenix
   - Position- Victim Services Supervisor, Phoenix Family Advocacy Center
   - City and state- Phoenix Arizona
   - Start date (month/year)- 1/13
   - End date (month/year)- current

5. List your current professional, academic, community-related, and scientific memberships. - None

6. List your community service responsibilities and activities for the last 3 years.- None

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.- None

8. List your professional presentations presented during the last 5 years.- 15 presentations a year to various agencies on mandatory reporting of child abuse

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. - None

1. Robin Diane Hoskins, MA, MAPC, LAC

2. Master of Arts, Professional Counseling
   Ottawa University
   Professional Counseling
   December 2005

   Post Graduate Certification
   Ottawa University
   Art Therapy
   December 2000

   Master of Art
   Northern Arizona University
   Education/Psychology
   December 1985

   Bachelor of Science
   Northern Arizona University
   Social Work
   December 1982

3. Arizona State University
   Faculty Associate
   Phoenix, AZ
   August 2012 - Present
University of Phoenix
Area Chair/Lead Faculty
Phoenix, AZ
September 2009 – August 2013

University of Phoenix
Faculty Mentor, College of Social Sciences/Human Services
Phoenix, AZ
January 2007 – Present

University of Phoenix
Adjunct Faculty
Phoenix, AZ
March 2004 - Present

4. Maricopa County Superior Court
Grant Coordinator ($3 – 4 million annually), Treatment Court Coordinator
Maricopa County
December 2006 – Present

Maricopa County Superior Court
Juvenile Court Deputy Administrator
Maricopa County
February 2005 – November 2006

Maricopa County Superior Court
Family Court Ombudsman
Maricopa County
July 2002 – January 2005

Maricopa County Adult Probation
Women’s Treatment Services Director
Maricopa County
November 1998 – June 2002

Maricopa County Juvenile Probation
Program Developer, Treatment Coordinator
Maricopa County

Maricopa County Juvenile Probation Officer
Probation Officer
Maricopa County
January 1990 – July 1992

Department of Economic Security, Child Protective Services
Case Manager Interagency Case Management Project
Maricopa County
5. Friends of the Court Board Member, 2013 – Present

Maricopa County Justice Museum and Learning Center Board Member, 2011 – Present

Board Certified Practitioner in Human Services, 2010 – Present, The Center for Credentialing and Education

Arizona Association of Drug Court Professionals, 2010 – Present

National Organization of Human Service Professionals, 2009 – Present

National Association of Drug Court Professionals, 2009 – Present

Licensed Associate Counselor, 2006 – Present, AZ Board of Behavioral Health Examiners

Advisory Board, Area Agency on Agency, 2004 - 2010
Vice Chair 2009, Chair 2010

6. Area Agency on Aging Services Fundraiser, 2013 - Present

Doves Elder Abuse Fundraiser, 2007 - Present

National Adoption Day, 2006 - Present


Distinguished Faculty Award, University of Phoenix, 2011

8. Ethics: Boundaries and Dual/Multiple Relationships, 10th Annual Phoenix Integrated Health Conference


10. Research Supervision for Clinical Research Projects (Dissertation Equivalent) Committee Member:

1/12 A motivational enhancement orientation program for a family drug court
MaryAnne Belton, Arizona School of Professional Psychology at Argosy University, Phoenix

7/09 A process evaluation of the Maricopa County Family Drug Court, Christine Pereira, Arizona School of Professional Psychology at Argosy University, Phoenix
Art therapy: A theoretical approach to reduce recidivism risk factors with juvenile Detainees, Marsi Salmi, Arizona School of Professional Psychology at Argosy University, Phoenix

1. Jacks, P.S.
2. Degree information
   J.D., 1975, University of Illinois, College of Law
   B.A., 1972, Political Science and American Studies; Grinnell College
3. Academic appointments
   - Employing academic institution: School of Public Administration and Policy, University of Arizona,
   - Title: Program Coordinator and Lecturer
   - City and state: Tucson, AZ
   - Start date (month/year): 1/84
   - End date (month/year): 5/92
   Visiting Scholar, Udall Center for Studies in Public Policy, University of Arizona, 1992 to 1994
4. Professional post–baccalaureate and post–master’s social work experience
   Director, Children’s Action Alliance (CAA) Southern Arizona, 1992 to December 2013;
   Director, Early Childhood Policy, CAA, 2007-2013
   -- Staffed and directed Southern Arizona CAA Advisory Board
   -- Identified Southern Arizona issues affecting children, youth and families
   -- Provided leadership and technical assistance to community-wide organizations addressing children’s issues (including health, welfare, juvenile justice, child care, and family economic stability)
   -- Developed and coordinated strategy, and advocated for CAA Arizona legislative agenda.
   -- Built community relations, including media, advocacy, and a variety community events
   -- Developed funding opportunities for CAA Southern Arizona.
   -- Recruited, trained, and supervised community volunteers, interns, and students (high-school, BA, JD, BSW, MSW.)
   -- Co-organized grassroots Grandparents Raising Grandchildren advocacy group
   Visiting Scholar, Udall Center for Studies in Public Policy, University of Arizona, 1992 to 1994
   -- Provided research and seminars about policies relating to at-risk children and families
   Program Coordinator and Lecturer, School of Public Administration and Policy, University of Arizona, 1984 to 1992
   -- Taught classes in criminal justice, public finance, welfare policy, administration of human services, and business law
   -- Recruited, advised, scheduled, and placed 50 graduate and 245 undergraduate students.
   -- Supervised office staff and interns, and handled external relations
   Legislative Research Coordinator, Southern Regional Council, Atlanta, Georgia, 1983
   -- Developed and advocated for legislation on poverty and minority issues, assisting Black Caucus
   -- Provided training on legislative process and advocacy for community groups
   -- Supervised legislative interns, research staff
   Director, Public Assistance Coalition, Atlanta, Georgia, 1979-1983
   -- Created and directed coalition of 24 community and religious organizations advocating on public-benefits issues
   -- Provided media relations, community education and development
   -- Acted as community liaison to and staffed House Appropriations Human Resources Committee
   Attorney, Georgia Legal Services Program and Atlanta Legal Aid Society (VISTA), 1976-1979
-- Developed and implemented legal service programs serving elderly clients, including legislative advocacy and client representation
-- Developed advocacy education for paralegals and social workers serving elderly clients of the Georgia Department of Human Resources
*Attorney, Prisoners’ Legal Assistance Project, Chicago Legal Aid Society, 1975-1976*
-- Represented prisoners in civil rights and other non-criminal litigation

*Legal Intern, Business and Professional People for the Public Interest, Chicago, Illinois, 1975*
-- Researched selection of principals and their impact on school quality in Chicago City School District.

5. List your current professional, academic, community-related, and scientific memberships.

Georgia and Illinois Bar Associations

6. List your community service responsibilities and activities for the last 3 years.

Melody Robidoux Foundation (Board Member)
Covering Kids Coalition (Chair)
Voices for Education 20/20 Initiative (Advisory Board Member)
United Way Public Policy Committee (Member)
Healthy Families (Advisory Board Member)

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Southern Arizona Earned Income Tax Credit Task Force, (Chair)
Planned Parenthood of Southern Arizona, (Board Member)
Arizona Coalition for Human Services, (Board Member)
Pima County Outside Agency Committee, (Chair)
Arizonans Against the Death Penalty, Juvenile Death Penalty Legislative Committee, (Chair)
Healthy Mothers/Healthy Babies, (Legislative Chair)
Pima Association of Governments, Title XX Social Services, (Committee Member)
American Civil Liberties Union, Southern Arizona Chapter, (Board Member)

8. List your professional presentations presented during the last 5 years.

Multiple presentations to numerous professional groups. This is not something I have kept track of.

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A

1. **Stephen James**

2. Degree information
   - Degree: Doctor of Philosophy
   - Institution granting degree: Arizona State University (ASU)
   - Major: Social Work
   - Date awarded (month/year): May, 2014

3. Academic appointments
   - Employing academic institution: Arizona State University (ASU)
   - Title: Faculty Associate
   - City and state: Phoenix, Arizona
   - Start date (month/year): August, 2011
End date (month/year): Present

4. Professional post–baccalaureate and post–master’s social work experience
   • Employer: Center for Applied Behavioral Health Policy, ASU
   • Position: Research Associate
   • City and state: Phoenix, Arizona
   • Start date (month/year): July, 2009
   • End date (month/year): December, 2011

5. List your current professional, academic, community-related, and scientific memberships.
   • Member, National Association for Developmental Education

6. List your community service responsibilities and activities for the last 3 years.
   • 2010-Present: Ad Hoc Reviewer – The Cochrane Collaboration
   • 2014: Ad Hoc Reviewer – Pediatrics

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   • 2013: Conference Travel Grant, ASU
   • 2013: Dissertation Funding, ASU
   • 2012: University Graduate Fellowship, ASU

8. List your professional presentations presented during the last 5 years.


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

1. **Nicole Janich**

2. **Degree information**
   Arizona State University, Phoenix AZ  
   PhD Student: *School of Social Work*  
   August 2013 to Present
   Arizona State University, Phoenix AZ  
   Master of Social Work  
   August 2010 to August 2012
   Chestnut Hill College, Philadelphia PA  
   Bachelor of Arts: *Psychology*  
   August 2006 to December 2009

3. **Academic appointments**
   Faculty Associate, School of Social Work  
   Arizona State University, Phoenix, AZ  
   January 2015 to Present

4. **Professional post–baccalaureate and post–master’s social work experience**
   Research Specialist, Center for Applied Behavioral Health Policy  
   Arizona State University, Phoenix AZ  
   November 2010 to Present

5. **List your current professional, academic, community-related, and scientific memberships.**
   None

6. **List your community service responsibilities and activities for the last 3 years.**
   None

7. **List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.**
   None

8. **List your professional presentations presented during the last 5 years.**

9. **List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.**
   None
# Francie Julien-Chinn, MSW

## Education

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<th>Year</th>
<th>Degree</th>
<th>Institution</th>
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<td>2013 – Present</td>
<td>Doctor of Philosophy (Ph.D.)</td>
<td>Arizona State University, School of Social Work</td>
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<td>May 2005</td>
<td>Master of Social Work</td>
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<td>May 2000</td>
<td>Bachelor of Social Work</td>
<td>Northern Arizona University</td>
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## Academic Appointments

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<th>Term</th>
<th>Position</th>
<th>Course/Unit</th>
<th>Institution</th>
<th>Location</th>
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<tr>
<td>Fall 2014</td>
<td>Instructor</td>
<td>Foundations of Practice (Graduate)</td>
<td>School of Social Work</td>
<td>Tucson, Arizona</td>
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<td>Arizona State University</td>
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<tr>
<td>Spring 2013 &amp; 2014</td>
<td>Instructor</td>
<td>Integrative Field Seminar (Undergraduate)</td>
<td>School of Social Work</td>
<td>Tucson, Arizona</td>
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<td>Arizona State University</td>
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## Professional post–baccalaureate and post–master’s social work experience

### 2002 – 2013

**Deputy Program Manager** (final position held). Department of Economic Security – Child Protective Services, Tucson, Arizona. In the eleven years of service at CPS the following positions were held. Investigator, investigating reports of abuse and neglect. In-home unit supervisor, create and supervise a prevention unit within CPS to address issues that brought families into the child welfare system. Assistant Program Manager, manage and supervise 6 supervisors, 42 CPS workers, 7 case aides, clerical staff and volunteers. Supervise over 300 cases. Responsible for: ensuring safety of all children served within the section; ensuring policy is followed; remaining within budgetary constraints; all personnel issues; maintaining moral of the section. Deputy Program Manager, manage five Assistant Program Manager’s and oversee approximately 400 employees in the Pima Region. Responsible for quality assurance, personnel issues, monitoring of all field work and acting as the liaison to contract and community providers.

### 2004-2005

**Social Work Intern.** Tucson Medical Center Neonatal Intensive Care Unit, Tucson, Az. Completed assessments on families with infants in the NICU. Provided case management to families with infants in the NICU

### 2001-2002

**Case Manager/Outreach Worker.** Our Town Family Center, Tucson, Az Conducted outreach to homeless youth, provided case management to runaways and homeless youth, provided reunification counseling for families and runaways, organized the clothing bank.
2000  *Social Work Intern*. Coconino Legal Aid, Flagstaff, Az. Performed intake interviews, organized and worked on a slum-lord project, answered phones and greeted clients.

1999  *Social Work Intern*. Coconino County Juvenile Court, Flagstaff, Az. Transported juveniles to community resources, Referred juveniles to resources.

**Current professional, academic, community-related, and scientific memberships.**

2012  Student Member  
Council on Social Work Education (CSWE)

**Service to the School of Social Work**

2014 - Present  PhD Student Communications Director, School of Social Work, Arizona State University

2013  *Guest Lecturer* - Direct Practice

1999-2000  *President/Vice President*, Social Work Club, Northern Arizona University

**Service in the Community**

2010-present  *Volunteer troop co-leader*. Sahuaro Girl Scout Council, Tucson, Az

2010-present  *Volunteer PTA Vice President*. Lineweaver Elementary School, Tucson, Az

2009-2010  *Volunteer PTA President*. Sewell Elementary School, Tucson, Az

**Fellowships, Grants, and Recognition**

2013  University Graduate Fellowship  
Arizona State University

2014  Student Travel Award  
Graduate and Professional Student Association  
Arizona State University

2014  Student Travel Award  
School of Social Work  
Arizona State University

**Refereed Conference Presentations**


**Peer Reviewed Publications**


**Research Experience**

2014- Present  Co-Principal Investigator  
Project: Examining Foster Family Resilience  
*Funded by Az Department of Child Safety*  
(Principal Investigator: C. Lietz, Ph.D.; Research Team: J. Geiger, Ph.D., M. Hayes, MSW)
2014 - Present  Graduate Assistant: Center for Applied Behavioral Health  
Project: Child Welfare Supervision Training: Administrative, Support and Educational Supervision  
Funded by Az Department of Childs Safety  
(Principal Investigator: C. Lietz, Ph.D.)

2014  Graduate Assistant: Center for Applied Behavioral Health  
Project: Child Welfare Training: Introduction to Supervision  
Funded by Az Department of Childs Safety  
(Principal Investigator: C. Lietz, Ph.D.)

(Principal Investigator: C. Lietz, Ph.D.)

2013  Project: Quantitative study exploring CPS workers self-efficacy regarding making permanency decisions in relation to their direct supervision.  
(Principal Investigator, C. Lietz, Ph.D.)

2013- 2014  Graduate Assistant: Center for Applied Behavioral Health  
Project: Child Welfare Supervision Training: Legal and Policy  
Funded by Az Department of Childs Safety  
(Principal Investigator: C. Lietz, Ph.D.)

2005  Project: Qualitative study examining attachment factors for parents of newborns in a neo-natal intensive care unit.  
(Principal Investigator: C. Lietz, Ph.D.)
1. **Andrea Kerstin Kampfner**

2. Degree information
   - Masters of Social Work
   - The School of Social Service Administration at the University of Chicago
   - Clinical Social Work
   - 06/2013
   - Bachelor of the Arts
   - University of Chicago
   - History
   - 06/2008

3. Academic appointments: N/A

4. Professional post–baccalaureate and post–master’s social work experience
   - LeCroy & Milligan Associates
   - Evaluation Associate
   - Tucson, AZ
   - 12/2014
   - Current
   - New York University Department of Population Health
   - Project Coordinator
   - New York, NY
   - 08/2013
   - 11/2014
   - Chapin Hall
   - Research Assistant
   - Chicago, IL
   - 08/2010
   - 11/2011
   - Juvenile Justice Initiative
   - Bilingual MST Therapist
   - New York, NY
   - 04/2009
   - 08/2010

5. List your current professional, academic, community-related, and scientific memberships.
   - Arizona Evaluation Network
   - American Evaluation Association
   - Dining for Women

6. List your community service responsibilities and activities for the last 3 years.
   - Community Support Agriculture Volunteer
   - Volunteer Public Parks Kayak Safety Boater
   - Volunteer at “Bread” soup kitchen in Chicago IL

520
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   - SOLOMON O. LICHTER MEMORIAL PRIZE (2013) Faculty nominated prize for one graduate student displaying exceptional scholarship and professional leadership
   - VIOLENCE PREVENTION STUDIES (2012) Competitive scholarship awarded to 5 students for excellence in prevention science scholarship

8. List your professional presentations presented during the last 5 years.
   - Motivational Interviewing for Classrooms and School-based Social Work Practice (New York Department of Education)
   - Systems Approach to Child Psychiatric Practice (University of Illinois medical School, Grand Rounds)

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.


Dr. Curtis McMillin, SSA Handling Intense Emotions, A curriculum for Adolescents, Their Caregivers, and Clinicians (http://www.handlingintenseemotions.com)


10. Include any other relevant information below

**LANGUAGE**: Fluent in written and verbal Spanish. Experience in translation and interpretation

**CLINICAL**: Specialize in child and family therapy, drug treatment, trauma recovery, group facilitation, and motivational interviewing

**TECHNOLOGICAL**: SPSS, Adobe Illustrator, video editing, website design, social media

**PROGRAMATIC**: Development, advertisement & branding, implementation, evaluation

**WRITTEN**: Grant proposals, corporate communications, fund raising, memos, research papers
1. **Karen Kattau**

2. **Degree information**
   - Degree – Masters of Social Work
   - Institution granting degree - ASU
   - Major - Social Work
   - Date awarded (month/year) May 1998

3. **Academic appointments**
   - Employing academic institution - ASU
   - Title - FA
   - City and state – Glendale, AZ
   - Start date – August 2013
   - End date - current

4. **Professional post–baccalaureate and post–master’s social work experience**
   - Employer – Westchester Care Center
   - Position – Human Resource Director
   - City and state – Tempe, AZ
   - Start date – July, 1998
   - End date – August 1999

   Professional post–baccalaureate and post–master’s social work experience
   - Employer - Cortez High School
   - Position – School Social Worker
   - City and state – Phoenix, AZ
   - Start date – July, 1999
   - End date – June, 2013

5. **List your current professional, academic, community-related, and scientific memberships.**

6. **List your community service responsibilities and activities for the last 3 years.**
   - I do a lot of volunteer community service with my church, working with Youth groups.
1. **Elisa Kawam**

2. **Degree information**
   
   Arizona State University

   Arizona State University

   Arizona State University

   Bachelor of Social Work, Summa Cum Laude, May 2007  
   Arizona State University

3. **Academic appointments**

   **Research**

   **Co-PI**

   8/2012- Present  
   Co-PI, School of Social Work, Arizona State University.  
   Evaluator on a federally funded Child Welfare Prevention grant tailored at assessing educational needs among foster children <5, engaging community stakeholders, co-creating a pilot program, assisting to administer the pilot program, evaluating the pilot program, and implementing both micro and macro systemic change in the process.

   **Research Assistantships**

   **2012-2013**
   Researcher on Record: Dr. Judy Krysik  
   Worked to collect and organize the child fatality reports statewide; created a database and conducted a literature review on previous research in this area.

   **2010-2012**
   Research Assistant, Arizona State University School of Social Work  
   Worked to create a cross cultural empathy scale for children specific to animal abuse, child abuse, and domestic violence; conducted a Tri-national study with this instrument beginning in Summer 2011.  
   Researcher on Record: Dr. Christina Risley-Curtiss

   **2010-2012**
   Research Assistant, Arizona State University School of Social Work  
   Worked on a premier project that examined Social Work with respect to moral and ethical value conflicts. New theories from the nursing profession shed light to the field of social work.  
   Researcher on Record: Dr. Jeffery LaCasse

   **2010-2012**
   Research Assistant, Arizona State University School of Social Work  
   Worked on project that measured the impact scores of social work professors with respect to publication rates.  
   Researcher on Record: Dr. Jeffery LaCasse

   **2011**
   Research Assistant, Center for Applied Behavioral Health Policy, Arizona State University.  
   Worked on a project to examine child maltreatment with respect to the 0-1 infant population. Theory, risk and resilience were examined and incorporated into a summary for supervisors, judges and policy makers in Phoenix, Arizona.
Researcher on Record: Dr. Judy Krysik

2011

**Research Assistant, Center for Applied Behavioral Health Policy, Arizona State University**

Primary duties include: interviewing, focus groups, program evaluation and statistical analysis for projects working in the Prisons and Jails across Arizona.

Researcher on Record: Dr. Margaret Camarena

2008

**Graduate Research Assistant, Arizona State University School of Social Work**

Assisted in data collection and organization via interviewing study participants who left foster care after turning 18.

Researcher on Record: Dr. Tonia Stott

**Teaching**

2011 - Present  *Faculty Associate*, Arizona State University, School for Social Work

4. **Professional post–baccalaureate and post–master’s social work experience**

**Post-MSW Field Experience**

2009-2010  *Transitional Living Program Coordinator*, Florence Crittenton of Arizona

Worked with parenting young women in the creation case plans, supervise residential setting, networked with community, recruited participants into the program, and logged program data in Excel

2009-2010  *Instructor*, Florence Crittenton of Arizona

Led weekly psycho-educational groups to parenting and pregnant teenagers and their support systems

2009-2010  *Independent Living Specialist*, Florence Crittenton of Arizona

Worked with young adults leaving state custody to learn adult skills, specialized in “high-risk” youth in creating long term stability


Investigated reports of child abuse and neglect, provided direct and referral services as needed, worked with community partners, completed Advanced Forensic Interview Training

**BSW Field Experience**

2006-2008  *Habilitation Provider*, S.E.E.K Arizona

Worked with children on the Autism Spectrum in providing therapeutic activities, social skills training and respite services

2006-2007  *Grant Writing and Research Intern*, City of Phoenix, Project B.R.A.V.E.

Conducted research and assisted in writing grant proposals, worked to improve treatment implementation and receipt

2006  *Legislative Intern*, Arizona House of Representatives

Conducted research and primary data collection on upcoming legislation, wrote bill summaries and presented to both committee and Caucus members

5. **List your current professional, academic, community-related, and scientific memberships.**

Native Health Initiative, IHLI 2012 Cohort  
Society for Spirituality and Social Work

Council on Social Work Education  
Pacific Sociological Association

Society for Social Work and Research  
PhD Social Work Scholars

Society for Prevention Research  
Phi Alpha

National Association of Social Workers  
Trained Forensic Interviewer, Child Abuse

6. **List your community service responsibilities and activities for the last 3 years.**
8/2014  Volunteer Workshop Facilitator, Children of Incarcerated Parents Colloquium, Arizona State University, School of Criminality and Criminal Justice

5/2014-present  Ad hoc Grant Reviewer, Children’s Bureau Federal Grant Program

4/2014  Volunteer, Center for the Study of Race and Democracy, Arizona State University, Inaugural Delivery Democracy Lecture by Forest Whitaker, Phoenix, AZ

4/2014  Student Volunteer, Arizona State University School of Social Work 50th Anniversary Celebration

3/2014  Volunteer Workshop Facilitator, Diversity and Ethnicity in a Changing World (symposium), Arizona State University, School of Social Work

2/2014  Book chapter reviewer, Chapin Hall and Doris Duke Fellowship for the Prevention of Child Maltreatment

4/2013  Student Volunteer, Southwest Interdisciplinary Research Center on Health Disparity, 9th Annual Conference, Phoenix, AZ


2012-2013  Committee Representative, ASU Ph.D Student Committee

2011- 2013  Vice President, PhD Social Work Scholars Club

2011- Present  Member, Citizens Review Panel, Phoenix, AZ

2011- Present  Journal Reviewer: Perspectives on Social Work Journal

1/2012- 8/2012  Journal Reviewer, Special Issue of the Journal of Sociology and Social Welfare

2010- 2012  Field Liaison, Arizona State University BSW and MSW field education programs


9/2011  Volunteer, National Association of Deans and Directors Schools of Social Work Retreat, ASU


7.  List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

Spring 2015  Applicant – Dissertation Completion Fellowship, Arizona State University Value: $9500 stipend, Tuition, and health insurance

Fall 2014  Applicant – Zero to Three Fellowship Program

Fall 2014  Travel Award, School of Social Work Competitive Travel Award: $355.00+ per diem


2014  Awardee – Society of Prevention Research, Early Career Professional Network Travel Award

2013  Applicant – W.F. Kellogg Community Leadership Network Fellow

2013  Travel Award, School of Social Work Competitive Travel Award: $550.00

2012-2014  Co-PI, Administration for Children Youth and Families (ACYF Children’s Bureau Child Welfare Early Education Partnership Grant;  $400,000

2013  Travel Award, Society of Prevention Research, Early Career Professional Network, Award: $550.00

2013  Honorable Mention, Outstanding Mentor Award, Arizona State University

2013  Nominee, Excellence in Teaching Award, Arizona State University
2013-2014  
Grant Year 1. Value of grant: $25,000
http://www.chapinhall.org/fellowships/fellows/elisa-kawam

2012  
*Awardee*, School of Social Work Competitive Travel Award: $500.00

2012  
*Fellowship*, School of Social Work: $6,118.00

2012  
*Recipient*, Excellence in Teaching Award, Arizona State University

2011-2012  
*Gabe Zimmerman Scholar*, Service Award from Spirit of Service Scholars for dedication to social work and social justice

2011-2012  
*Fellow*, ASU Spirit of Service Scholars, Amount: $5,000.00

2011  
*Finalist* - Doris Duke and Chapin Hall 2012-2014 Prevention of Child Abuse Fellowship Grant. Value of grant: $50,000

2011  
*Participant*, Preparing Future Faculty Program, Arizona State University

2011  
*Recipient* - highly competitive, university-wide, travel funding grant to attend the Society for Social Work and Research Conference. Amount granted: $1,760.00

8. List your professional presentations presented during the last 5 years.

**Refereed Conferences**


Kawam, E., & Krysik, J. (Oct 2014). Building Sustainable Early Education Infrastructure for Young Children in Foster Care. *Council on Social Work Education*


**Kawam, E.** (Apr 2011). Examining College Students Attitudes Towards Gender using the Ambivalent Sexism Inventory. *Paper Presentation College of Public Programs Doctoral Conference*, Phoenix, AZ.

**Refereed Conference Workshops**


9. **List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.**

**Peer Reviewed Manuscripts (Published or In-Press)**


**Book Review (invited)**

**Book Chapter (in preparation)**

**Monograph**

**Peer Reviewed, Non-Journal Articles (under review)**
Dr. Jean-Paul Kingsley

EDUCATION:
Ed.D. in Counseling Psychology
American School of Professional Psychology at Argosy University, Phoenix Arizona
01-07-2013
MSW
San Diego State University, San Diego California
06-02-1994
BSW
Laurentian University, Sudbury Ontario, Canada
06-05-1988

ACADEMIC APPOINTMENTS:

Faculty Associate: Arizona State University (Down Town Campus) Phoenix Arizona: Instruct master’s level classes on a contract basis – primarily SWG 606 but also SWG 613 & SWG 619:
2006: SWG 606
2007: SWG 606 x2
2008: SWG 606 x2
2009: SWG 606
2010: SWG 606 x2
2011: SWG 613 & SWG 606
2012: SWG 606
2014: SWG 619

WORK EXPERIENCE:

8-15-06 – Present (part-time): Faculty Associate, Arizona State University (Down Town Campus) Phoenix Arizona: Instruct master’s level classes on a contract basis.

01-21-14 – Present: (Fulltime) Psychologist in Private Practice: specialized in grief therapy and workshops, marriage counseling, depression, anxiety and phobias

12-1-12 – 01-20-14: (Fulltime): Senior Social Work Manager, Case Management Department, Banner Baywood Medical Center and Heart Hospital, Mesa Arizona. Initially provided hospice services x1 month when Banner acquired Odyssey Hospice. After 1 month I was hired as the “Senior Social Work Manager for the Case Management Department” and provided direct supervision and training for 14 social workers.

7-3-06 – 11-31-12 (Full time): Hospice Social Worker, Odyssey Hospice: Conduct admission psychosocial assessments, casework, individual, group and family counseling, discharge planning, staff education, program evaluation, and community outreach.

10-03-98 – 06-22-06 (full-time): Adolescent Unit Program Director, Forensic and Civil Social Service Manager: Arizona State Hospital: initially hired as a psychiatric social worker, then promoted to the social service manager position and then became the Program Director of the Adolescent Treatment Unit where I managed a 16 bed inpatient treatment program for civil and forensic patients.

LICENSES AND CERTIFICATIONS:

Licensed Clinical Social Worker: Arizona Board of Behavioral Health Examiners

COMMUNITY SERVICE AND PRO BONO WORK:

o June 2012 to Present: Facilitate a weekly bereavement support group at the Epiphany Lutheran Church, on a pro bono basis

PROFESSIONAL PRESENTATIONS:

o September 12, 2014: Keynote speaker Hope and Healing Conference, Mesa Arizona. Topic: Transcendence Grief Work

o June 27, 2013: Keynote Speaker Banner Desert Medical Center. Topic: Motivational Interviewing in the Hospital Setting
July 2006 - November 2012: As a hospice social worker with Odyssey Hospice in Mesa Arizona facilitated numerous community education presentations at retirement communities and assisted living facilities. Topics: Hospice Services and Treatment Philosophy, Loss and Grief and Effective Coping Skills

PROFESSIONAL PUBLICATIONS:

I am preparing to publish my doctoral dissertation study on the “Effects of Hospice Treatment on Patient Distress Levels”. The study found that half of the most prominent distress experienced by dying patients is non-physical and that statistically significant treatment outcomes were found for only two of the five distress domains - physical concerns and practical problems. No statistically significant outcomes were found for the remaining distress domains (relationship concerns, spiritual concerns, and emotional problems). Lastly, it was found that nonphysical distress domains are not emphasized at treatment plan meetings or on hospice assessment tools.
1. **Margaret M. Kish**

2. **Degree information**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Field</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW</td>
<td>California State University Sacramento</td>
<td>Justice Management</td>
<td>May 1978</td>
</tr>
<tr>
<td>MPA</td>
<td>University of Arizona</td>
<td>Social Policy</td>
<td>May 1997</td>
</tr>
</tbody>
</table>

3. **Academic appointments**

<table>
<thead>
<tr>
<th>Institution</th>
<th>Department</th>
<th>Title</th>
<th>Location</th>
<th>Semester</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arizona State University</td>
<td>School of Social Work</td>
<td></td>
<td>Tucson, Arizona</td>
<td>Fall Semester Only</td>
<td>August 2013 - Current</td>
</tr>
</tbody>
</table>

4. **Professional post–baccalaureate and post–master’s social work experience**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Title</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Community of Southern Arizona</td>
<td>Executive Director, Pio Decimo Center</td>
<td>August 1984 – May 2004</td>
</tr>
<tr>
<td>Pima County Government</td>
<td>Director, Community Development and Neighborhood Conservation Department</td>
<td>May 2004 – Present</td>
</tr>
</tbody>
</table>

5. **List your current professional, academic, community-related, and scientific memberships.**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>National Association of Counties</td>
<td></td>
</tr>
<tr>
<td>National Association of Counties Community and Economic Development</td>
<td></td>
</tr>
</tbody>
</table>

6. **List your community service responsibilities and activities for the last 3 years.**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Title</th>
<th>Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Catholic Community Services</td>
<td>Policy Committee</td>
<td>5 years</td>
</tr>
<tr>
<td>St, Thomas Moore</td>
<td>Board Member</td>
<td>10 years</td>
</tr>
<tr>
<td>Los Samaritanos</td>
<td>Volunteer</td>
<td>11 years</td>
</tr>
</tbody>
</table>
Jay Klein

Education

Masters Social Work
University of Wisconsin - Madison Social Work
May 1980

Bachelor of Social Work
Colorado State University - Fort Collins Social Work
May 1979

Academic Appointments

Arizona State University, Global Institute on Sustainability Course Developer and Instructor
Temple, Arizona
May 2013 – May 2014

Arizona State University, School of Social Work Associate Clinical Professor
Phoenix, Arizona April 2010 - Present

Arizona State University, Division of Curriculum and Instruction Associate Research Professor
Tempe, Arizona
July 2008 - June 2010

University of New Hampshire, Department of Social Work Assistant Research Professor
Durham, New Hampshire January 2004 - June 2008

Colorado State University, School of Social Work and School of Education Temporary Academic Faculty (Instructor)
Fort Collins, Colorado September 2000 - June 2008

University of New Hampshire, Department of Social Work Instructor

University of New Hampshire, Department of Education Instructor

Colorado State University, School of Social Work Instructor
**Professional Experience**

**Arizona State University, School of Computing, Informatics and Decision Systems Engineering Center for Cognitive Ubiquitous Computing**
Project Director, Alliance for Person-Centered Accessible Technologies  Tempe, Arizona
August 2011 - Present

**Arizona State University, College of Public Programs, Center for Applied Behavioral Health Policy**
Director, Initiative on Inclusive Communities Phoenix, Arizona
January 2010 - December 2010

**Arizona State University, Mary Lou Fulton Institute & Graduate School of Education**
Director, Initiative on Inclusive Communities Tempe, Arizona
July 2008 - December 2009

**Institute on Disability, University of New Hampshire**
Director, Center for Housing and New Community Economics (CHANCE) Durham, New Hampshire
March 2001 - June 2008

**Institute on Disability, University of New Hampshire**
Director, National Home of Your Own Alliance Durham, New Hampshire
September 1993 - June 2008

**Institute on Disability, University of New Hampshire**
Associate Director, RWJ National Program Office on Self - Determination Durham, New Hampshire
August 2000 - July 2001

**New Hampshire’s Home of Your Own Project**

**Institute on Disability, University of New Hampshire**
Director, Training and Dissemination Durham, New Hampshire July 1990 - August 1991

**Centennial Developmental Services, Inc.**
Director, Residential Support Program Evans, Colorado
March 1985 - January 1990

**Pioneer Home**
Administrator Fort Collins, Colorado
December 1980 - December 1983

**Remington and Mountain Group Homes**
Social Work and Administrative Consultant Fort Collins, Colorado
January 1981 - December 1983

**Memberships**
TASH: A Disability Advocacy Organization Worldwide - Life time member
Autism National Committee
Arizona TASH
Colorado TASH
National Council on Independent Living (NCIL)
National Council of State Housing Agencies (NCSHA)
PEAK Parent Center
The Arc of the United States

Service

School of Public Affairs (ASU) – Mentor and Committee Member of Erica Edwards dissertation committee. *The Impact of Governance on Disability Policy Implementation*. November -2011 – Present

School of Social Work (ASU) – Member Online Committee, May 2011 – Present

TASH Community Living Committee Member, January 2011 – Present

BMX/StafRaft Planning & Development around issues of inclusion & social connectedness - January 2011 – Present

Neighbours International Board Secretary, October 2010 – Present

Essential Learning National Advisory Content Board, December 2010 – July 2012

National Science Foundation Annual IGERT Conference. Table host for World Cafe Session. Washington, DC. May 2012


Office of the Provost (ASU) – Keynote address entitled, “disabilities in the context of an inclusive environment” – September 2011

House of Light. Advice to an organization providing services to people who have serious mental illnesses. Phoenix, AZ. April 2011.

Arizona Governors Council on Developmental Disabilities – proposal review for annual funding cycle – July-August 2010

School of Social Work (ASU) – Colloquium Presenter – entitled, Creating Inclusive Communities:

- Southwest Autism Research and Resource Center (SARRC Advancing Futures for Adults with Autism (AFAA). Participant in National Town Hall. Phoenix, AZ. November 2009


Grants


Professional Presentations


Klein, J. (2011, August 10). Affordable, Accessible, and Integrated Housing Options for People with Intellectual Disabilities. [Co-Instructor/Presenter]. Webinar. Florida Center for Inclusive Communities, University Center for Excellence in Developmental Disabilities, University of South Florida.


TEACHING


Michael W. Klinkner

EDUCATION
1997-1999 West Virginia University
Master of Social Work degree, May 1999
Morgantown, West Virginia

Bachelor of Arts degree, May 1997 Major: Psychology
Washington, Pennsylvania

LICENSURE
Licensed Clinical Social Worker (LCSW) #10820. Earned license in 2004.

EXPERIENCE
2013-present A New Leaf
Clinical Director
- Provided clinical supervision to staff to enhance their knowledge of treatment direction and treatment goals while working with clients and families
- Implemented and oversee services’ adherence to guidelines and regulations in relation to clinical staff and services
- Evaluated program effectiveness in terms of treatment planning
- Conducted regular audit of client files, assuring the legal and ethical regulation and maintenance of all files in accordance with all licensing standards
- Conducted periodic observation of groups and intakes

Mesa, Arizona

2012-present Oasis Behavioral Health
Clinical Supervisor
- Provide clinical supervision to staff to enhance their knowledge of treatment direction and treatment goals while working with clients and families
- Implemented and oversee services’ adherence to guidelines and regulations in relation to clinical staff and services
- Evaluated program effectiveness in terms of treatment planning
- Conducted regular audit of client files, assuring the legal and ethical regulation and maintenance of all files in accordance with all licensing standards
- Conducted periodic observation of groups and intakes

Chandler, Arizona
2010-Present  **Arizona State University**  Phoenix, Arizona
Associate Faculty
- Utilized and collaborated on syllabi for graduate courses
- Teach graduate courses for Master of Social Work students
- Assist students in finding and maintaining field experience positions
- Supervise students in development of time management skills and project completion

2012-2013  **Rosewood Ranch Intensive Outpatient Center**  Tempe, Arizona
Clinical Director
- Manage all aspects of the facility including maintaining a safe and effective therapeutic treatment environment, supervision of personnel, development and training of staff. Worked with interdisciplinary team to develop psychiatric treatment plans, interpreted, enforced and developed policies and procedures.
- Implement and oversee services’ adherence to guidelines and regulations in relation to clinical staff and services
- Increased IOP census by 100% within first four months of employment
- Increased OP census by 50%
- Select and supervise ongoing intern program
- Implemented trauma focused treatment programs
- Evaluate program effectiveness in terms of treatment planning
- Conduct regular audit of client files, assuring the legal and ethical regulation and maintenance of all files in accordance with all licensing standards
- Conduct periodic observation of groups and intakes
- Provide clinical supervision to staff to enhance their knowledge of treatment direction and treatment goals while working with clients and families
- Provide individual, group and family sessions for clients

2012-2013  **StreetLight USA Treatment Center**  Glendale, Arizona
Director of Residential Services
- Manage all aspects of the facility including maintaining a safe and effective therapeutic treatment environment, supervision of personnel, development and training of staff
- Developed and implemented first of its kind clinical model for working with girls with sex trafficking issues
- Reduced absconding by clients
- Implement and oversee services’ adherence to guidelines and regulations
- Conduct regular audit of client files, assuring the legal and ethical regulation and maintenance of all files in accordance with all licensing standards
- Conduct intakes for all new clients
- Provide clinical supervision and training to staff to enhance their knowledge of treatment direction and treatment goals while working with clients
- Facilitate group, individual and family sessions for clients

2011-2012  **New Horizon Therapeutic Group Homes**
Clinical Director
- Managed all aspects of the facility including maintaining a safe and effective therapeutic treatment environment, supervision of personnel, development and training of staff.
Worked with interdisciplinary team to develop psychiatric treatment plans, developed sexual offender and chemical dependency programs, interpreted, enforced and developed developmental policies and procedures.

- Developed and implemented clinical model for working with youth placed at the facility
- Implement and oversee services’ adherence to guidelines and regulations in relation to clinical staff and services
- Conduct regular audit of client files, assuring the legal and ethical regulation and maintenance of all files in accordance with all licensing standards
- Conduct periodic observation of groups and intakes
- Provide clinical supervision to staff to enhance their knowledge of treatment direction and treatment goals while working with clients and their families

2010-2012  **Parc Place**  Chandler, Arizona
Clinical Director
- Provided clinical supervision to staff to enhance their knowledge of treatment direction and treatment goals while working with clients and families
- Managed all aspects of the facility including maintaining a safe and effective therapeutic treatment environment, supervision of personnel, development and training of staff. Worked with interdisciplinary team to develop psychiatric treatment plans, developed sexual offender and chemical dependency programs, interpreted, enforced and developed developmental policies and procedures.
- Implemented and oversee services’ adherence to guidelines and regulations in relation to clinical staff and services
- Selected and supervised ongoing intern program
- Developed and implemented trauma focused treatment programs for residential services
- Evaluated program effectiveness in terms of treatment planning
- Conducted regular audit of client files, assuring the legal and ethical regulation and maintenance of all files in accordance with all licensing standards
- Conducted periodic observation of groups and intakes
- Provided individual, group and family sessions for clients
- Facilitated weekly group for youth with sex slavery issues

1999-2010  **A New Leaf**  Mesa, Arizona
Clinical Director of Youth Services
- Clinically supervised nine programs designed to serve both male and female youth with a variety of problem behaviors, including drug and alcohol abuse, domestic violence, trauma and sexual crimes
- Implemented and oversaw services’ adherence to guidelines and regulations in relation to clinical staff and services
- Developed and implemented a unique short-term residential facility for adolescent sexual offenders
- Designed intensive outpatient treatment program for adolescents with traumatic histories and problematic behaviors
- Created outpatient treatment program for 18-25 year-old sexual offenders
- Reduced length of stay for level one residential services
- Selected and supervised ongoing intern program for all Youth Services programs
- Developed and implemented trauma focused treatment programs for residential services
• Evaluated program effectiveness in terms of treatment planning
• Conducted regular audit of client files, assuring the legal and ethical regulation and maintenance of all files in accordance with all licensing standards
• Interviewed and supervised all interns within Youth Services
• Acted as liaison to funding sources and probation department
• Provided a supporting role with case management staff
• Conducted periodic observation of groups and intakes
• Assisted program manager in screening and hiring of counseling staff
• Performed community outreach including guest speaking and guest teaching
• Provided supervision to clinicians providing treatment services to clients
• Provided clinical supervision to staff to enhance their knowledge of treatment direction and treatment goals while working with clients
• Provided individual, group and family therapy to clients
• Served as chairperson of Credentialing Committee for entire agency

2010-2011  City of Tempe  Tempe, Arizona
Group Facilitator
• Provided weekly group counseling to adolescents who have violated probation
• Designed and implemented content for eight week group emphasizing emotional exploration
• Collaborated with program supervisor to coordinate content with co-occurring parent group
• Assisted youth to find and develop resources to assist in maintaining a healthy lifestyle
• Helped youth develop problem solving strategies in dealing with problems with their families as they arise

2002-2009  The Resolution Group  Mesa, Arizona
Therapist
• Provided group, individual and family therapy to adolescent sexual offenders in an outpatient agency
• Designed treatment process and phase plans for agency
• Completed assessments on clients and families
• Wrote, updated and implemented treatment plans for each client on caseload
• Completed monthly progress reports for each client on caseload
• Helped clients and families find and utilize community resources
• Provided on-call crisis interventions, as needed

SPEAKING EXPERIENCE
• Provided webinars on complex clients and addiction disorders
• Presented at Southwest Symposium on Addiction
• Presented workshop on treatment of youth with sex slavery issues
• Presented three part workshop on assessment and treatment of youth with sexual issues
• Presented at Arizona Public Defender Association Conference
• Presented workshop at Eye Movement Desensitization and Reprocessing International Conference
• Twice presented a workshop at Foster Family-based Treatment Association International Conference
• Performed training to foster parents at Foster Family-based Treatment Association Indiana Chapter Conference
• Provided workshop at Association for the Treatment of Sexual Abuse, Massachusetts Chapter
Conference
- Conducted two-day training for behavioral health paraprofessionals in A New Leaf
- Guest speaker at Argosy University

TRAINING
- Eye Movement Desensitization and Reprocessing Certified
- Dialectical Behavior Therapy trained
- Neurolinguistic Programming trained
- Motivational Enhancement Therapy/Cognitive Behavioral Therapy-5 (MET/CBT-5) trained

Sarah F. Kurker, MSW, LICSW

Education:
B.A., Course of Study: Child Psychology, Syracuse University, Syracuse, NY 1995.

Current Experience:
Field Liaison, Arizona State University School of Social Work, Serve as a connection from the school to community agencies. Follow contract and evaluation guidelines representing ASU. 2009 to Present.

Past Experience:
Oncology Social Worker, Arizona Cancer Center University Medical Center, Tucson Arizona. August 2004-2005.
- Counseling patients going through cancer treatment.
- Psychosocial assessments.
- Support for children of parents with cancer.
- Facilitation of Living with Cancer Support Group
- Creation and facilitation of Caring for the Caregiver and Young Adult and Caregiver Support Group.
- Collaboration with health care team in patient’s care.

Clinical Training:

Oncology Social Worker, Gastro-Intestinal Cancer Center, Massachusetts General Hospital, Boston, MA. September 2003-2004.
- Counseling for patients and families with colon and rectal cancers.
- Grief counseling on death and dying.
- Support for patients who have children.
- Crisis intervention.
- Psychosocial support for patients.
- Collaborate with team on patient’s medical care.
- Facilitate Colon Cancer Support Group.
- Facilitate Young Adult Cancer Support Group.
- Creation of new patient packets for the GI center.
- Speak at Cancer Center New Employee Orientation about social work interventions.
- Attend and participate in monthly Swartz Rounds.
- Resource room volunteer to help educate families about cancer.
- Committee Member of Cancer Center Bereavement Program
- March 2004. Participate in Colon Cancer Awareness Programs at MGH and other health facilities.
Facilitate HOPES (Helping Our Patients and families through Education and Support) program “Learning to Relax”.
Provide psychosocial support for Look Good Feel Better Program.

Clinical Training:

**Pediatric Bone Marrow Transplant Clinical Social Worker**, University Medical Center, 1998-1999,
- Conduct psychosocial evaluations.
- Innovate activities for children to promote health and wellness.
- Provide daily psychosocial support.
- Connect families to community resources and financial resources.
- Collaborate with BMT team.
- Participate in weekly medical rounds.
- Provide crisis intervention, individual counseling, play and therapeutic therapy.
- Initiate fund-raising for supplies and activities.
- Support families through loss and death.
- Facilitate monthly pediatric oncology family support group.
- Facilitate weekly pediatric oncology/ bmt group for parents.
- Counsel siblings of patients.
- Case manage.
- Coordinate Annual BMT survivor picnic.
- Provide support for children of dying parents and grandparents.
- Facilitate weekly caregiver support group.

**Senior Research Specialist**, University of Arizona Cancer Center, Tucson, AZ, 1999-2003
- Coordinate the following research studies:
  Present:
  1. Psychosocial Aspects of Pediatric Bone Marrow Transplantation Care: by Families for Families. Advanced Medical Research Foundation, Boston, Massachusetts.
  2. Assessing the Role of the Tele-home Health Monitor in the Quality of Life and Physical Recovery of Patients Undergoing Bone Marrow Transplantation. Cancer Control Supplement Award. Arizona Telemedicine Program.
  4. Understanding the Role of Culture in the Access and Utilization of Telemedicine Health Services among Hispanic, Native American and White, non-Hispanic Populations. Health Care Financing Administration.

American Cancer Society Social Work Training Grant for Clinical Oncology.
- Research, develop, raise funds and facilitate a group called HOPE: An environment that promotes
expression, understanding, expression and communication for children whose parent has cancer.

Development of group guide.
- Provide counseling for adult patients undergoing chemotherapy and/or radiation.
- Collaborate with doctors, RN’s and staff.
- Assist clinical trials specialist with resources for patients.
- Co-facilitate Living with Cancer and Winning Together weekly support groups.
- Perform crisis intervention, marital therapy, visualization and imagery, play therapy with pediatric patients and children of adult patients.

Research:
Hope-An Environment that Promotes Understanding and Expression for Children whose Parent has Cancer: A Pilot Study. 1998 Pharmaceutical Companies Support and Private Funding. $ 1,000.

- Work with school-aged girls promoting self-confidence, problem solving and awareness of pressure.

- Train intensively on child abuse and neglect.
- Case manage ongoing cases.
- Attend court hearings.
- Provide homebound counseling, interventions and parent education.
- Learn state and federal laws concerning child abuse and neglect.

Child Life Specialist, Children’s Hospital, Boston, MA 1995-1996
- Work closely with child life specialist.
- In-patient Cystic Fibrosis unit.
- Provide therapeutic activities for patients. Medical play and education.
- Weekly evaluation and case presentations.
- Experience with asthma, anorexic, bulimic and failure to thrive patients.

Licensure:
LCSW, State of Massachusetts, August 2004.

Professional Memberships:
Since 1996. Member, Association of Oncology Social Workers.
Since 1999. Member, Association of Pediatric Oncology Social Workers.

1. Sandra Lescoe
2. Degree information
   - Master of Social Work
   - Arizona State University
   - Social Work
   - May 1994
3. Academic appointments
   - Arizona State University
   - Citizen Review Panel Program Coordinator
1. Chris Lewandowski, MSW, LMSW

2. Degree information
   - MSW
   - ASU
   - Social Work (PAC)
   - May, 2010

3. Academic appointments
   - ASU
   - Faculty Associate
   - Phoenix, AZ
   - August 2014
   - December 2014

4. Professional post–baccalaureate and post–master’s social work experience
   - Department of Defense
   - Recovery Care Coordinator
   - Phoenix, AZ
   - June 2011
   - Present

5. List your current professional, academic, community-related, and scientific memberships.
   - NASW, QMHP, AZDHS

6. List your community service responsibilities and activities for the last 3 years. NA

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. NA

8. List your professional presentations presented during the last 5 years. NA

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. NA

1. Jahaziel Linare

2. Master of Social Work
   Arizona State University
   Social Work
   May 2007
Bachelor of Science
Arizona State University
Justice Studies
May 2001

3. Arizona State University
Faculty Associate
Tempe, Arizona
January 2014 – Present

4. Arizona State University, School of Social Work
Faculty Associate
January ’14 to Current
- Facilitates class instruction on Direct Social Work Practice: Theory and Skills I & II (SWG 598)
- Facilitates class instruction on Diversity, Oppression and Change (SWU 374)
- Develops online curriculum courses for the department
- Designs syllabus material, assignments and exams
- Coordinates coursework and curriculum with academic objectives
- Evaluates student performance and attendance
- Establish positive classroom relationships and incorporates higher level learning

PSA-Art Awakenings
Artistic Behavioral Therapist
August ’11 to September ’14
- Leads four psycho-social rehabilitation groups, including pre-job training skills and group health promotion to approximately 25 daily SMI adults
- Coordinates off-sites art therapy groups in collaboration with Partners in Recovery sites
- Responsible for completing initial intakes, daily progress notes, treatment plans, monthly reports, and discharges as required by agency guidelines and professional standards
- Co-organizes and supervises art gallery for First Fridays art show, works with gallery artists on client development and sales
- Facilitates client access to community resources, including locating jobs, school programs, vocational opportunities, art galleries, teach group living skills
- Conducts community marketing, case management and outreach efforts to retain participants

City of Phoenix, Human Services Department
Senior Programs Supervisor
July ’08 to August ’11
- Responsible for the development and implementation of social/recreational services to approximately 50 daily seniors and adults with disabilities
- Collaborates with Parks and Recreation Department to implement multi-generational programming
- Oversees the operations of Meals on Wheels for over 300 homebound elderly/disabled adults
- Supervises, trains and evaluates a work team of 5 full-time employees and 15 part-time employees in executing program activities
- Responsible for managing, recruiting, and retaining volunteers in implementing center activities

City of Phoenix, Budget and Research Department
July ‘07 to June ‘08
Secondary Rotations: **City Manager’s Office and Neighborhood Services Department**

**Management Trainee**
- Developed and conducted surveys, collected information on operational and administrative problems, analyzed research findings, and recommended practical solutions on the following issues: Graffiti; Administrative Hearing Process; Safe City Initiative; Green Building Strategies
- Performed entry level budget and program analysis, organizational and administrative field studies, and statistical analysis of research on wide range of topics as assigned by the department
- Responsible for coordinating several City Council committees and Hearings including preparing agendas, distributing packets, drafting meeting minutes and posting results
- Counseled on a daily basis to citizens requesting service

**City of Phoenix, Equal Opportunity Department** August ’06 to June ‘07

**Program Assistant** – MSW Practicum II
- Responsible for the development and implementation of a Human and Civil Rights Leadership Academy for City of Phoenix, Equal Opportunity Department (35 employees)
- Assessed current practices; conducted problem analysis/needs assessments; planned, designed, and tracked various phases of the academy; and calculated the cost and value of academy
- Researched, collected and analyzed data on wide range of topics as assigned by the Director

**City of Phoenix, Parks and Recreation Department** August ‘05 to August ‘06

**Recreation Leader** – MSW Practicum I
- Responsible for assisting in the essential functions of the X-Tattoo Removal Program, Summer Youth Work Experience Program and the First Offender Program
- Supervised and provided training to 15 part-time employees in implementing program activities

**Arizona State University, School of Psychology** August ‘02 to May ‘05

**Youth Group Leader** – Bridges to High School
- Co-facilitated a psycho-educational parenting enhancement program for parents of 7th & 8th grade Mexican origin adolescents, and a coping enhancement program for 7th & 8th grade Mexican origin students, at various middles schools in Phoenix
- Conducted home visits to families participating in the intervention to prevent school dropout and mental health disorders for low-income Mexican American adolescents

5. None

6. Administrator for a Scholarship Foundation. "A Life to the Max Scholarship Fund" A Life to the Max Scholarship Fund provides scholarships to Modern Explorers with a dream to attend a university

7. None

8. None

9. None

1. Megan Lindsay
2. **Degree information**
   - Degrees MSW
   - Institution granting degree University of Utah
   - Major Social Work
   - Date awarded (month/year) 05/2010

3. **Academic appointments**
   - Employing academic institution Arizona State University
   - Title Faculty Associate
   - City and state Phoenix, AZ
   - Start date (month/year) 1/2012
   - End date (month/year) present

4. **Professional post–baccaulaureate and post–master’s social work experience**
   - Employer
   - Position
   - City and state
   - Start date (month/year)
   - End date (month/year)

5. **List your current professional, academic, community-related, and scientific memberships.**
   - SSWR, CSWE,

6. **List your community service responsibilities and activities for the last 3 years.**
   - Big bother big sister mentor for 2.5 years.

7. **List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.**
   - 2014 Graduate College Dissertation Fellowship, Arizona State University, $9,500
   - 2014 Travel Award from Dean Kopell, $500
   - 2012 Competitive Graduate College Fellowship, Arizona State University, $6,118
   - 2010 – 2014 Travel Award, Arizona State University School of Social Work, $1,555
   - 2013 - 2014 Travel Award, Arizona State University Graduate College, $700
   - 2011 - 2014 Travel Award, Arizona State University Graduate Professional Student Association, $2450

8. **List your professional presentations presented during the last 5 years.**


   - **Adam, H., Williams, L., & Lindsay, M.** (2014, March). “Social networking is a big, like relationship problem”: Conflict, violence, and technology among Mexican American adolescents. Presentation at the Society for Research on Adolescence Biennial Meeting, Austin, TX.


Lindsay, M. (2013, September). Transitioning to adulthood: Who can I trust and What is real?. Presentation at University of Oslo: Det Humanistiske, Whom— and what— can I trust in online/mediated environments, Doctoral Student Workshop, Oslo, NO.


9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.


Survivor feedback on a safety decision aid smartphone application for college-age women in abusive relationships. *Journal of Technology in Human Services*, 31(4), 368-388. DOI:10.1080/15228835.2013.861784


Book Chapters

Lindsay, M. (in press). Performative acts of gender in online dating: An autoethnography comparing

Accepted with Revision

**Lindsay, M.,** Booth, J., Messing, J. & Thaller, J. (*under review*) Experiences of online harassment among emerging adults: Emotional reactions and the mediating role of fear. *Journal of Interpersonal Violence.*

**Lori Madrid, LCSW**

**Degree Information**

- **MSW** Hunter College Graduate School of Social Work, New York, New York
  Major: Social Work (Focus, Children and Families) May 1995
- **BSW** University of Wyoming, Laramie, WY
  Major: Social Work May 1990

**Academic Appointments**

- Arizona State University, Faculty Associate, Phoenix, AZ Spring 2011, Spring 2015
- Colorado State University, Adjunct Faculty, Pueblo, CO Fall 2003- Summer 2004
- University of Wyoming, Adjunct Faculty, Laramie, WY Fall 2001 – Spring 2004
- Field Instructor: *New York University*
  - *University of Wyoming* 1996-1998
  - *Arizona State University* 2000-2002
  - 2006-2009; 2015 – now

**Professional Experience**

- Greenway Middle School, School Social Worker, Phoenix, AZ Oct, 2012 – Present
- Echo Mountain School, School Social Worker, Phoenix, AZ May, 2004- Nov, 2006
  Also every summer

**Community Service Responsibilities**

- Volunteer: Unity of Phoenix, Phoenix, AZ
- Children’s Theatre Workshop, Torrington, WY – Every Summer

**Grants**

- Virginia Crettela Mars Foundation (For Greenway Middle School and Echo Mountain School)
- 21st Century Community Learning Centers (For Greenway Middle School and Echo Mountain School)
- Gold Star Foundation (For Greenway Middle School)

**Additional Information**

- Egala Equine Assisted Therapy – Initial training – March 2014
1. Gina Marianetti
2. Degree information
   - Master of Social Work
   - Arizona State University
   - Social Work
   - May 2003
   - Bachelor of Social Work
   - University of Nevada, Las Vegas
   - Social Work
   - May 2001
3. Academic appointments
   - Arizona State University
     - Faculty Associate
     - Phoenix Arizona
     - January 2013
     - Present
   - Grand Canyon University
     - Online Instructor
     - Phoenix Arizona
     - December 2008–December 2011
4. Professional post–baccalaureate and post–master’s social work experience
   - Self-employed Private Practice
   - Psychotherapist and Owner at Camelback Family Counseling
   - Phoenix Arizona
   - February 2013
   - Present
   - Southwest Behavioral Health
     - Clinical Administrator/Clinician II
     - Phoenix Arizona
     - June 2009
   - November 2012
   - Paradise Valley School District
     - School Social Worker
     - Phoenix Arizona
     - August 2008
   - May 2009
   - Phoenix Children’s Hospital
     - Clinical Social Worker
     - Phoenix Arizona
     - November 2005
     - August 2008
5. National Association of Social Workers
   Licensed Clinical Social Worker, Arizona Board of Behavioral Health
   Children’s Service Network

6. None
7. None
8. Ongoing speaker for North Central Parenting Group. Topics include Healthy Discipline, Self-Compassion, Social-Emotional Development, and Toddler Nutrition
9. None

Patricia M. Matthews

EDUCATION

- The University of Arizona, Tucson, AZ December, 1998
  Educational Specialist, Special Education and Rehabilitation
- The University of Arizona, Tucson, AZ December, 1992
  Master of Education, Educational Psychology
- Siena College, Loudonville, NY May, 1983
  Bachelor of Science, Psychology

ACADEMIC APPOINTMENTS

- Arizona State University, School of Social Work, Fall 2014
  Tucson Component, Tucson, AZ
  501 Human Behavior and the Social Environment
- Arizona State University, School of Social Work, Fall 2007-2011
  Tucson Component, Tucson, AZ
  501 Human Behavior and the Social Environment – Graduate Level
- Arizona State University, School of Social Work, Fall/Spring 1998-2007
  Tucson Component, Tucson, AZ
  501 and 502 Human Behavior and the Social Environment – Graduate level

EXPERIENCE

- School Psychologist, Tucson Unified School District, August 2001-Present
  Conducting specialized assessment or students 3-16 with suspected autism spectrum disorders,
  conducting functional behavioral assessments and positive behavioral support plans, developing
  appropriate educational/behavioral interventions based on evidence based practice for diverse learners,
  coordinating multidisciplinary teams to develop, monitor and revise appropriate educational plans,
  providing direct social skill training, ongoing group/individual counseling and crisis assessments,
  supervision of intern students and development and presentation professional staff development

  Performed psychoeducational assessments to determine eligibility for special education services in an K-6 elementary school setting, served on the Assistive Technology Team, provided staff development and training for teachers and support staff, served as coordinator of preschool transition services from Arizona Early Intervention Programs to the public school setting, coordinated Child Find activities including screenings and evaluations, facilitated transition planning from preschool to kindergarten within the district and provided counseling and social skills training for students.

Tucson, AZ

Involved in a variety of activities that support educational, social and emotional development in an urban multicultural/lingual public school setting. Responsibilities included the following: case management, advocacy, development and implementation Individualized Education Plans mandated by the Americans with Disabilities Act. Involved in collaborative problem solving with community agencies, teachers, parents, administrators and other multidisciplinary team members. Performed consultation, psychological, psycho-educational and curriculum-based assessments with child age 4-16. Conducted program evaluations, violence prevention workshops, functional behavioral assessments, crisis intervention, teacher in-service training, and individual/group counseling services. Implemented Project Breakthru, a school-wide prevention intervention program designed to reduce the number of children inappropriately referred and placed in special education program.

- **Research Specialist Senior - March 1993- Nov 94**
  
  National Center for Interpretation Testing, Research and Policy,
  
  University of Arizona, Tucson, AZ

Involved in transdisciplinary research in the areas of law, education, measurement, sociology, linguistics and bilingual education. Developed request for proposals, prepared annual reports, supervised database management, edited scholarly papers and other technical documents. Coordinated test administration and training activities for the Federal Court Interpreter Certification Examination in accordance with guidelines set forth by the Administrative Office of the United States Courts.

- **Program Coordinator/School Counselor - Aug 1992- May 93**
  
  Flowing Wells Junior High School, Tucson, AZ

Developed and implemented Project Care (Creative at Risk Education) an alternative education program for a culturally diverse at-risk middle school students. Performed individual/group/family counseling activities, developed interventions to increase academic performance and social skills. Provided case management and advocacy for students and families.

- **Program Director, Arbor House Day Program - Sept 1985- June 86**
  
  New York State Division for Youth, Albany, NY

Provided extensive outreach support services to adjudicated/incarcerated female adolescents and their families. Responsibilities included grant writing, intake assessments, advocacy, data collection, individual/family counseling and coordination of community services.

**SPECIALIZED TRAINING**

- Selected participant in the Arizona Department of Education’s Three Year Training Grant on Autism Spectrum Disorders from 2003 to 2006. Participation in the train the trainer model involved over 200 hours of instruction from national experts in the field of autism.

- Western Psychology Corporation Training 3/2005 on the Autism Diagnostic Observation Schedule (ADOS)

**ADDITIONAL TEACHING EXPERIENCE**


- Arizona Department of Education, Department of Early Childhood, 2005-2008
Planned and facilitated four regional training sessions know as “Help for Early Learning Professionals”

- **Tucson Unified School District, 2002-2009**
  Provided ongoing professional development and training to teachers and multidisciplinary team members as part of the Arizona Department of Education Autism Spectrum Disorders 3 year grant.

- **Flowing Wells Junior High School-August 1992-May 93, Tucson, AZ**
  Developed curriculum and activities for student council/government class. Organized school-wide activities and community service opportunities.

- **University of Arizona, Teacher Assistant- Spring 1991**
  Department of Psychology, Tucson, AZ

- **Psychology 101 University of Arizona, Teaching Assistant- Fall 1990**
  Department of Psychology Tucson, AZ
  Psychological Measurement and Statistics

- **University of Arizona, Teaching Assistant-Fall/Spring, 1989-90**
  Department of Psychology, Tucson, AZ

**Psychology 101**

- **University of Arizona, Teaching Assistant, Fall 1989**
  Department of Educational Psychology, Tucson, AZ

**Disciplined Inquiries in Education**

<table>
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<th>RESEARCH/CONSULTANT EXPERIENCE</th>
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- **Consultant, University of Arizona: National Center for Interpretation, Research, Testing and Policy: Copy Editor for Fundamentals of Court Interpretation under the direction of Dr. Roseann Gonzalez June 2012-September 2012.**


- **Consultant, Arizona Department of Education Support Cadre for students with autism spectrum disorders 2007-2009 under the coordination of June Torrence.**

- **Consultant, Tucson Alliance for Autism (TAFA), July 2007**
  Piloted structured play group for preschool age students with Autism during summer session.

- **Consultant, Silver City New Mexico School District, March 2005**
  Conducted a functional behavioral assessment, developed a behavior plan and appropriate interventions for student with autism.

- **Consultant, Arizona Virtual Academy, September 2005-May 2006**
  Conducted psychoeducational evaluations for students enrolled in this charter school.

- **Consultant, Arizona Department of Education, Phoenix, AZ Aug 2001-Present**
Member of Help for Early Learning Professionals (HELP). Revised AZ Department of Education Preschool Special Education Department guidelines and have provided 4 annual training conferences annually statewide.

- **Consultant, Nogales Unified School District, Nogales, AZ November 2001**

  Conducted the Final Program Evaluation of Wade Carpenter Middle Academy of Technology, Title VII Bilingual Education Program Enhancement Grant in collaboration with Roseann Gonzalez, Ph.D. Report submitted to the Office of Bilingual Education and Minority Affairs, Washington, D.C. (50%).

- **Consultant, Pascua Yaqui Tribe, Tucson, Arizona May-July 2000**

  Provided technical assistance and supervision in the Social Service Department. Developed policies and procedures for several programs including the Temporary Assistance to Needy Families Programs. Assisted with completion of annual and quarterly reporting, and researched grant proposal opportunities.

- **Graduate Research Assistant, University of Arizona, March 96-June 2001 National Center for Interpretation Testing, Research and Policy, Tucson, AZ**

  Provided research assistance needed to design and implementation a national language testing (Federal Court Interpreter Certification Examination) and training program (Agnese Haury Institute for Court Interpretation). Managed multiple databases, coordinated distribution of test and training materials, and various writing tasks including grant writing and request for proposals.

- **Consultant, Nogales Unified School District, Nogales, AZ April 2000**

  Conducted an Annual Performance Review/Program Evaluation of Nogales High School’s Title VII Bilingual Education Program in collaboration with Roseann Gonzalez, Ph.D. Report submitted to the Office of Bilingual Education and Minority Affairs, Washington, D.C. (50%).

- **Consultant, Nogales Unified School District, Nogales, AZ November 1999**

  Conducted a Biennial Performance Review/Program Evaluation of Nogales High School’s Title VII Bilingual Education Program in collaboration with Roseann Gonzalez, Ph.D. Report submitted to the Office of Bilingual Education and Minority Affairs, Washington, D.C. (50%).

- **Consultant, Nogales Unified School District, Nogales, AZ April 1999**

  Conducted an Annual Performance Review/Program Evaluation of Nogales High School’s Title VII Bilingual Education Program in collaboration with Roseann Gonzalez, Ph.D. Report submitted to the Office of Bilingual Education and Minority Affairs, Washington, D.C. (50%).

- **Research Consultant, State of Arizona, Board of Psychologist March 1992**

  Examiners, Tucson, Arizona

  Organized research data and developed vignettes illustrating ethical issues to be presented in a professional newsletter.

- **Graduate Research Assistant, University of Arizona, August 91-March 92 Federal Court Interpreter Certification Project, Tucson, AZ**

  Provided research assistance needed to design and implementation a national language testing (Federal Court Interpreter Certification Examination) and training program (Summer Institute for Court Interpretation). Managed multiple databases, coordinated distribution of test and training materials, and various writing tasks including grant solicitation and request for proposals.

- **Graduate Research Assistant, University of Arizona, Fall/Spring 1989-90**

- Graduate Research Assistant, University of Arizona, Fall/Spring 1988-89
  Department of Educational Psychology, Tucson, Arizona
  Under the supervision of Richard Morris, Ph.D., and Rebecca McReynolds, Ph.D. participated in a year-long study designed to introduce classroom teachers to intervention strategies aimed at reducing aggressive and disruptive behaviors. Collected and analyzed data from several rural/urban schools in Pima County.

- Graduate Research Assistant, University of Arizona, Fall/Spring 1988-89
  Department of Educational Psychology
  Revised and organized existing curriculum and program guidelines for masters and doctoral level degree programs.

### PROFESSIONAL ORGANIZATIONS

- Council of Exceptional Children-Division of Early Childhood Member
- Arizona Division of Early Childhood (President Elect)
- National Association of School Psychologists (NASP)
- Arizona Association of School Psychologists (AASP)

1. **Katie McSpadden, LMSW**
2. Degree information
   - Master of Social Work
   - Arizona State University
   - Policy, Administration, and Community organizing and Child Welfare
   - May 2010
   - Bachelor of Arts
   - University of Texas- Austin
   - Latin American Studies with a focus on Public Health
   - June 2003

3. Academic appointments
   - Arizona State University
   - Faculty Associate
   - Phoenix, Arizona
   - August/2013
   - Present

4. Professional post–baccalaureate and post–master’s social work experience
   - Juvenile Court of Maricopa County
   - Status Offense Specialty Court Coordinator
   - Phoenix, AZ
   - September/ 2013
   - Present
   - Casey Family Programs
   - Social Worker
Phoenix, AZ  
August/2012  
September/ 2013  

Child Protective Services  
Child Protective Services Specialist III  
Phoenix, AZ  
June/ 2010  
August/2012  

Wingspan  
Associate Coordinator  
Tucson, AZ  
March/2007  
May/2009  

United States Peace Corps  
Health Education Resource Volunteer  
Kisumu, Kenya  
September/ 2003  
September/ 2005  

8. List your professional presentations presented during the last 5 years.  
• Presentation on Intrinsic Value for youth in foster care- June 2013  
• Presentation on How Social Workers can More Effectively Engage the Legislative System- 3 presentations for social work students in 2010  
• Presentation on Legislation, Ethics and the Child Welfare System- Spring 2011 and Spring 2012  
• Presentation on Status Offenders and Best Practice- 2 presentation in Fall 2014  

1. Bert Meek, LCSW  
2. Degree information  
• M.S.W., 9/77 TO 5/79; Boston University; Casework/Group Work  
3. Academic appointments  
• FACULTY ASSOCIATE, ARIZONA STATE UNIVERSITY, Tucson, AZ  1/2012 to present  
• ADJUNCT FACULTY, PIMA COMMUNITY COLLEGE, Tucson, AZ  1/2012 to present  
4. Professional post–master’s social work experience  
• EASTER SEALS BLAKE FOUNDATION, TUCSON, ARIZONA; Clinical Supervisor/Program Manager  2/10 to 10/11  
• CASEY FAMILY SERVICES, PORTLAND, MAINE, Team Leader, Fostering Permanency, 4/98 to 1/09  
• SWEETSER CHILDREN’S SERVICES, SACO, MAINE, Treatment Supervisor/Program Manager  12/81 to 4/98  
5. List your current professional, academic, community-related, and scientific memberships.  
• NASW, 5/81 to present
6. List your community service responsibilities and activities for the last 3 years. N/A
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. N/A
8. List your professional presentations presented during the last 5 years.
   - Courses taught at ASU:
     SWU 310, Direct Practice Skills I, Spring 2012, 2013, 2014
     SWU 303, Human Behavior in the Social Environment, Fall 2013
     SWG 510, Foundations of Practice, Fall 2012, Fall 2014
   - Courses taught at PCC:
     SSE 281, Social Services Delivery, Spring 2012
     SSE 285, Foundations of SW Practice, Fall 2012, 2013, 2014
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher. N/A
10. Licensed Clinical Social Worker
    - LCSW, Arizona license #15037, granted 10/1/09. Expires 9/2015
    - LCSW, Maine license #LC1075, granted 5/85. Expires 12/2015

1. Douglas H Mitchell, Jr., ACSW
2. Degree information
   - Degree: MSW
   - Institution granting degree: Tulane University
   - Major: Individual/Small Groups
   - Date awarded: 12/78
3. Academic appointments
   - Employing academic institution: LSU-Shreveport
   - Title: Field Instructor
   - City and state: Shreveport, LA
   - Start date: 04/85
   - End date: 11/87
   - Employing academic institution: ASU
   - Title: Faculty Adjunct –SWG591
   - City and state: Phoenix, AZ
   - Start date: 2010
   - End date: Present
4. Professional post–baccalaureate and post–master's social work experience
   - Employer: US Department of Veterans Affairs, Phoenix AZ
   - City and state: Phoenix, AZ
   - Start date (month/year): 05/94
   - End date (month/year): 05/13
   - Employer: US Department of Veterans Affairs, Western Regional Office, VHA
   - Position: Health System Specialist
   - City and state: San Francisco, CA
   - Start date (month/year): 11/91
   - End date (month/year): 05/94
   - Employer: US Department of Veterans Affairs, Readjustment Counseling Service
   - Position: Regional Manager, Western Region
• City and state: San Francisco, CA
• Start date (month/year): 05/89
• End date (month/year): 11/91
  Employer: US Department of Veterans Affairs, Readjustment Counseling Service
• Position: Associate Regional Manager-Clinical, Southwest Region
• City and state: Dallas, TX
• Start date (month/year): 11/87
• End date (month/year): 05/89
  Employer: US Department of Veterans Affairs, Readjustment Counseling Service
• Position: Team Leader
• City and state: Shreveport, LA
• Start date (month/year): 05/85
• End date (month/year): 11/87

5. List your current professional, academic, community-related, and scientific memberships.
   NASW-AZ

6. List your community service responsibilities and activities for the last 3 years.
   AZ Board of Behavioral Health Examiners, SW Credentialing committee-2008-2013, Chair 2010-2013

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Association of VA Social Workers Hall of Fame-2013

8. List your professional presentations presented during the last 5 years.
   Chair, VA SW National Professional Standards Board-2009-2012
   NASWAZ presentation -Implications of Social Networking and Dual Relationships-2012
   Regular Contributor to supervision classes 2010-2013

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   N/A

10. Include any other relevant information below:
    Post-CVA, medically retired from VA in 05/13.
    US Army Vietnam combat veteran

1. Robert Moroney

2. Degrees

   AB (English Literature) Boston College (1960)
   MSW Boston college (1962)
   MPH Harvard School of Public Health (1965)
   PhD Heller School, Brandeis University (1971)

3. Academic Appointments

   Department of City and Regional Planning, University of North Carolina
   Professor
   Chapel Hill, NC
   Starting date  1/1/71
   Ending date   6/30/81
School of Social Work, Arizona State University
Professor
Tempe, AZ
Starting Date 9/1/81
Ending Date 6/30/11

4. Professional post master’s social work experience

United States Public Health Service
Commissioned Officer
Assigned to a number of state health departments
Start Date 6/62
End Date 9/67

Commonwealth of Massachusetts
Analyst in Governor’s Office
Boston, MA
Start Date 10/67
End Date 9/68

5. Current professional and academic experience

School of Social Work, Arizona State University
Professor Emeritus and Faculty Associate
Phoenix Campus
Starting Date 9/1/11
Member, Foster Care Review Board, State of Arizona State University
Maricopa County, AZ
Starting Date 12/11-present

9. Publications
We are currently drafting the 5th edition to be published in 2016

Lynda Murden

EDUCATION

Master of Business Administration
Ottawa University

Master of Social Work
Arizona State University

Bachelor of Social Work
Arizona State University

EXPERIENCE

Arizona State University
Social Worker ~ September 2013 – Present
Provide ongoing case management to Child Protective Services cases. Provide direct and indirect assistance to children and the families. Perform investigations. Teach, mentor and supervise BSW students in the Undergraduate Child Welfare Training Program: manage ongoing cases and responsible for the education of students; maintain compliance with all state statutes, DCYF policies, and regional operation procedures concerning CPS cases; model best-practice approaches to students in client engagement, interviewing, assessment, and case planning; apply social work theory, practice approaches and knowledge of research to cases; ensure and explain application to students.

Gila River Indian Community  
**Deputy Director** ~ November 2009 – March 2013  
Acting Director from April 2010 to April 2011. Supervise, direct and evaluate Tribal Social Services staff. Develop internal structures for TSS that are under direct responsibility and provide requisite monitoring and administrative information systems. Develop Department Policies and Procedures. Develop and monitor departmental budget. Coordinate efforts with County, State, Federal and private social agencies, institutions and organizations to achieve Tribal goals in the Social Services area. Coordinate efforts with the Community Court, Indian Health, Behavioral Health and other appropriate organizations to achieve Tribal Objectives. Provide reports and written documents to the Social/Health Advisory Board, Health and Social Standing Committee and Government and Management Committee. Administer and maintain employee actions/records, ensure employee performance evaluations are completed. Develop plans in conjunction with appropriate elected officials, staff and other resources to provide a comprehensive range of social services to the community. Supervision of the following programs: Domestic Violence Shelter, Crime Victim Services, Residential Program for Youth, Child Protective Services, Case Management.

AmeriPsych  
**Program Director** ~ April 2007 – April 2009  
Responsible for the overall administrative and oversight of the functions of the Foster/Adopt Program; including ICPC, out of district, and kinship placements. This includes maintaining the integrity of the program, budget, recruitment and retention of staff, overall programming, and marketing and community relations. A member of the agency leadership team, this position plays a key role in the development and ongoing promotion of ResCare’s and the agency’s mission, vision, philosophy, and culture.

Ak-Chin Indian Community  
**Social Services Director** ~ August 2005 – May 2006  
Oversee a variety of programs for the Ak-Chin Indian Community - General Assistance, Emergency Assistance, Burial Assistance, Child Protective Services, Adult Protective Services, Child, Adult and Family Assistance. Interact with Tribal Courts, Prosecutors office and Police Department. Monitor submission of court reports. Prepare and monitor annual budgets. Interaction with BIA for program compliance. Develop and implement program policies and procedures. Development of foster homes and adoptive homes. Prepare monthly and annual reports for strategic planning.

Lutheran Social Ministry of the Southwest  
**Statewide Program Director** ~ May 2004 – August 2005  
Oversee management of senior service programs on a statewide level. Prepare annual budgets, monthly monitoring of revenue and expenses, rectify outstanding financials. Develop and implement program policies and procedures. Secure and negotiate state, county and government contracts for program growth and development. Prepare annual reports and develop annual strategic plans. Develop collaborative working relationships with the funding sources, employees and other interested parties.
RISE, Inc.
State Program Administrator/ Regional Program Director ~ May 1999 – May 2004
Oversee 3 programs (DDD adult & child foster care, DDD Early Intervention, ACYF foster care and adoption) on a statewide level. Prepare annual budgets, monitor budgets, and rectify outstanding financials. Secure contracts for growth and development. Maintain existing contracts on an annual basis. Prepare annual reports and develop annual strategic plans. Participate in QA development and implementation. Continue collaboration and networking with funding sources. Market and perform public relations functions. Develop and oversee Professional Parent Programs (foster care) in AZ, Kansas and Wisconsin. Management and coordination of ACYF, DDD and Adoption contracts on a statewide level. Develop and monitor program budget. Write contracts, write contract amendments and negotiate contracts. Work with DES on a statewide level to develop new programs and resources. Develop and monitor program budget.

Arizona Head Start Association
Program Director ~ November, 1998 – May 1999
Develop new Life Skills and Young Father’s program. Management of DES contract and coordination of contracted services with 8 subcontracted agencies. Develop and monitor program budget. Community outreach and marketing of Life Skills and Young Fathers program. Conduct Life Skills and Young Fathers training; ensure DES contract compliance, recruitment of TANF participants and young males for program participation. Assist with grant writing, write contract amendments and conduct program evaluations.

Catholic Social Service of Central & Northern AZ/Westside Head Start
Provide leadership and direction to line staff and component managers. Act as a liaison to state and local agencies. Write program policies and procedures; ensure Federal compliance, conduct program wide quality assurance. Provide training and technical assistance to staff. Analyze and maintain statistical program data. Assist with ongoing program development, improvement and evaluation. Develop, maintain and monitor contracts with state, federal and community agencies. Provide consultation and training to instructional staff.

Foster Care/Pregnancy Counselor Director/ EVCSS
Plan, organize, direct and coordinate the function and activities of the foster Care/Pregnancy counseling programs. Serve as agency liaison and representative to various government and community groups. Assist in preparation of proposals and budgets. Participate in developing and coordinating social service programs for the community. Analyze and maintain statistical data for programs. Recruit, train and assess foster parents for state licensure.

CERTIFICATIONS
- Accident/Health Producer
- Life Producer
- Maricopa Community College Teaching Certificate
- Franklin Covey Leadership

TRAININGS CONDUCTED
- Welfare Reform
- Developing Community & Family Partnerships
• CPR/First Aid

PROJECTS
• Monitor Head Start Programs
• Foster Care Review Board Member
• The Phoenix Birthing Project
• Arizona State University Field Intern Supervisor

HONORS
• C. Kimball Rose ~ Presiding Juvenile Judge/Commendation
• Harriet Chavez ~ Assistant A.G./Commendation – Court Reporting & Social Contract
• Kirby Roseveare ~ Commissioner/Commendation
Name: Ann Weaver Nichols

Degree Information: DSW (now Ph.D.)
Columbia University School of Social Work
Social Policy and Planning
June 1980
MS in Social Work
Columbia University School of Social Work
Community Organization
June 1966

Academic Appointments:
Arizona State University
Graduate School of Social Service Administration
(now School of Social Work)
Assistant Professor
Tempe, Arizona
(now Phoenix, Arizona)
September 1970-August 1976
Associate Professor
September 1976-August 2009

Professional Social Work Experience:
Peace Corps
Peace Corps Volunteer
Cuzco and Lima, Peru
July 1966
June 1968
.................
Global Ministries/ Mindolo Ecumenical Foundation
Long term Volunteer/Social Work Lecturer
Kitwe, Zambia
February 2010
December 2011

Current Professional, Academic and Community-Related Memberships:
National Association of Social Workers
Phi Beta Kappa

Community Service Responsibilities and Activities
Community Investment Team, Community Foundation of Southern Arizona
Board of Directors, Little Chapel of All Nations (University of Arizona)
Southern Arizona Advisory Committee, Children’s Action Alliance
Board member, Southern Arizona Grandparent Ambassadors
Advisory Board, Death Penalty Alternatives for Arizona

Special Awards: None

Professional Presentations:
Presentation on “Principles of Self-Reliant Participatory Community Development” for the Pan-African Program on Conflict Transformation, September 2011, Kitwe, Zambia
Workshop on “Re-Entry After Service Overseas: Challenges and Resources,” August 2013 and 2014, at training conferences for returning missionaries, Indianapolis

Professional Publications:
None

1. Ryan Olson
2. Degree information
   • MSW
   • ASU
   • social work
   • may 2009
3. Academic appointments
   • ASU school of social work, Tucson component
   • FA
   • Tuscon AZ
   • fall 2014
4. Professional post–baccalaureate and post–master’s social work experience
   • La Frontera of Arizona
   • Clinical Supervisor
   • Tucson AZ
   • 6/2009
5. List your current professional, academic, community-related, and scientific memberships.
   NASW
6. List your community service responsibilities and activities for the last 3 years.
   Juvenile Diabetes Research Fundraising (JDRF)
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years. Clinical excellent award La Frontera 2013
8. List your professional presentations presented during the last 5 years. Motivational Interviewing Trainings at variety of Tucson behavioral health agencies.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

Jason M. Overmyer, MSW

EDUCATION:

98-00 Masters in Social Work, Arizona State University
91-96 B.A. Sociology, State University of New York at Fredonia
International Studies, University of North London (95-96)
Division III Men’s Basketball, State University of New York at Fredonia (93-94)

**GRADUATE TRAINING:**
- 99-00 Internship – Maricopa County Juvenile Probation, Phoenix, AZ
- 98-99 Internship – Devereux Arizona Inpatient Residential Treatment Facility, Scottsdale, AZ

**EMPLOYMENT:**
- 11/13 – current full time: **School Social Worker, Gilbert Public Schools**: Gilbert AZ: Identifies and assesses academic problems through analysis of factors impinging on student adjustment including factors in the home, school, and community. Determines and implements appropriate therapeutic strategies to effect changes in behavioral – social interactions of students and their families. Provides individual and group therapeutic counseling. Collaborates with school staff and other school system personnel in implementing strategies to promote student learning. Serves on both school-based and system-wide committees to address educational issues, adjustment problems, safety issues, and program development for students. Provides crisis intervention services. Provides staff consultation on behavioral-emotional-environmental issues affecting student participation in the learning process. Conducts classroom meetings, psycho-educational social skills groups, and classroom presentations on identified areas of concern for the students.
- 6/13 – current part-time: **Therapist, The Resolution Group**: Mesa, AZ: provided individual, group and family therapy to juvenile and adult sex offenders on an outpatient basis. Complete intakes, create and implement treatment plans, liaison with probation/parole/CPS and polygraph examiners; court testimony; participate and coordinate Child Family Team meetings and integrate Arizona Principles into client’s short team and long term planning.
- 1/06 – current part-time; **Faculty Associate/Adjunct Faculty, Arizona State University, School of Social Work, Tempe, Arizona**: Serve as an instructor in the Social Work Program on a part-time basis as a faculty member. Responsible and accountable for ensuring the fulfillment of educational goals and objectives of the Social Work program. These responsibilities require leadership in both academic and workforce areas and include participating in educational planning; evaluating student performance; motivating and advising students; and generating program reports as needed. Taught the following courses: Foundation Seminar, Individual. Groups and Family, Direct Practice, Bridge Seminar.
- 4/10 – 6/13: **Clinician, Youth Development Institute: Secure Residential Treatment Center / Sex Offender Treatment Program**: Phoenix, AZ: Population served: adjudicated juvenile sex offenders and juvenile sex offenders transferred to adult court for sex crimes; complete intakes, compile social histories, conduct risk assessments, provide individual, group and family therapy; maintain physical and emotional welfare of clients; crisis intervention; treatment planning; liaison with probation/parole/CPS and polygraph examiners; court testimony; utilization reviews with Regional Behavioral Health Authorities; participate and coordinate Child Family Team meetings and integrate Arizona Principles into client’s short team and long term planning.
- 1/05-4/10: **Adult Probation Officer / Sex Offender Unit, Maricopa County Adult Probation, Phoenix, AZ**: Supervised sex offenders serving a term of probation; counsel clients and/or referred them to various social agencies; visited probationers at home, work or treatment facilities or jail; conducted UA’s; enforced court mandated terms of probation; investigated alleged violation of probation and make arrests; conducted pre-sentence investigations; interviewed person convicted of crimes, compiled social histories, reviewed and evaluated; maintained case records; testified in court; conducted release investigations in a jail setting.

- 2007 Probation Officer of the Year
- Member of the Department’s Sex Offender Mentoring Committee – trained new sex offender officers on department policy and practices on issues related to youthful sex offenders and vicarious trauma.
- Graduated Response Committee – committee goals of incorporating Evidenced Based Practices into policy and everyday practice.
- STATIC 99 Mentor – trained and mentored officers on how to complete sex offender assessments, specifically the STATIC 99 assessment.

5/05-1/05 Clinician/Family Therapist, Devereux Treatment Facility, Scottsdale, AZ
Populations served; children, adolescents, families with emotional and mental impairments, history of drug and alcohol abuse, sexual and physical abuse, and co-occurring conditions. Coordinated with admissions to complete initial assessments for all new admissions. Responsible for accurate completion of all clinical documentation, including progress notes, treatment plans, bio-psycho-social assessments, staffing reports and discharge reports. Participated in Quality Improvement activities by active membership on agency quality teams. Provided individual and family therapy, created and implemented treatment plans, participated on a multi-disciplinary team, completed utilization reviews, and participated in the Child Family Team process.

5/03-5/05 Campus Supervisor, Devereux Arizona Residential Treatment Facility, Scottsdale, AZ: Responsible for the supervision and performance evaluations for all direct care staff. Interviewed, hired, evaluated, trained and oriented new hires. Ensured staff was in compliance with training requirements. Ensured self-administration of medication by clients was completed following agency protocol. Reviewed and responded to incident/risk events. Provided clinical supervision to direct care staff. Participant on the following agency quality teams;
1. Campus Quality Improvement Team (CQIT)
2. Diversity Quality Team (DQT)
3. Restraint and Seclusion Quality Team (RSQT)

9/00-5/03 School Social Worker/Family Support Coordinator, Phoenix Elementary School District Phoenix, AZ: Case managed special education files; completed evaluation materials, organized team meetings, created behavioral goals for IEPs, maintained accurate and updated special education files. Additional responsibilities included developing behavior intervention plans, provided one to one and group counseling, prevention education, parenting classes, referrals to external mental health and community agencies, attendance monitoring and in-service training for school personnel. Notable accomplishments:
- created a successful Safe Schools grant that funds a Juvenile Probation Officer.
- drafted legislation regarding the overrepresentation of sex offenders in lower socioeconomic school communities.
- Served as a member of the school district AEC (Alternative Education Committee)

9/00 -5/03 School Liaison, Weed And Seed Coalition; US Dept of Justice, Phoenix, AZ
Participated as a member of the Weed and Seed Coalition in the Capitol Mall area in downtown Phoenix. Advised board members on issues related to student safety and community revitalization.

8/98-5/03 Direct Care Professional, Devereux Arizona Residential Treatment Center (part-time):
Managed behaviors and implemented program activities for children and adolescents
with emotional, mental and neurological impairments in a semi-locked inpatient residential setting.

5/97-8/98 Mentor, Project SOAR: University of Arizona, Tucson, AZ: Worked as a mentor for students ages 12-18 who were at risk for dropping out or failing from school. Encouraged students to focus their efforts on educational and personal values through extensive mentoring, academic support and positive community involvement.

CONFERENCES PRESENTED:


2013: Arizona Public Defender Association Conference: lecture / discussion on mitigation for juvenile offenders transferred to adult court.

2009: ASU Forensic Lecture Series: Managing Sex Offenders in the Community

HONORS/AWARDS/MEMBERSHIPS/CERTIFICATIONS:

1. 2013 - ATSA – Association for the Treatment of Sexual Abusers – Full Clinical Member
2. 2010 – Youth Development Institute; Employee of the Quarter
3. 2007 – Maricopa County Probation Officer of the Year
4. 2004 - Thomas F. Donovan Culture Of Caring Award: Devereux Foundation
5. 98-00 - ASU School of Social Work Honor Society
6. 1997 - Mentor of the Year Award – Project SOAR: University of Arizona Education Department: Office of Multicultural Recruitment and Retention
7. Arizona Social Work Licensure; waiting on exam

1. Charles Paige

2. Degree information

• Masters in Arts and Teaching
• Pacific University - Eugene, OR
• Elementary and Middle School Education
• December 2003

• Bachelors of Education
• University of Oregon - Eugene, OR
• Educational Studies with a focus in Human Services
• June 2000

3. Academic Appointments – N/A

4. Professional post-baccalaureate and post-master’s social work experience

• Big Brothers Big Sisters of Tucson
• Program Director
• Tucson, AZ
• June 2012
• Present

• Big Brothers Big Sisters of Tucson
• Program Coordinator
  • Tucson, AZ
  • January 2011
  • June 2012

• Camp Mishawaka
  • Tripping Director; Counselor in Training Counselor; Lead Event Planner; Cabin Counselor
  • Grand Rapids, MN
  • June 1996
  • August 2010

• Tucson Unified School District - Booth Fickett Math and Science Magnet School
  • 7th Grade Social Studies Teacher (Long-term sub)
  • Tucson, AZ
  • October 2008
  • May 2009

• HomeSource – Bethel Family Technology and Resource Center
  • Teacher - Math; Grammar; U.S. History (3-11th grade)
  • Eugene, OR
  • March 2004
  • June 2007

• Self Employed
  • Tutor – 6-12th grade students in pre-algebra, algebra, geometry and language arts
  • Eugene, OR and Tucson, AZ
  • January 2004
  • May 2009

5. Professional Membership
  • Tucson Young Professionals

6. Community Service
  • Volunteer “Big Brother” – Big Brothers Big Sisters of Tucson – March ’12 – Present

7. N/A
8. N/A
9. N/A
10. White
11. See Below

VOLUNTEER EXPERIENCE
• Special Olympics coach - basketball; soccer; track and field (1996 – 2007)
• “Big Brother” for 2 Little Brothers - Big Brothers Big Sisters of Tucson (2008 -2009; 2012 – present)

Mary Pastorino
 Degree Information
- MSW
- Arizona State University
- Social Work
- May 2010

Academic appointments
- Arizona State University
- Faculty Adjunct Professor
- Phoenix, Arizona
- August 2014
- December 2014

Professional post-baccalaureate and post-master’s social work experience
- Banner Health
- Social Worker II
- Mesa, Arizona
- May 2010
- Present

I have supervised several interns from Arizona State University Social Work program for the past 10 years. I am a trainer at Banner Baywood Medical Center for new social workers.

**Cynthia D. Peters**

**Degree information**
Master of Social Work
Arizona State University School of Social Work
1981

Bachelor of Social Work
Johnson C. Smith University
Charlotte, North Carolina
May 1979

**Academic appointments**

<table>
<thead>
<tr>
<th>Phoenix College</th>
<th>Arizona State University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Faculty</td>
<td>Faculty Associate</td>
</tr>
<tr>
<td>Phoenix, Arizona</td>
<td>Phoenix, Arizona</td>
</tr>
<tr>
<td>August 2011 to present</td>
<td>January 2013 to present</td>
</tr>
</tbody>
</table>

**Professional post–baccalaureate and post–master’s social work experience**

<table>
<thead>
<tr>
<th>Phoenix College</th>
<th>Adjunct Faculty - Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2011 to present</td>
<td>January 2013 to present</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Arizona State University</th>
<th>Faculty Associate – Social Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 2013 to present</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>City of Phoenix Parks and Recreation Department</th>
<th>Parks and Preserve Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoenix, Arizona</td>
<td>May 2002 to October 2012</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>City of Phoenix Human Services Department</th>
<th>Deputy Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phoenix, Arizona</td>
<td>January 1999 to May 2002</td>
</tr>
<tr>
<td>City of Phoenix Parks, Recreation and Library Department Phoenix, Arizona</td>
<td>Recreation Supervisor October 1988 to December 1998 Recreation Coordinator August 1983 to October 1988</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Phoenix Opportunities Industrialization Center (OIC) Phoenix, Arizona</td>
<td>Youth Counselor January 1982 to August 1983</td>
</tr>
<tr>
<td>Chicanos Por La Causa Phoenix, Arizona</td>
<td>Youth Counselor May 1981 to November 1981</td>
</tr>
</tbody>
</table>

### Current Professional, Academic, Community-related, memberships.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Community Related</td>
<td>Arizona Call a Teen Youth Resources Board of Directors Phoenix Children’s Chorus Board of Directors</td>
</tr>
<tr>
<td>Academic</td>
<td>Adjunct Faculty Association member</td>
</tr>
</tbody>
</table>

### Community service responsibilities and activities for the last 3 years.

<table>
<thead>
<tr>
<th>Arizona State University</th>
<th>Field Instructor Field Liaison</th>
</tr>
</thead>
<tbody>
<tr>
<td>City of Phoenix COMFORT Program</td>
<td>Volunteer</td>
</tr>
<tr>
<td>Arizona Call a Teen Youth Resources</td>
<td>Board Member</td>
</tr>
<tr>
<td>Phoenix Children’s Chorus</td>
<td>Treasurer/Chair</td>
</tr>
<tr>
<td>Tanner Chapel AME</td>
<td>Church School Teacher Women’s Day Chairperson</td>
</tr>
<tr>
<td>Phoenix Mountain Preserves Committee</td>
<td>Member</td>
</tr>
<tr>
<td>Arizona Association of Food Banks</td>
<td>Board Member</td>
</tr>
</tbody>
</table>

### List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.

| City Manager’s Excellence Award | Comfort Program 2012, Volunteer Program 2011 |
| Arizona State Parks | Growing Smarter Grant 2011, 2012 |
| National Parks and Recreation Association | Service Award – Program Committee 2011 |

### List your professional presentations presented during the last 5 years.

| National Recreation and Parks Association | Presented during the educational sessions on community involvement at the National Conference in 2011 |
| National Recreation and Parks Association Revenue School | Presented workshops on Social Media and Budgeting 101 in 2013 and 2014 |
| Arizona Parks and Recreation Association | Presented a workshop on the Parks and Preserve Initiative Program in 2011 and 2012 |
| Arizona State Landscape Architects Association | Presented on the Parks and Preserve Program at an annual workshop in 2011 and 2012 |
| City of Phoenix on the Phoenix Parks and Preserve Program | Parks and Recreation Board, City Council Subcommittees, and Department Meetings |
List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

I have not published in the last 5 years.

Include any other relevant information below

While working with the City of Phoenix I consistently worked with Arizona State University serving as a Field Instructor for 25 years, serving on the Field Advisory Board for several years and as a Field Liaison. I also served as a member of various local boards including the Arizona Community Action Association, Maricopa County Community Advisory Board, Arizona Head Start Association, and the Valley Christian Center Board of Directors. I served on a couple of National Boards within the National Parks and Recreation Association to include the Revenue School, Ethnic Minority Society and the National Forum. I retired from the City of Phoenix, 2 years ago and began working as an adjunct faculty with Phoenix College and Arizona State University.

Steven Peterson
CPhT, LPhT, BS, M.Ed., MAIS

EDUCATION
Arizona State University, Tempe, AZ
• MA in Interdisciplinary Studies (Integrative Health), 2012
• Graduate Certificate (Assessment of Integrative Health Modalities), 2010
• M.Ed. (Mathematics Curriculum and Instruction), 2001

University of the State of New York Regents College, Albany, NY
• BS (Psychology), 2000

TEACHING EXPERIENCE AND PUBLICATIONS
Arizona State University, Tempe, AZ
• Author, *Whole Person Health Across The Lifespan*, Steven Peterson, 2015
• Contributing Author, *Beyond Stress – Strategies for Blissful Living*, Maria Napoli, 2014
• Primary Lecturer, Integrative Health Initiative Coursework, 2013-Present

Fortis College, Phoenix, AZ
• Primary Lecturer, Mathematics, Psychology, Pharmacology, Med Calc, 2008-2013

Accrediting Bureau of Health Education Schools (ABHES), Falls Church, VA
• Co-Author, Standards for Pharmacy Technician instructional programs, 2012-2014

Apollo College, Phoenix, AZ
• Primary Lecturer, Pharmacy Technician Coursework, 2002-2004

RESEARCH EXPERIENCE
Arizona State University, Glendale, AZ
Graduate Student with Dr. Maria Napoli, 2012
An Exploration into Collaborative Therapies: A Blended Empirical Study
• Designed experiment to demonstrate how a tacit outside influence can elicit an explicit human performance outcome.
• Conducted research project to determine if an olfactory stimulus would have an effect on classroom retention and student academic outcomes.
• Positively demonstrated an alternative approach on a conventional event with measurable outcomes.

Independent Research, 2014
• Determine and measure if an olfactory stimulus will have an effect on patient blood pressure in a clinical setting. In preparation.

CONFERENCE PRESENTATIONS

PROFESSIONAL EXPERIENCE
Arizona State University, Tempe, AZ
Honors Faculty, 2013-Present
• Faculty for the Integrative Health Initiative
• Lecturer
• Author

Accrediting Bureau of Health Education Schools (ABHES), Falls Church, VA
Advisory Board Member, 2012-Present
• Pharmacy Technician National Advisory Committee

Fortis College, Phoenix, AZ
Director of Education, 2008-2013
• Chief Academic Officer, Allied Health Medical College, Certificate and Degree Programs
• Managed 30 Staff and Faculty, Supervised 250 Students

Arizona Department of Education, Phoenix, AZ
Research Specialist Career and Technical Education, 2006-2008
•Provide on-site Performance Assessment Reviews for school district; primary responsibility was accountability and Team Lead for audit team
• Administered and supervised the Carl D. Perkins CTE Innovative Programs competitive grant with a collective award value of $600,000
• Provide research and recommend policy and action on various educational processes throughout the state and nation

Apollo College, Phoenix, AZ
Dean of Education and Pharmacy Program Director, 2002-2006
• Directed daily operations; developed, coordinated and provided oversight of academic programs; ensured regional accreditation compliance; analyzed statistical data; implemented and carried out Institutional Effectiveness Plan; provided professional development for faculty; established overall direction, development and growth of all allied health programs for a student body of 600
• Administered $600,000 salary cost and expenditure budget; interviewed, hired, supervised, ensured licensure compliance and evaluation of a staff of 40 direct reports, ensured ongoing OSHA, National Accreditation and Federal Department of Education compliance
• Managed 50 Staff and Faculty, Supervised 600 Students
**Maricopa County Administrative Office**, Phoenix, AZ  
**Management Intern**, 2001-2002  
- Identified, evaluated and recommended resolutions for control weaknesses and process deficiencies in various departments of County government.  
- Designed and implemented customer-based training programs, facilitated policy and procedural modifications aimed at customer empowerment for the Department of Materials Management.  
- Grouped data, conducted statistical analysis of and recommended modification to the Juvenile Probation Department’s Probation Assessment Questionnaire.

**Scottsdale Healthcare**, Scottsdale, AZ  
**Intravenous Pharmacy Technician**, 1997-Present  

**PROFESSIONAL ASSOCIATION**  
- American Psychological Association – Associate Member  
- Kappa Delta Pi - Graduate Educator Honor Society  
- Arizona State University Alumni Association  
- Association for Career and Technical Education  
- National Pharmacy Technician Association

**Connie Phillips, MSW**  
**Education**  
Grand Canyon University, Bachelor of Science in Behavioral Science  
Arizona State University, Masters of Social Work  
**Academic Appointments**  
Associate Faculty, ASU School of Social Work, 2013 to present. Teaching graduate level Assessment and Evaluation Course.  
**Professional Background**  
**Alliance of Arizona Nonprofits**  
**Executive Vice President**  
The Alliance is a statewide, membership organization that supports and promotes nonprofit work, including advocacy, educational programming, leading edge communication and training, and capacity building.  
- Oversee staff and volunteers to promote and administer Arizona Gives Day, a 24-hour period of online giving to nonprofits statewide. Increased total given from $1 million in 2013 to $1.4 million in 2014.  
- Oversaw the Alliance fundraising campaign for Arizona Gives Day, increasing gifts from individuals from $1400 in 2013 to $10,200 in 2014.  
- Provide workshops and coaching, as well as materials, to assist nonprofit organizations in fundraising with individuals.  
- Provide oversight and guidance to 2 statewide contracts, a 20 member VISTA program and a contract to provide capacity building to organizations serving families with young children.  
- Conduct board governance and program evaluation workshops.

**Sojourner Center**  
**Executive Director**  
**1994-2013**
Sojourner Center, with over 100 staff members, grew over a 10 year period to become the largest domestic violence resource center in the United States. Facilities and programs on three campuses included: two emergency shelters, a transitional apartment program, permanent housing, community and legal advocacy programs, licensed and nationally accredited child care center, and a 15,000 square foot donation center and education building.

- Grew emergency shelter and transitional housing from a 1994 level of 28 beds in a small house to a peak size of 280 beds. At time of departure, Sojourner Center was operating at 144 beds and had served 55,000 women and children with contracts with state and city governments.
- Designed, built and opened a 29 unit supported housing apartment program for victims of domestic violence.
- Planned and executed 3 capital campaigns, raising a total of $15 million.
- Worked with the Board of Directors and community volunteers to raise $1.6 million annually for operations through a comprehensive fundraising program that includes major gifts, direct mail, on-line giving, grants, and third party events.
- Founded the Sojourner Truth Society, a multiple-year giving society that has grown to 200 members to date, giving $1000 a year or more and launched the Hope for the Future Legacy Society in order to develop a large endowment.
- Led a committee of volunteers to work with an architect and contractors in the design and construction of 2 projects, building residential and commercial structures, as well as two major remodel projects.
- Engaged in collaborative efforts in the field of domestic violence to focus on solutions to systems issues, making changes within law enforcement, healthcare, child welfare, media, and employment practices through legislative and administrative action.
- Served as spokesperson for the issue of domestic violence, providing print, broadcast, and television media engagement, public speaking, and legislative advocacy locally and at the state level.

Arizona Baptist Children’s Services, 1993 – 1994
Director of Contracts, Licensing, and Quality Management;
A $5 million dollar faith based multi-program mental health-care and child welfare agency accredited by the Joint Commission for the Accreditation of Healthcare Organizations (JCAHO).

Wayland Family Centers, 1985-1993
Assistant Director; also served as Interim Executive Director
A $4.3 million dollar multi-program community mental health center that was accredited by JCAHO. Programs included services to adults with Serious Mental Illness, mental health counseling for families and individuals, children with emotional disabilities, and pregnant adolescents.

Phoenix South Community Mental Health Center, 1985
Clinician III
Clinician responsible for serving 250 adults with serious mental illness in an outpatient setting.

Associations and Community Involvement
Field Instructor for the School of Social Work, Arizona State University, 2004 to present.
Member, planning committee of the Maricopa Association of Governments Continuum of Care for Homeless Services. 2012 to 2013
Founding Member, Maricopa Association of Governments Domestic Violence Coordinating Council, 2006-2013
Victim Services Committee, Governor’s Commission on Violence against Women, 2003 to 2005
City of Phoenix Domestic Violence Task Force – 1998 to 2005
Steering Committee, Employers against Domestic Violence, Maricopa County – 2002 to 2010
Board of Directors, National Association of Social Workers, Arizona Chapter – 2003 to 2012
Member, Legislative Committee, Arizona Coalition against Domestic Violence – 1995 to 2011

Awards and Recognitions
Benevon Fundraising Consultants, Sustainability Award, 2013
Greater Phoenix Chamber of Commerce, Athena Award Recipient, Public Sector, 2009
Virginia G. Piper Charitable Trust, Piper Fellow, 2009
Arizona Business Magazine, Finalist for Woman of the Year, 2008
Sojourner Center, Sojourner Truth Award, 2003
Arizona Chapter of the National Association of Social Workers, Branch 1, Social Worker of the Year, 2002

Valley Leadership, Member of Class XIX, 1999

Additional Training
Benevon model of fundraising, 2001 to 2013. Focus on engaging individual donors in major gifts.
Arizona Endowment Building Initiative, 2010. Focus was on developing and launching an endowment initiative. Sojourner began the Hope for Future Legacy Society, of which I am a founding member.
Corporation for Supportive Housing, Permanent Supportive Housing Institute, 2012. The focus of this training is to prepare to develop permanent housing for vulnerable populations.

1. Joshua Aaron Plosker

2. Degree information
   - BA
     - Macalester College
     - Religious Studies and Classics
     - 06/96
   - MA
     - Arizona State University
     - Religious Studies
     - 05/99
   - JD
     - Arizona State University
     - Law
     - 05/02
   - MSW
     - Arizona State University
     - 05/08
     - Social Work

3. Academic appointments
   - Arizona State University (current)
   - Faculty Adjunct
   - Phoenix, AZ
   - 08/14
4. Professional post-baccalaureate and post-master’s social work experience

- City of Chandler Fire Department Crisis - AR288
- MSW Social Work Intern/Contract Employee
- Chandler, AZ
- 5/06-7/07

- New Arizona Family, Inc.
- MSW Social Work Intern
- Phoenix, AZ
- 8/07-5/08

- Lifewell (New Arizona Family)
- Counselor/Pool Clinician
- Phoenix, AZ
- 5/08-10/08 (first employ)
- 10/10-2/12 (second employ)

- Community Bridges
- Counselor
- Phoenix, AZ
- 10/08
- 10/09

5. List your current professional, academic, community-related, and scientific memberships.
- NASW
- State Bar of Arizona
- LMSW licensure

6. List your community service responsibilities and activities for the last 3 years.
---

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
---

8. List your professional presentations presented during the last 5 years.
--In-class teaching experience

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
--(last academic publication in Jurimetrics in 2001)

10. Include any other relevant information below
--I have nearly seven years of teaching experience in multiple disciplines, including teaching to professionals. Areas include philosophy, religious studies, ethics, bioethics, and social work; in addition to teaching at ASU, I work as an instructional designer.  
--My counseling experience consists of individual and group therapy in the mental health and drug and alcohol arenas. In addition to counseling roles, I also performed case management and advocacy functions.

1. Melanie Reyes

2. Degree information

- **Master of Social Work, Concentration in Planning, Administration, and Community Practice**
  - Arizona State University 5/2001
- **Bachelor of Arts**
  - University of Arizona
  - Spanish and Russian May 1993

3. Academic appointments

- **Arizona State University**
  - Faculty Associate for SWU291
  - Phoenix, Arizona
  - 8/2014
  - Present
- **Arizona State University**
  - Faculty Associate for SWU291
  - Phoenix, Arizona
  - 1/2014
  - 5/2014
- **Arizona State University**
  - Faculty Associate for SWU291
  - Phoenix, Arizona
  - 8/2013
  - 12/2013
- **Arizona State University**
  - Faculty Associate for SWU291
  - Phoenix, Arizona
  - 1/2013
  - 5/2013
- **Arizona State University**
  - Faculty Associate for SWU291
  - Phoenix, Arizona
  - 8/2012
  - 12/2012
- **Arizona State University**
  - Faculty Associate for SWU291
  - Phoenix, Arizona
4. Professional post-baccalaureate and post-master’s social work experience
• Arizona State University School of Social Work
  • Project Coordinator II, Undergraduate Child Welfare Core Program for CPS Case Aides
  • Phoenix, Arizona
  • 9/2013
  • Present

• Arizona Adoption and Foster Care, a program of Child Crisis Center
  • Adoption and Foster Care Program Director
  • Mesa, Arizona
  • 5/2006
  • 9/2013

• Arizona State University School of Social Work
  • Project Coordinator II, Coordinator of Student Recruitment
  • Tempe, Arizona
  • 1/2002
  • 8/2005

• Rio Salado Community College
  • Adult Educator
  • Tempe, Arizona
  • 8/1998
  • 2/2007

• Southwest Human Development
  • Reach Out and Read Program Manager
  • Phoenix, Arizona
  • 12/1997
  • 1/2002

• Community Asset Resource Enterprise Partnership
  • Community Asset Mobilizer
  • Mesa, Arizona
  • 10/1999
  • 12/2000

• Literacy Volunteers of Maricopa County, Inc.
  • Family Literacy Adult Educator, Family Literacy Coordinator
  • Phoenix, Arizona
  • 8/1997
  • 12/1997

• Himeji City Board of Education
  • English Teacher appointed by the Phoenix Sister Cities Commission
  • Himeji, Japan
  • 9/1996
  • 8/1997

5. List your current professional, academic, community-related, and scientific memberships.
   • Council on Social Work Education Individual Member

6. List your community service responsibilities and activities for the last 3 years.
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   • None
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
   • None

1. Kristin Kaylor Richardson
2. Degree information
   • Masters of Social Work (MSW)
   • University of Michigan
   • Research/Evaluation (Human Services)
   • June 1998
   • Ph.D. in Interdisciplinary Evaluation (ABD)
   • Western Michigan University
   • Research/Evaluation (Human Services)
   • Degree anticipated June, 2015
3. Academic appointments
   Wayne State University
   • Research Technician/Faculty Associate (Adjunct)
   • Detroit, Michigan
   • Start date 8/98
   • End date 1/07
   Arizona State University
   • Faculty Associate (Adjunct), School of Social Work
   • Phoenix, Arizona
   • Start date 8/13—present
   Grand Canyon University
   • Faculty Associate (Adjunct), Department of Arts and Sciences, Sociology
   • Phoenix, Arizona
   • Start date 11/13—present
4. Professional post–baccalaureate and post–master’s social work experience
   • The Children’s Center
   • Director, Center for Evaluation and Organizational Learning (CEOL)
   • Detroit, Michigan
   • Start date 10/03
   • End date 07/06
   First Things First
• Research Analyst (Research/Evaluation Study Program Officer)
• Phoenix, Arizona
• Start date 7/11
• End date 5/13

5. **List your current professional, academic, community-related, and scientific memberships**
   - Member, American Evaluation Association (AEA)

6. **List your community service responsibilities and activities for the last 3 years.**
   - *Grant Proposal Reviewer* Corporation for National and Community Service, AmeriCorps, 2014

7. **List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.**
   - None

8. **List your professional presentations presented during the last 5 years.**
   - *Incorporating “Signature of Power” Principles in an Evaluative Context* Paper, Policy Sciences Institute, Yale University, October 2010
   - *Evaluative Inquiry as Shared Discourse* Presentation, Michigan Association for Evaluation Annual Conference, 2005

9. **List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.**
10. Include any other relevant information below

Grant Proposals

Maricopa County Regional Partnership Grant
Children’s Bureau/ACYF Proposal, Grant Writer/Collaborator, May/June 2014

Regional Evaluation Study: Family Support Strategies
Request for Proposal, primary author, 2011

Regional Evaluation Study: Early Childhood Workforce Development Strategies
Request for Proposal, primary author, 2011

Quality First Study Series
Request for Proposal: primary author, 2013

Research and Evaluation Projects

Evaluation of Early Child Care/Education Workforce Professional Development Strategies, Central Pima, Arizona
Project Officer, 2012-2013

Evaluation of Family Support Strategies, Multi-Regional Arizona Evaluation Study
Project Officer, 2012-2013

Quality First (Multi-component Quality Improvement and Rating System for Child Care/Education Providers)
Lead on developing a Request for Proposal for a three-phase, multi-year set of evaluation studies, 2013

Study Tour Program Team Member, Heifer International Education Program Evaluation
Western Michigan University, Contributing Author, Final Report, 2010

Goal-Free Evaluation Team; Making it Work---Employment and Housing Supports Program
Western Michigan University, Primary Author, Final Report, 2009

Evaluation Project Coordinator, U.S. Brazil-Higher Education Consortia Program, Wayne State University

1. Bennie C. Robinson
2. Degree information
   • Degree
     MSW, Indiana University, 1969
     PhD, University of Denver, 1989
   • Institution granting degree
     University of Denver
   • Major
     Social Work
   • Date awarded (March/1989)
3. Academic appointments
   • Employing academic institution
     University of Kentucky, Lexington, Kentucky, 1/86-5/90
     Title: Assistant Professor
     Kentucky State University, Frankfort, Kentucky, 7/90-6/03
     Title: Professor and Chairperson, Division of Social Work and Criminal Justice
     Arizona State University, Phoenix Arizona, 6/3/2003-Present
     Title: Faculty Associate
4. Professional post–baccalaureate and post–master’s social work experience
5. List your current professional, academic, community-related, and scientific memberships.
   Community Affiliate: Southwest Interdisciplinary Research Center, Arizona State University
   Committee Member: Faith Opportunity Zone (FOZ)
   Honors Disciplinary Faculty: Barrett, the Honors College, Arizona State University
6. List your community service responsibilities and activities for the last 3 years.
   Director of Community Programs, FIBCO Family Services, 8/07-9/12
   CoCommittee Member: Maricopa Workforce Connection
7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   Grant received for AZCAR: dataZoa Community Indicators Grant, $120,000 (7 years)
8. List your professional presentations presented during the last 5 years.
9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
10. Include any other relevant information below
    Current Research in Preparation: Social Work and Inmate Re-entry from Correctional Settings
Lorraine Moya Salas

Education

Doctorate of Philosophy in Social Work (August 2007)
Arizona State University, Phoenix, AZ
Dissertation Topic: “Mexican Immigrant Mothers and the Promotion of Cultural Values in the Second Generation”

Master of Social Work (May 1991)
Arizona State University, Tempe, AZ
National Institute of Mental Health grant recipient

Bachelor of Social Work (December 1987)
Arizona State University, Tempe, AZ
Magna Cum Laude

Academic Appointments

Arizona State University, School of Social Work
Faculty Associate/Lecturer
Tempe, Arizona
(August 2004—present)

Arizona State University, Southwest Interdisciplinary Research Center
Project Director, Behavioral Health Disparities Project
Tempe, Arizona
(April 2011—April 2012)

Arizona State University, Southwest Interdisciplinary Research Center
Research Assistant
Tempe, Arizona
(August 2003—May 2008)

Professional Experience

Unlimited Potential
Executive Director
Phoenix, Arizona
(May 2009—present)

Scottsdale Prevention Institute
Director of Community Programs
Scottsdale, Arizona
Scottsdale Prevention Institute
Program Coordinator, El Centro De La Familia
Scottsdale, Arizona
(1999—2001)

Southwest Behavioral Health Services
Director of School and Community Programs
Phoenix, Arizona
(1996-1999)

Southwest Behavioral Health Services
Program Coordinator, Community Programs
Phoenix, Arizona

Southwest Behavioral Health Services
Prevention Specialist
Phoenix, Arizona

Camelback Community Counseling
Behavioral Health Counselor
Mesa, Arizona
(1989—1990)

Tri-City Community Health Center
Case Manager
Mesa, Arizona,

Community Memberships and Service

Health Disparities Coalition Member (December 2014—present)
Attend monthly meetings, work with community partners to develop strategies to address community health disparities.

Cultivate South Phoenix Member (2011—present)
Steering Committee Member and Chair of Evaluation Committee, a collective impact initiative that promotes wellness in South Phoenix.

First Things First (2013-June 2014)
South Phoenix Regional Council Member, engage in strategic planning, community assessments and allocation of funding.

Professional Presentations


Professional Publications


1. **Lisa D. Schenk**
2. 
   Degree information
   - BS
   - Grand Canyon University
   - Organizational Social Work
   - 5/2002
   
   Degree information
   - MSW
   - Arizona State University
• Social Work
• 5/2007

3. Academic appointments
• Arizona State University
• Faculty Associate
• Phoenix, AZ
• 1/2011
• Present

4. Professional post–baccalaureate and post–master’s social work experience
• Optum Medical Network
• Care Coordinator
• Phoenix, AZ
• 9/2012
• Present

• Banner Thunderbird Medical Center
• Emergency Department Social Worker
• Glendale, AZ
• 6/2008
• Present

• Arizona State University
• Faculty Associate
• Phoenix, AZ
• 1/2011
• Present

• MISS Foundation
• Grief Counselor
• Phoenix, AZ
• 4/2012
• 1/2014

• Hospice of the Valley
• Medical Social Worker
• Phoenix, AZ
• 5/2007
• 6/2008

5. NASW
6. Junior High Youth Coach
7. None
8. None
9. None

Amy Schimmel LMSW
Degrees
MSW
Arizona State University
Advanced Direct Practice with Children, Youth and Families
May 2012
BA
Northern Arizona University
Psychology
December 2007
Professional Post
The Resolution Group Inc.
Trauma Therapist
Phoenix, AZ
July 2013 to present
Arizona State University-Office of Sex Trafficking Intervention Research
Teaching Assistant
Phoenix, AZ
August 2014-December 2014
Arizona’s Children Association
Clinician II
Apache Junction, AZ
May 2012-December 2013
Arizona’s Children Association
Senior Family Support Specialist
Apache Junction, AZ
April 2010- May 2012
A New Leaf, Residential Treatment Center for Adolescents with Sexually Maladaptive Behaviors
Behavioral Health Para Professional
Mesa, AZ
August 2008-April 2010
Memberships
Arizona Chapter of Play Therapy Association
Community Service
Volunteer with ASU-STIR for research and community intervention

1. Christopher Paul Sharp

2. DEGREE INFORMATION

Master of Public Administration; GPA 3.86
Arizona State University, Downtown Campus; Phoenix, AZ

Master of Social Work; Policy, Administration, and Community Practice; GPA 3.73
Arizona State University, Downtown Campus; Phoenix, AZ

Bachelor of Science, American Indian Studies, Cum Laude GPA 3.5
Arizona State University; Tempe, Arizona
3. **ACADEMIC APPOINTMENTS**

**ARIZONA STATE UNIVERSITY, Phoenix, AZ**  
**Faculty Associate**  
Instructor for SWU 498/SWG 591: Working with American Indians course.  
**December 2014-May 2015**

4. **PROFESSIONAL EXPERIENCE**

**ARIZONA STATE UNIVERSITY, Phoenix, AZ**  
**July 2012-Present**

**Project Coordinator, School of Social Work, Office of American Indian Projects**  
Job duties include coordination of projects for the OAIP that provide evaluation, program assessment, policy analysis, and technical assistance for tribal and community-based programs contracted with the office. Evaluation and assessment services include coordinating team activities, engagement of stakeholders, developing methodologies, data collection and analysis, and providing technical reports including recommendations for program improvement. Technical assistance is provided to tribal and community-based home visiting programs throughout the United States through a national technical assistance center. TA includes targeted, intensive TA provided on one-on-one interaction, webinars delivered nationwide to grantees, presentations at conferences and meetings, and development of TA products and publications. The Project Coordinator also serves as a mentor to social work students that are American Indian or interested in working with such communities and serves as an advisor to the American Indian Social Work Student Association. Duties also include ongoing recruitment of students to the School of Social Work.

**ARIZONA STATE UNIVERSITY, Tempe, AZ**  
**August 2011-May 2012**

**Graduate Research Assistant, American Indian Studies**  
Working directly under the Arizona Board of Regents appointed Ombudsman, the position included responsibility for the planning and implementation of university activities pertaining to the Havasupai Settlement Agreement. Areas of community development included: education, health and nutrition, economic development, engineering and architectural design, and legal issues. The position required communication and coordination among multiple projects and between and amongst university programs and departments; Tribal council, boards, and programs; and pertinent federal agencies including Indian Health Service and Bureau of Indian Education. Working knowledge of tribal and federal governing structures as well as the university system and application of communication and professional skills are integral to management of the projects. Other duties included conference planning and coordination, as well as the development of public relations and communications for the American Indian Studies program to increase community awareness with the goal of increasing student enrollment and community support.

**SALT RIVER ELEMENTARY SCHOOL, Scottsdale, AZ**  
**March 2005-August 2009**

**Instructional Assistant and Substitute Teacher**  
Delivered education to American Indian student population at 3rd grade between two classes, 1st grade between four classes, implemented an after school program for kindergarteners, and served as an on-call and long-term substitute teacher in all grades. Daily duties included assisting the lead teacher in the delivery of lesson plans, individual tutoring, co-teaching reading classes, behavioral management, data collection for assessments, and other various duties. As a long term substitute teacher, duties included developing and delivering lesson plans while maintaining academic environment and learning competencies. Developed lesson plans for after school program and delivered extended enrichment
activities. Other activities included participation in curriculum mapping, developing school safety plan as a member of the school safety committee, and participation on the Advisory Committee for the Jr. ACE college-readiness program. Earned Employee of the Year honors from the SRPMIC Education Department in 2006.

AMERICAN INDIAN PREVENTION COALITION, Phoenix, AZ

January 2005-September 2005

Behavioral Health Support Specialist
Provide supervision and mentorship to teenage clients in Level II Residential Treatment Center for American Indian/Alaska Native populations. Duties include behavior monitoring, development of life skills, administering and accounting for medication, maintaining petty cash, transporting clients to/from school and treatment, conduct morning meetings, and other related duties.

INTER TRIBAL COUNCIL OF ARIZONA, Phoenix, AZ

January 2005-September 2005

Project Specialist
Specific duties included the planning and development, coordination, and implementation of the National Indian Education Association Convention in Phoenix, AZ. Served as the main point of contact for host organization ITCA in working with NIEA and the local planning committee composed of various educators and administrators in the field of education. Facilitated the Education Working Group consisting of the tribal education departments and other relevant stakeholders to create a unified purpose, monitor education policy, and advocate for improved Indian Education. Also successfully planned and implemented large aging conference and conducted policy analysis in relation to policies that affect American Indian Tribes.

INTERNSHIPS

OFFICE OF CONGRESSMAN RAUL GRIJALVA, Washington, D.C.

May-August 2012

Udall Native American Congressional Intern
Served as one of twelve Native Americans selected nationally for prestigious internship program. Duties included basic office tasks, constituent relations, health disparity research, policy research, attending briefings and hearings, submitting reports to appropriate legislative aides.

INTER TRIBAL COUNCIL OF ARIZONA, Phoenix, AZ

May-August 2012

MSW PAC Intern
Second-year MSW internship consisting of research, program development, resource development and grant-seeking, and policy development and analysis.

SALT RIVER SOCIAL SERVICES DIVISION, Scottsdale, AZ

August 2010-May 2011

Social Services Intern
Foundation year internship position in which the duties were equivalent to the Social Worker I position at the Salt River Pima-Maricopa Indian Community. Tasks and duties included case management, attending and testifying in court, home visits, client-family team meetings, development of case treatment plans.

STUDENT CONSERVATION ASSOCIATION, Ronan, MT

May-November 2004

Fire-Mon Intern
Placed at the Confederated Salish and Kootenai Tribes, Division of Forestry to monitor and develop inventories of forest fuels on tribal stands of forest. Duties included data collection on multiple plots.
within a stand, entry into a database, simulation of forest fires, and pre-post collection of plot data for prescribed burns.

5. PROFESSIONAL MEMBERSHIPS
- Council on Social Work Education, Member
- American Indian Studies Association, Member

6. COMMUNITY SERVICE
2013-Present Native Health Home Visiting Program Advisory Board, Member
2012-Present American Indian Social Work Student Association, ASU, Advisor
2013 Graduate Pathways Program, Arizona State University, Graduate Mentor
2012 National Indian Child Welfare Association, Local Planning Committee Member
2011-2012 American Indian Graduate Student Association, ASU, Public Relations Representative
2010-2011 Social Work Student Organization, ASU, MSW-PAC Representative

7. AWARDS
- Udall Native American Congressional Internship, 2011
- American Indian Child Welfare Leadership Fellow, 2010-2011

8. PROFESSIONAL PRESENTATIONS
Nov. 2014 Introduction to Programmatic Assistance for Tribal Home Visiting (PATH) – Co-presenter of webinar for new technical assistance center for Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) program.
Sep. 2014 Gaining Buy-in and Working with Tribal Leadership, Programs, and Key Stakeholders – Lead facilitator and presenter of webinar for Tribal MIECHV grantees on the topic of informing and engaging tribal and community leadership about home visiting programs, the importance for program support, and for the long-term program sustainability.
January 2014 Community and Stakeholder Engagement to Support Program Success. Coordinator and session moderator at Annual Grantee Meeting for Tribal MIECHV program.
Dec. 2013 Working with American Indian Communities – Co-presenter on “Native Talk Arizona” radio show.
April 2013 Quality Supervision: A critical driver in quality implementation, employee retention, and work satisfaction – Co-presenter of webinar presentation to a national audience consisting of Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) programs.
April 2013 GRIC Career Pathways Evaluation – Trainer to newly hired staff at the GRIC Employment and Training department for the Career Pathways project.
March 2013 AIS Graduate Student Workshop: Navigating Graduate School – Presentation to first cohort of American Indian Studies master’s program at ASU.
February 2013 *Integration of Housing and Behavioral Health Innovation.* Panel moderator at American Indian Studies Association conference.


August 2012 *AIS Graduate Student Orientation* – Invited speaker to inaugural cohort of American Indian Studies master’s program at ASU.

August 2012 *The Impact of Meth on Indian Communities* – Presentation at the Salt River Pima-Maricopa Community Men’s and Women’s Gathering conference on the growth in the need and provision of social and human services and the influx of methamphetamine into Indian communities.

June 2012 *Tribal Law, Social Policy, and Relations* – Presentation to SWG 531 class on intersection of American Indian law, social policy, and intergovernmental relations with the federal and state governments.


July 2011 *American Indian Health Disparities in Arizona Congressional District 7* – Presentation to the Udall Foundation and congressional staff.

9. PROFESSIONAL PUBLICATIONS


10. OTHER RELEVANT INFORMATION

CERTIFICATIONS
• CITI Social & Behavioral Responsible Conduct of Research Certification (no expiration)
• CITI Social & Behavioral Research Investigators and Key Personnel Certification (expires 7/31/2016)
• ASU ORIA Institutional Review Board Training

RESEARCH AND OTHER SUPPORT

Ongoing
NCWWI University Partners Traineeship González-Santin (PI) 9/30/2014-9/29/2019
Project in partnership with Gila River Indian Community, Fort McDowell Yavapai Nation, Salt River Pima-Maricopa Indian Community, and Navajo Nation to provide MSW internship placements with tribal child welfare agencies, enhance existing child welfare curriculum, and employ graduates in child welfare agencies that serve American Indian/Alaska Native populations.

Weaving Native Perspectives González-Santin (PI) 9/30/2014-9/29/2017
Project in partnership with Native Health, Fort McDowell Yavapai Nation, and Gila River Health Care to place MSW Advance Direct Practice students in settings with integrated behavioral health and primary care for AI/AN children, adolescents, and transitional age youth. Additional activities include the provision of interprofessional training, development of training curriculum, and post-graduation tracking.

GRIC Career Pathways Evaluation (Type A) González-Santin (PI) 7/1/2012-6/31/2015
Third-party evaluation for the Gila River Indian Community, Employment and Training Department’s Career Pathways project funded by the US Department of Labor, Workforce Innovation Fund. The evaluation includes a two-tier focus on participant outcomes and systems-change outcomes. Responsibilities include overall project coordination, reporting, development of methodologies, data collection and analysis, and assisting with publication of findings.

Completed
GRIC Tribal Social Services Assessment González-Santin (PI) 7/1/2012-7/15/2013
Programmatic assessment of social services department with a goal of providing analysis of organizational climate, improvement or department operations, determining community perceptions, and improvement of cross-departmental collaboration. Responsibilities included coordination of the assessment team activities, development of methods, data collection and analysis, and finalizing technical report.

Kyrsten Sinema

EDUCATION
Arizona State University School of Justice and Social Inquiry, Tempe, AZ
Ph.D., May 2012
Honors: full-tuition scholarship, 2009-2012
Dissertation: Who Must Die: The State of Exception in Rwanda’s Genocide

Arizona State University College of Law, Tempe, AZ
Juris Doctorate, December 2004, cum laude
Honors: Graduate Academic Scholarship, 2002-2003
ASU Law School Scholarship, 2003-2004
Maricopa County Bar Association Student of the Year, 2004
Judge Tang Writing Competition, First Place, 2004
Herman E. DeMund Graduate Memorial Fellowship, 2004-2005
**Pedrick Scholar**

**Arizona State University**, Tempe, AZ  
Master of Social Work, April 1999  
Direct Practice Focus, 4.0 GPA  
C.I.S.W. - Certified Independent Social Worker, October 2001  
Arizona Board of Behavioral Health Examiners, Phoenix, AZ

**Brigham Young University**, Provo, UT  
Bachelor of Social Work, May 1995  
Graduated with Honors  
Ezra Taft Benson Scholar

**ACADEMIC APPOINTMENTS**

*Adjunct Faculty* – Arizona State University, School of Social Work  
Tempe, AZ  
Jan. 2003 – Present

Develop curriculum concerning diversity and oppression in the social work context, grantwriting and fundraising for nonprofit organizations, community organizing strategies, and legislative policy. Teach social work undergraduate and graduate students, grade and monitor progress, and provide feedback concerning social work practice and writing skills.

**ELECTED OFFICE**

*Congresswoman* – United States House of Representatives, Arizona’s 9th District  
January 2013 – Present


*State Senator* – Arizona Senate, District 15  
January 2011 – January 2012

Served as the Ranking Democrat on the Senate Judiciary Committee. Served as the Ranking Democrat on the Senate Government Reform Committee. Served as the Ranking Democrat on the Senate Rules Committee. Served on the Senate Appropriations Committee.

*State Representative* – Arizona House of Representatives, District 15  
January 2005 – January 2011

Served as the Assistant Leader to the Democratic Caucus. Served as the Ranking Democrat on the House Judiciary Committee and the House Appropriations Committee. Served on the House Military Affairs and Public Safety Committee. Served on Subcommittee on Department of Corrections and Rehabilitation. Served on the Governor’s Commission to Prevent Violence Against Women.

**LEGAL EXPERIENCE**

*Associate Attorney* – Martin Lieberman, P.C., Phoenix, AZ  
May 2005 – May 2007

Served as law associate in criminal defense practice. Assisted partner in preparing for and defending clients in federal criminal trials, researched and drafted appellate briefs, researched and drafted petitions for post-conviction relief, and assisted in representation of clients in civil and criminal forfeiture practice.

**PROFESSIONAL EXPERIENCE**

*Program Consultant* – Leading for Change, Arizona  
March 2005 – Present

Participate in the development and execution of training institute dedicated to developing the next
generation of political leaders. Develop curriculum for emerging political leaders in the Arizona community. Train program fellows in the areas of electoral politics, lobbying and advocacy, and non-profit leadership. Provide coaching and mentorship to fellows preparing to enter the political sphere.

**Program Faculty** – Democracia USA


Participated in the development of state chapter for this national political training institute dedicated to developing the next generation of political leaders. Developed curriculum for emerging Latino political leaders in the Arizona community. Trained program fellows in the areas of electoral politics, lobbying and advocacy, and non-profit leadership. Provided coaching and mentorship to young Latinos interested in social justice, activism, and reform.

**Consultant** – Sinema Consulting, LLC


Consulted with state advocacy organizations and state policymakers and elected officials concerning legislation and ballot measures impacting the community. Analyzed existing political structures, assisted in developing messaging and strategy, and worked with organizations to develop and implement effective campaign plans. Led statewide efforts to pass or defeat ballot initiatives. Past projects included Chair of Protect Arizona’s Freedom, the campaign to defeat Ward Connerly’s anti-education initiative, and consultant to Healthy Arizona, a ballot campaign to expand health care coverage to all children in Arizona.

**Chair** – Arizona Together to Defeat Proposition 107

Nov. 2004 – Nov. 2006

Created, coordinated, and led political campaign to defeat same-sex marriage ban on Arizona ballot. Successfully led campaign to become the first and only state in the nation to defeat a constitutional ban against same-sex marriage prior to 2012. Led steering committee, finance committee, and hired and managed staff and consultants. Raised $2.1 million, directed mass media messaging, coordinated earned media efforts, and coordinated community outreach and messaging.

**Consultant**

2002 – 2005

Worked with non-profit organizations to train members on citizen lobbying, organized major political rallies and events, coordinated and managed statewide conferences, and provided consulting on infrastructure, fundraising, recruiting and managing volunteers, and developing organizational capacity. Worked with numerous organizations, including the Protecting Arizona’s Family Coalition, Arizona Coalition to End Homelessness, Sierra Club, and Local to Global Justice.

**Director, Family Resource Center** – Shaw Butte Elementary School, Phoenix, AZ

1996 – 2002

Wrote and administered grants for school district and social service programs. Developed budgets, monitored program implementation, developed and administered evaluation tools. Coordinated school, family and community therapeutic and educational programs. Conducted training sessions on special populations, ie. gangs, refugees, homeless, minorities, high-risk students. Supervised social work practitioners from social service agencies and ASU interns. Conducted individual and group therapy for students and families. Facilitated parenting groups.

**Youth and Family Counselor** – Valle del Sol (contract counselor), Phoenix, AZ

1998 – 2002

Provided counseling services to youth and families. Completed intake interviews for Value Options with diagnoses. Coordinated with case workers to provide comprehensive services.

**School Social Worker** – Sunnyslope Elementary School, Phoenix, AZ

1995 – 1996

Coordinated community programs in school setting. Conducted individual and group therapy. Provided crisis intervention. Trained staff in crisis intervention techniques. Developed divorce, loss, and grief therapy program.

**ACADEMIC PUBLICATIONS**
Overton v. Bazzetta: How the Supreme Court Used Turner to Sound the Death Knell for Prisoner Rehabilitation, ASU Law Journal, issue 36:1, Fall 2004

NON-ACADEMIC PUBLICATION
Unite and Conquer: How to Build Coalitions that Win and Last Berrett-Koehler Publishers, 2009
This no-nonsense, practical non-fiction book shows readers how to build successful progressive movements to achieve political change. By challenging typical notions of divide and conquer strategies and replacing them with proven, effective strategies and tactics, this book is a cheerful handbook for would-be political activists.

Kimberly A. Peace Steimer, MSW

Education
Arizona State University, Phoenix, AZ
May, 2011
Master of Social Work, Honors

Arizona State University, Phoenix, AZ
May, 2010
Bachelor of Social Work, Advanced Standing, Summa Cum Laude

Pima Community College, Tucson, AZ
May, 2008
Associate in Liberal Arts

Academic Appointments
August, 2011- present
Faculty Associate
Arizona State University, School of Social Work
Tucson, AZ

August, 2014- present
Faculty Associate
Pima Community College, Department of Social Sciences

2007-2011
Lecturer
Pima Community College, Department of Social Sciences

Professional Experience
2011-present
Faculty Associate
Arizona State University, Tucson, Arizona

2011-2014
Guidance Counselor
St. Gregory College Preparatory School, Tucson, Arizona

2004-2011
Instructor/In Home Support Specialist
Devereux Arizona, Tucson, Arizona
2010-2011  Development Consultant
Emerg! Center Against Domestic Abuse, Tucson, Arizona

2007-2011  Lecturer
Pima Community College, Tucson, Arizona

Honors and Awards

Center for Nonviolence and Peace Studies Excellence in Instruction,
University of Rhode Island, 2011

Phi Alpha Honor Society Chapter Member, Arizona State University,
Phoenix, AZ 2011

Advanced Standing Candidate, Master of Social Work Program,
Arizona State University, Phoenix, AZ 2011

Honors Summa Cum Laude Scholar, Arizona State University,
Phoenix, AZ 2010

Conference Presentations


Guest Lectures


Social Services, Tucson, Arizona.


**Research and Evaluation Experience**

2011  
*Best for Babies: An Analysis of Arizona Outcomes.* Research Assistant.  
Completed interviews and data analysis of program stakeholders,  
Participated in writing final report.

2010  
Evaluation of implemented first time program in Arizona.  
Findings presented to the Maricopa Judicial Court Committee.

**Publications**


**Teaching and Instructional Activities**

**Teaching Interests**

Macro Practice, Cross Cultural Issues, Resiliency and Human Behavior, Social Policy, Advocacy and Organizing, Social Work Practice, Diversity and Oppression, Group and Individual Therapy

**Courses Taught**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>SWU 374</td>
<td>Diversity and Oppression in the Social Work Context</td>
</tr>
<tr>
<td>SWG 533</td>
<td>Diversity and Oppression in the Social Work Context</td>
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<tr>
<td>SWU 340</td>
<td>Macro Human Behavior in the Social Environment</td>
</tr>
<tr>
<td>SWG 585</td>
<td>Macro Social Work Practice</td>
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<td>SWG 598</td>
<td>Micro Social Work Practice</td>
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<td>SSE 110</td>
<td>Introduction to Social Welfare</td>
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<td>SSE 111</td>
<td>Group Work</td>
</tr>
<tr>
<td>SSE 285</td>
<td>Foundations of Social Work</td>
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</tbody>
</table>

**Committee Work**

Pima Community College Social Services Community Advisory Committee (2011-present)

Our Family Services – Mediation Team  
Circle Facilitator (2010-present)

Best for Babies Court Team for Infants and Toddlers – Evaluation Research Team (2010-2012)

Nonviolence Legacy Project – Community Facilitator (2009-present)

Foster Care Quality Team, Devereux Arizona – Support Group Leader (2006-2010)
1. **Tonia C. Stott**

2. **Education**

   Ph.D.  
   Arizona State University, School of Social Work  
   May 2009

   Master of Social Work  
   Child Welfare Specialization  
   Arizona State University  
   Aug. 2000

   Bachelor of Science  
   Sociology Major, Music Minor  
   Utah State University  
   June 1998

3. **Academic Appointments**

   Adjunct Professor  
   School of Social Work  
   Arizona State University  
   Phoenix, AZ  
   2005 – present

4. **Professional Work Experience**

   **Program Manager**  
   July 2012 - Present
   Undergraduate Child Welfare Education Program  
   School of Social Work, Arizona State University

   Supervise staff and students in the Child Welfare Training Units co-located at the Department of Child Safety. Provide consultation in best practices approaches. Staff cases using theory based lenses. Supervise overall unit functioning and collaborate with DCS Management concerning the caseloads and performance of the units. Provide trainings to staff and students and coordinate the students’ training experience. Participate in the hiring process of the unit staff and write performance evaluations. Oversee the recruitment, selection, advisement, placement in field, and employment transitions of BSW Title IV-E students. Serve as field liaison to students in the Child Welfare Education Program. Assist in the development of the budget and monitor the disbursement of equipment and supplies. Conduct research in child welfare topics and review research to stay abreast of current practices, theories, and trends. Serve as a community partner to the Southwest Region of the Department of Child Safety.

   **Post-Doctoral Scholar**  
   July 2009 - June 2012
   Child Welfare Training Program  
   School of Social Work, Arizona State University
Provided training and group supervision to students and field instructors. Coordinated the BSW Child Welfare Scholars Program. Hired and supervised staff. Served as the field liaison to students in the Child Welfare Training Unit and to IV-E students in other CPS placements. Maintained the website and documents associated with the BSW Scholars Program. Created recruitment documents such as the CPS Fit Check-List, Myths of CPS Work, and FAQs published on the Child Welfare Training Program website. Engaged in recruitment activities such as guest lecturing on public child welfare at Community Colleges.

Assistant Coordinator
Child Welfare Training Project
School of Social Work, Arizona State University

May 2004 - June 2009

Assistanted in coordinating the university's MSW Title IV-E Training Program. Field liaison to students in Child Welfare Training Units. Provided consultation to students in the training units working on dependency cases. Led students in child welfare research initiatives. Planned and coordinated brown bag presentations on child welfare issues. Wrote and maintained the curriculum guides for the MSW Public Child Welfare Specialization. Created and maintained the website and Access Database.

Social Worker
Child Welfare Training Project
School of Social Work, Arizona State University

May 2005 - Aug. 2005

Provided on-going case management on out-of-home dependency cases for the Child Welfare Training Unit which is embedded within Child Protective Services. Served as field instructor to students completing their field practicums in the unit. Supervised student activities and provided feedback to students on their performances. Modeled and taught best practices case management skills and concepts.

Child Protective Services
Hotline Specialist
Child Protective Services, Arizona Department of Economic Security


Answered calls to the Child Abuse Hotline. Screened communications of suspected child abuse and neglect to determine if the allegation met report criteria. Referred reports to the field for investigation. Conducted searches within the state's database systems for prior CPS reports, involvement in other systems, current addresses, and familial relationships. Referred callers to other services and systems.

Child Protective Services Specialist II & III
Child Protective Services, Arizona Department of Economic Security


Continuously monitored the well-being of children and families on my case-load and attempted to provide evidence-based interventions on their behalf. Referred parents and children for services and advocated for them with service providers. Used motivational techniques to engage parents in their case plans. Provided crisis intervention. Investigated reports of child abuse and neglect. Removed children when they could not be safely maintained at home. Wrote court reports and testified in initial, dependency, and termination hearings. Wrote case plans and facilitated agency case plan staffing meetings. Visited with families in their homes and...
children and youth in out-of-home placements. Assessed the well-being of children and families. Specialized in working with youth preparing to age out. Worked on internal agency committees addressing workforce issues. Served as field instructor to a BSW student.

Intern
Child Welfare Training Unit, Child Protective Services

   June 2000 - Aug. 2000


Youth Supervisor
Mesa Juvenile Detention Facility, Maricopa County


Supervised youth in detention. Wrote curriculum for and facilitated female substance abuse group. Planned and facilitated discussion groups. Conducted intakes with youth entering the facility, gathering psycho-social histories.

Intern
Valley Vocational Services (alternative school for adjudicated youth)

   Sept. 1998 - May 1999

Provided individual interventions and treatment plans for youth. Wrote curriculum for and facilitated a girls group on empowerment. Taught classes and tutored youth. Conducted psycho-educational groups on substance use and pregnancy and parenting. Monitored gang activity at the school and intervened to prevent gang violence.

Deputy Juvenile Probation Officer
First District Juvenile Court, Cache County


Monitored youth on probation. Visited with them and their parents in their homes. Conducted psycho-educational groups on substance use. Developed and created a monthly report designed to communicate with local law enforcement. Member of gang suppression task force.

5. Professional Memberships

Society for Social Work and Research
Council of social Work Education
National Association of Social Workers

6. Community Service

Permanency Round Table (PRT) Consultant

   Feb. 2013 - Present

Serve as facilitator on PRTs in the Southwest Region of the Department of Child Safety and at the Phoenix Casey Family Programs office. Created and delivered a training for Southwest Region Managers, service providers, and staff.

7. Awards
   N/A

8. Professional Presentations
Paper Presentations


Poster Presentations


Community Presentations

Stott, T. The Well-Being of Arizona’s Young Adults from Foster Care. Presentation presented at the University & DCYF Partnership meeting (July 2009), Children’s Caucus meeting (August, 2009), Independent Living Supervisors and Coordinators meeting (September 2009), and PASSAGES Transition Coalition meeting (September, 2009).

9. Professional Publications

Peer Reviewed Articles


1. Kristi L. Stuckwisch, LCSW LISAC

2. Degree Information
   • Master of Social Work
   • Arizona State University
   • Major: Social Work, Direct Practice Concentration
   • Awarded: August 1997

   Bachelor of Science
   Ball State University
   Major: Psychology
   Awarded: may 1992
3. Academic appointments
   • Arizona State University, College of Public Programs-School of Social Work
     Faculty Associate
     Phoenix, AZ
     Start date: August 2007
     End date: Present
   • Maricopa County Community Colleges, Mesa Community College-Cultural Sciences
     Department, Social Work Program
     Faculty Adjunct
     Mesa, AZ
     Start Date: August 2013
     End Date: Present
   • Central Arizona College
     Instructor
     Florence, AZ (State of AZ Prison Program in Florence facility)
     Start Date: August 2006
     End Date: March 2007

4. Professional post–baccalaureate and post–master’s social work experience
   • Maricopa County Attorney’s Office
     Victim Witness Advocate
     Phoenix, AZ
     Start Date, post MSW: Aug./1997
     End Date: Sept./1998
   • City of Phoenix Police Department
     Police Officer & Field Training Officer
     Phoenix, AZ
     Start Date: October 1998
     End Date: September 2001
   • Mountain Valley Counseling
     Therapist (part time)
     Phoenix, AZ & Mesa, AZ
     Start Date: October 2001
     End Date: March 2002
   • Human Services Consultants
     Therapist (contract)
     Phoenix, AZ
     Start Date: October 2004
     End Date: June 2005
   • Salt River Pima-Maricopa Indian Community
     Education Case Manager/Transition Counselor/Juvenile Corrections Counselor
     Senior Behavioral Health Counselor/ Juvenile Drug Court Program Counselor
     Scottsdale, AZ
     Start Date: April 2002
     End Date: July 2014
   • Independent Contractor
     Trainer/Consultant/Grant Writer/Clinical Supervisor
     Mesa, AZ
     Start Date: June 2009
     End Date: Present
5. Current professional, academic, community-related, and scientific memberships:
   - National Association of Social Work
   - National Association of Social Work- AZ Chapter
   - Arizona Counselor Association
   - Global Values Project Accredited Values Professional
   - Maricopa County Community Colleges Adjunct Faculty Association

6. Community service responsibilities and activities for the last 3 years.

   2014  Substance Abuse and Mental Health Administration (SAMHSA)/Div. of Grant Review
   Peer Reviewer
   - Selected for future SAMHSA grant proposals

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   - Salt River Education Department Employee of the Quarter (2010)

8. Professional presentations presented during the last 5 years:

   2014  NASW Arizona Chapter Annual Conference  Phoenix, AZ
   Co-Presenter for GVP Values Assessment Tool
   - “Because You Matter: Using Values as a Framework for Competent Practice”

   2014  The Global Values Project/ Revivae  Vancouver, BC
   Co-Presenter for GVP Accreditation Trainings
   - Provided consultation and assistance during final stages of training elements
   - Co-facilitator for training conducts and continuing education units for Coaches & Social Workers

   2013  Council of Social Work Education  Dallas, TX
   Co-Presenter at CSWE 2013 APM, Council on Conferences & Faculty Development
   - Roundtable presentation acceptance of “Curriculum Innovation Through Implementation of BSW Capstone Projects: Integration on Multiple Levels”

   2013  Hawaii International Conference on Social Sciences  Honolulu, HI
   Co-Presenter at CSWE 2013 APM, Council on Conferences & Faculty Development
   - Roundtable presentation acceptance of “Curriculum Innovation Through Implementation of BSW Capstone Projects: Integration on Multiple Levels”

   2013  Tohono O’odham Nation  T.O. Nation, AZ
   Trainer
   - T.O. Nation Social Workers, co-facilitator on crisis and case management training

   2012-2014  Boys & Girls Club of Greater Scottsdale  Scottsdale, AZ
   Trainer
   - Salt River Pima-Maricopa Indian Community DON’T (Diverting our Native Teens) program lecturer
2010-2011  San Carlos Apache                                     Globe, AZ

Consultant/Trainer
• San Carlos Apache Community Social Service Workers, co-facilitator on case management training

9. Professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

2010  My Social Work Lab                                    Pearson Education
Published 3 Case Studies on Ethics for Online Use

10. Include any other relevant information below

2011-Present  Gila River Indian Community                    Sacaton, AZ

Sub-Contracted Grant Evaluator for 2 Tribal Grants
• SAMHSA Methamphetamine Suicide Prevention Intervention Federal report writer during years 2-5 of funding cycle
• Tobacco Tax Funding grant funding proposal writer, evaluation funding report writer, protocol development (from inception of grant in 2013)

2013  Gethsemane Lutheran School                           Tempe, AZ
Sub-Contracted Grant Writer
• 2013 SRP Grant for Education—Social Studies written and accepted for funding
Kara Thieleman, LMSW

Education

**Doctor of Philosophy in Social Work** (expected completion May 2016)
Arizona State University, Phoenix, Arizona

**Master of Social Work**
Arizona State University, Phoenix, Arizona
Specialization in Health/Behavioral Health with Adults

**Certificate in Trauma and Bereavement**
Arizona State University, Phoenix, Arizona

**Bachelor of Arts in Sociology and Anthropology**
Lewis & Clark College, Portland, Oregon
Mary Stuart Rogers Scholarship recipient
Dean’s List

**Refereed Articles**

Cacciatore, J., & Thieleman, K. (In press). We rise out of the cradle into the grave: An ethnographic exploration of ritual, mourning, and death on a Hutterite colony. *OMEGA*


**Refereed Conference Presentations**


Teaching

**Faculty Associate**, Arizona State University  
SWU 303: Micro Human Behavior in the Social Environment  
3 credit course required for all BSW students (online)

SWG 591: Research Methods in Social Work  
3 credit graduate foundation year core course (online)

SWU 498/SWG 591: LGBT Issues  
3 credit online elective for undergraduate and graduate students

**Graduate Teaching Assistant**, Arizona State University  
SWG 591: Trauma & Death Counseling  
3 credit graduate elective (required for Certificate in Trauma and Bereavement)

Assisted with student evaluation and provided supportive learning environment. Created and delivered lecture on the similarities and differences between grief and depression related issues in *DSM-5*

SWG 519: Research Methods in Social Work  
3 credit graduate foundation year core course (online)

Assisted with student evaluation and provided feedback to improve student experience of the course

SWU 250: Stress Management Tools  
3 credit elective course  
Assisted with student evaluation and provided supportive learning environment

Practice Experience

**Grief Counselor and Clinical Volunteer**, MISS Foundation  
Phoenix, Arizona  
June 2011-Present

- Provide crisis intervention, grief counseling, and psychoeducation on a part-time basis to individuals, couples, and families who have experienced the death of a child or other traumatic loss

**Medical Social Worker**, Hospice of the Valley  
Ryan House Palliative Care Unit, Phoenix, Arizona  
Nov 2011-Aug 2012

- Developed and maintained therapeutic relationships with patients and their families
- Provided comprehensive psychosocial assessments and supportive counseling
- Developed and maintained comprehensive plan of care and collaborated with multidisciplinary team in providing patient and family care
- Facilitated transition from care environments, ensured patient safety, and provided links to community resources
- Supported the death and dying process and provided effective teaching to patients, families, and caregivers regarding end of life issues and grief
- Provided above services to pediatric patients and their families as needed, in both inpatient and home settings

**Clinical Social Work Intern**, MISS Foundation  
Phoenix, Arizona  
Aug 2010-May 2011
- Provide crisis intervention, grief counseling, and psychoeducation to individuals, couples, and families who have experienced the death of a child or other traumatic loss
- Attended monthly support group meetings and conferences relating to traumatic loss

**Social Work Intern**, Triple R Behavioral Health
Aug 2009-May 2010

24 Hour Residential Support, Phoenix, Arizona
- Conducted assessments and assisted in treatment and discharge planning for clients residing at a 24 hour supported living facility for adults diagnosed with serious mental disorders
- Collaborated with client, case manager, staff, and family members to identify treatment goals and gauge progress toward them
- Worked with clients to develop social, cognitive, community, and independent living skills and to identify and reach recovery goals

**Research Experience**

**Research Assistant**, working with Dr. Joanne Cacciatore
Aug 2012-Present
School of Social Work, Arizona State University, Phoenix, Arizona
- Draft and submit Institutional Review Board Applications, assist with survey creation and data collection, conduct comprehensive literature reviews, and draft and review manuscripts for publication in the area of traumatic death and grief

**Research Assistant**, working with Dr. Jeffrey Lacasse
Jan-June 2011
- Evaluated an educational intervention to improve the guidelines for use of psychotropic medications in child welfare settings, conducted comprehensive literature reviews, assisted with promotion of mental health conference

**Professional Service**

Ad-hoc journal reviews
*Death Studies* 2012, 2014
*Research on Social Work Practice* 2013
*Journal of Loss and Trauma* 2011

**Institutional Service**

**Member**: Online committee, Arizona State University 2014

**Presenter**

2013
- Integrative Health Initiative Socratic Lecture, Arizona State University
  *Mindfulness: an Overview and Introduction*

2013
- Arizona State University Wellness Week
  *Working Mindfully with Depression and Anxiety*

**Student officer and mindfulness group facilitator**
2013-2014
- Mindfulness Community at Arizona State University

**Community Service**

**Day-long conference presentation**
2013
Speaker. A difficult goodbye: A day's instructional discussion about the loss of a child. Kaweah Delta Health Care District, Visalia, CA.

Presentation 2012

Speaker. The grieving child and the family. Early Head Start, Phoenix, Arizona.

Presentation 2012

Speaker. The grieving child: Understanding is the key to hope. Sunshine Residential Homes. Phoenix, Arizona.

Professional Memberships

National Association of Social Workers
Society for Social Work and Research

Charles M. Thomas, LCSW, ACSW

EDUCATION

1980 Master of Social Work
Arizona State University
Tempe, Arizona

1979 Bachelor of Arts
San Diego State University
San Diego, California
*Graduated with Distinction in Social Welfare

1976 Advanced Individual Counseling Skills
U.S. Army Medical Corps
Bremerhaven, West Germany

1975 Group Counseling Skills
U.S. Army Medical Corps
Bremerhaven, West Germany

1974 Social Work/Psychology Procedures
U.S. Army Academy of Health Sciences
San Antonio, Texas

PROFESSIONAL EXPERIENCE

1985 – Present Social Worker
Banner Good Samaritan Transplant Center,
Phoenix, Arizona

1997 – 2012 Dialysis Program Consultant,
Salt River Pima-Maricopa Indian Community
Department of Health Services
Scottsdale, Arizona

2010 - Present Transplant Social Work Consultant
Catapult Consulting
(Via Centers for Medicare and Medicaid Services-CMS)
Arlington, VA

1982 – 1985  Director of Social Work
Arizona Children’s Hospital
Tempe, Arizona

1980 – 1982  Pediatric Social Worker
Arizona Children’s Hospital
Tempe, Arizona

PUBLIC POLICY EXPERIENCE

2006 - 2009  American Society for Transplantation, Public Policy Committee,
Washington D.C.

1996 – 2006  National Association of Social Workers Arizona Chapter, Chair, Social Work
Day at the Legislature, Phoenix, Arizona

1995 – Present  Bannerhealth Arizona, Government Relations Committee, Phoenix, Arizona-
Registered Lobbyist

1995 – Present  National Kidney Foundation of Arizona, Chair, Legislative Committee,
Phoenix, Arizona

1994 – 2005  Arizona Public Policy Forum on Transplantation, Phoenix, Arizona
Coordinator and Organizer

ACADEMIC EXPERIENCE

2013-  Faculty Associate
School of Social Work
Arizona State University
Phoenix, Arizona

1998 – 2005  Faculty Associate
School of Social Work
Arizona State University
Tempe, Arizona

1987 – 1989  Faculty Associate
School of Social Work
Arizona State University
Tempe, Arizona

PROFESSIONAL MEMBERSHIPS

National Association of Social Workers
Council of Nephrology Social Workers
Society for Transplant Social Workers  
North American Liver Transplant Social Worker Association  
American Society for Transplantation

COMMUNITY PARTICIPATION

2010-Present  
Joint Societies Working Group-Living Donor Policies  
United Network for Organ Sharing (UNOS)  
Health Resources Services Administration (HRSA)  
American Society of Transplant Surgeons (ASTS)  
American Society for Transplant (AST)  
North American Transplant Coordinators Organization (NATCO)

1988 – 2011  
National Kidney Foundation of Arizona  
Board of Directors  
Phoenix, Arizona

SEMINARS AND PRESENTATIONS

Ethical Issues in Kidney Transplantation  
Dallas Methodist Hospital  
Dallas, Texas  
November 2012

Ethics and Policy for Social Workers  
2012 Spring Clinical Meetings  
National Kidney Foundation  
Washington, DC  
May 2012

Patient and Living Donor Selection  
Hospital Transplant Center Training  
Centers for Medicare and Medicaid Services  
Baltimore, Maryland  
March 2012

Psychosocial Evaluation for Kidney Transplant  
Southwest Nephrology Conference  
National Kidney Foundation of Arizona  
Phoenix, Arizona  
February 2012

Ethical Dilemmas in Practice: When a Provider Donates a Kidney to a Patient  
2011 Spring Clinical Meetings  
National Kidney Foundation  
Las Vegas, Nevada  
April 2011

Immigrants and Access to Care: Social Workers as Advocates  
2011 Spring Clinical Meetings  
National Kidney Foundation  
Las Vegas, Nevada
April 2011

Arizona Public Policy Update
Southwest Nephrology Conference
National Kidney Foundation of Arizona
Phoenix, Arizona
February 2011

Ethical Issues and Psychosocial Evaluation for Organ Transplant
Demystifying the Transplant Process
Piedmont Hospital
Savannah, Georgia
March 2010

Arizona Public Policy Update
Southwest Nephrology Conference
National Kidney Foundation of Arizona
Phoenix, Arizona
February 2010

Social Work, Ethics and Health Care
National Association of Social Workers Arizona Chapter
Arizona State University College of Public Programs, School of Social Work
Mesa, Arizona
February 2010

PUBLICATIONS

1. **Patricia R. Triana**

2. **Degree information**
   - Degrees: MSW, BA
   - Institution granting degree
   - Major Social Work, Sociology
   - Date awarded (month/year) MSW- 05/09, BA-12/05

3. **Academic appointments**
   - Employing academic institution
   - Title: Adjunct Faculty
   - City and state Tucson, Arizona
   - Start date (month/year) 01/12/15
   - End date (month/year)

4. **Professional post–baccalaureate and post–master’s social work experience**
   - Employer Pascua Yaqui Tribe
   - Position Home and Community Based, Program Manager
   - City and state Tucson, Arizona
   - Start date (month/year) 03/91
   - End date (month/year) currently still employed

5. **List your current professional, academic, community-related, and scientific memberships.**

6. **List your community service responsibilities and activities for the last 3 years.**

7. **List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.**

8. **List your professional presentations presented during the last 5 years. Through our Human Resources Department and as a Tribal Representative at State AHCCCS and a variety of Tribal Conferences.**

9. **List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.**

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**Zhyldyz Urbaeva**

**Education**

*Arizona State University – Ph.D., expected April 2015*

- School of Social Work

*Columbia University – Master of Science, 2004*

- School of Social Work, Concentration: Family and Children

**Academic Appointments**

*Instructor at ASU’s School of Social Work*

- Macro Human Behavior and the Social Environment. BSW course. (Fall 2014).
Macro Human Behavior and the Social Environment. BSW course. (Spring 2014).
Macro Human Behavior and the Social Environment. BSW course. (Fall 2013).

Teaching Assistant ASU’s School of Social Work
Social Work Practice in Health Settings. MSW course. (Fall 2013).
Micro Human Behavior in the Social Environment. MSW course. (Fall 2012).
International Social Work. MSW course. (Fall 2011).

Post MSW Professional Experience
Responsibilities: coordination of international joint initiatives, information management among international organizations

Responsibilities: HIV prevention, capacity development of non-governmental organizations, technical assistance to country offices
Responsibilities: emergency aid to maternal health centers in areas affected by earthquake in 2004

Responsibilities: assisting program officers in preparing program reports and funding proposals

Professional Memberships
Council on Social Work Education
Society for Social Work and Research
Asian and Pacific Islanders Social Work Education Association
Association for the Study of Nationalities

University Service
Student representative. Faculty committee on BSW education. (2014-2015 academic year)

Fellowships and Grants

Conference Presentations
Refereed Presentations

Invited Presentations (non-refereed)
Refereed Journal Articles


Jamie Valderrama

**Education**
- M.A. Interdisciplinary Studies with an emphasis on Integrative Medicine, Arizona State University
- B.S. Biology Secondary Education, Magna Cum Laude, Fayetteville State University, Fayetteville, N.C.

**Work Experience**
- Teacher – Arizona State University School of Social Work
- I have been teaching a stress management class for ASU for undergraduates (SWU 250 & 291) and health care professionals at Scottsdale Healthcare since Fall Semester 2011
- August 2003 – Current
- Biology Teacher – Higley High School in the Higley Unified School District

**Awards & Recognitions**
- Arizona State Teaching License
- North Carolina Teaching License
- Hawaii Substitute License
Heather Voelkel, MSW

2. Degree information
   - Master’s in Social Work
   - Arizona State University
   - Social Work
   - May 2012

3. Academic appointments
   - Arizona State University
   - Field Associate and Lecturer
   - Tucson, AZ
   - Start date- October 2014
   - current

4. Professional post–baccalaureate and post–master’s social work experience
   - Arizona State University
   - Academic Advisor
   - Tucson, AZ
   - Start date- July 2012
   - End date- October 2014

5. List your current professional, academic, community-related, and scientific memberships.
   - n/a

6. List your community service responsibilities and activities for the last 3 years.
   - mentor at-risk youth from Saguaro high-school, participate in Out of Darkness Suicide Prevention outreach, participate in Walk Now for Autism Speaks outreach, coordinate community outreach programming for Vineyard Congregation

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
   - AZ Leadership Education in Neurodevelopmental Disabilities Program Fellow, Bhatti Scholarship, Gabe Zimmerman Memorial Scholarship

8. List your professional presentations presented during the last 5 years.
   - n/a

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
Judy Walruff, PhD, MSW

2. Degree information
   • Degree: PhD
   • Institution granting degree: Arizona State University
   • Major: Social Work
   • Date awarded (month/year) May, 2000

3. Academic appointments
   • Employing academic institution: Arizona State University, College of Public Programs, Social Work
   • Title: Faculty Associate
   • City and state: Tempe, Arizona
   • Start date (month/year) September, 2006
   • End date (month/year)

4. Professional post–baccalaureate and post–master’s social work experience
   • Early Childhood Development and Health Board
     • Senior Policy and Program Specialist
     • Phoenix, Arizona
     • June, 2007
     • July 2013

   • Governor’s Office for Children Youth and Families (April 2006- May 2007),
     • Early Childhood Health Systems Coordinator
     • Phoenix, Arizona
     • April 2006
     • May 2007

   • Children’s Action Alliance
     • Vice President for Policy and Development
     • Phoenix, Arizona
     • May 2003
     • May 2006

   • The Flinn Foundation (1990-2003)
     • Senior Program Officer. Maternal and Adolescent Health Programs
     • Phoenix, Arizona
     • February 1990
     • May 2003

5. National Association of Social Workers,
6. Board of Directors (President), Arizona Family Health Partnership; Mission of Mercy Leadership Council
8. List your professional presentations presented during the last 5 years.
Collective Impact, First Things First Annual Conference, Phoenix Arizona, 2011

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.

10. Include any other relevant information below

I am a policy and program professional social worker with an extensive career in child welfare and health services. In addition to my professional employment, have provided field instruction to students in the MSW program and held numerous appointments as associate faculty (ASU) since 1990.

MSW awarded, May, 1972, University of Kansas, Lawrence Kansas

Jana Wardian

2. Degree information
   - Masters in Social Work (MSW)
   - Arizona State University
   - Social Work
   - 5/2010

3. Academic appointments
   - Arizona State University
   - Faculty Associate
   - Phoenix, AZ
   - 8/2012
   - 12/2014

4. Professional post–baccalaureate and post–master’s social work experience
   - Southwest Interdisciplinary Research Center (SIRC)
   - Graduate Research Associate
   - Phoenix, AZ
   - 8/2010
   - Present

5. List your current professional, academic, community-related, and scientific memberships.
   - American Diabetes Association (ADA)
   - Arizona Geriatric Society (AGS)
   - Council on Social Work Education (CSWE)
   - Gerontological Society of America (GSA)
   - Society for Prevention Research (SPR)
   - Society for Social Work Research (SSWR)

6. List your community service responsibilities and activities for the last 3 years.

   Community Service
   - Path to Wellness registrar where 123 uninsured and underinsured adults participated in a comprehensive medical screening, April 2014 & October 2013
   - Arizona Diabetes Coalition, 2014-present
   - ADA Community Leadership Board, 2013-present
   - ADA Mission Delivery Committee member, 2013-present
   - Chair for the Arizona ADA Speakers Bureau, 2013-present
   - Chair for the Diversity Outreach Committee Team for ADA Step Out Walk, 2013
• Tanner Gardens, affordable senior housing, 2012-present, assisting with health fairs, holiday events, and philanthropic activities for residents
• Pilgrim Rest Baptist Church, 2013-present, collaborate with the health ministry on preparing grant funding applications and health fairs
• Presentation and training for the ADA for African American diabetes education modules for community groups entitled *Live Empowered*, 2013-present

**Academic Service**
• Textbook reviewer for Cengage, 2014-present
• ASU MSW Foundation Year Curriculum Committee, 2013-present
• Facilitator for the Interprofessional Education and Practice (IPEP) Pandemic Flu Exercise, University of Arizona, Downtown Phoenix Campus, October 2013 and October 2012
• ASU BSW Curriculum Committee, 2012-present
• Facilitator for the IPEP Healthcare Summit, University of Arizona, Downtown Phoenix Campus, 2011

7. List special awards, fellowships, grants, or any other recognition you have received during the last 3 years.
• Fellow for the Michigan Center for Urban African American Aging Research (MCUAAAR) Summer Training Workshop, University of Michigan, $1000, June 4-6, 2014
• Diversity Outreach Award from the Arizona American Diabetes Association, 2013
• Nominated for the Graduate Professional Student Association (GPSA) Teaching Excellence Award (TEA), 2013
• Awarded a Graduate Student Block Grant from the ASU PhD Committee, 2012-2013
• School of Social Work Travel Award for Gerontological Society of America (GSA) $350, 2012
• SRPP Travel Award from the GSA $250, 2012

8. List your professional presentations presented during the last 5 years.

**National Refereed Presentations**


**Other Refereed Presentations**

Wardian, J. (2014). Diabetes medication adherence: How hard can it be?. Presentation at Medtronic Headquarters in Tempe, AZ.


Invited Speaker


Invited faculty for the National Kidney Foundation (NKF) Spring Clinicals 2013; awarded $900 for travel expenses

9. List your professional publications for the last 5 years. Include the title of the publication or journal, the month and year it was published and the city and state of the publisher.
Referred Journal Articles


1. **Jeffrey Woolley**

2. Masters in Social Work
   - Boston University
     - Social Work
     - 9/1987

3. Arizona State University
   - Faculty Associate
   - Began: 8/2012
   - Ongoing

4. Fort McDowell Yavapai Nation
   - Co-Occurring Psychotherapist
   - Ft. McDowell, AZ
   - Began: 7/2004
   - Ongoing

622
5. 

7. White Bison “Change Agent of the Year”, 2010

8. 7/23/10, 10th Summer Institute, CABHP, “Mindfulness as a Basis for Psychotherapeutic Rapport”

**Donese Worden, NMD**

**Experience**

<table>
<thead>
<tr>
<th>Current 2015</th>
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<tbody>
<tr>
<td>Naturopathic Medical Doctor – Private Practice</td>
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<tr>
<td>Director of Medical Clinic (Scottsdale and Mesa)</td>
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<td>Board of Directors of Naturopathic Physicians Board of Aesthetic Medicine</td>
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<td>Diplomat of American Academy of Pain Management</td>
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<tr>
<td>Adjunct Faculty at Arizona State University, Human Health Department (2006 – current)</td>
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<td>CME Lecturer for Hospitals, Industry, and Medical Associations</td>
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<td>Legislative Committee for AZNMA</td>
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<td>Host of PBS TV Show “Health Hot Seat” – in production</td>
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<td>Principle researcher for multiple industry companies – design and conduct</td>
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<tr>
<td>Consultant to multiple medical line companies</td>
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<tr>
<td>Formulator of nutritional products for medical lines</td>
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<tr>
<td>Consultant for acquisition and sale of health related companies</td>
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</tbody>
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**Former**

| 2006 Weekly host of the “Dr. Donese Worden Show” |   |
| Host weekly radio show “Health Talk” |   |
| Recipient of Highest Academic Award for Graduating Medical School Class |   |
| Recipient of Student Leadership Award SCNM |   |
| Desert Pain Institute | Mesa, Arizona |

| 2001-2003 |   |
| Naturopathic Medical Doctor |   |
| Provide physician services to patients with specialty in pain management |   |
| Develop an alternative medicine clinic within traditional pain management facility |   |

| 1996 | Gilbert Dental Lab, Inc | Gilbert, Arizona |
| Business Plan Manager and Marketing Advisor |   |
| Produce and implement marketing plan for dental laboratory, write and produce marketing brochures |   |

| 1995 | Dr. Richard Baker, DDS | Mesa, Arizona |
| Business Plan Manager and Marketing Advisor |   |
Produce and implement marketing plan for dental business, write and produce marketing brochures

1991-1993 Nutra Strength Mesa, Arizona
Director of Operations and Marketing
Development and implementation of marketing strategies, write and produce training material and marketing pieces for print and media

1988-1992 AZ House of Representatives Phoenix, Arizona
Campaign Manager for AZ State Representative Stan Barnes
Manage all aspects of campaign including planning, marketing, recruiting of volunteers, speaking engagements, bookings and fundraising events

Music Workshop Producer
Conception and production of music workshops for Suzuki music teachers

1987-1998 Mesa, Arizona
Owner and Operator of Private Music Studio
Teach violin, piano and voice to 90 students/year, operate business and marketing plan

1985-1987 Jalens Menswear Scottsdale, Arizona
Manager and Buyer
Manage store and sales employees, market buyer men’s clothing stores

1984-1985 Coopers & Lybrand Accounting Firm Austin, Texas
Assistant to Partners and Marketing Position
Administrative duties in marketing and insurance computer training for CPA’s and insurance

1984-1985 Austin Community College Austin, Texas
Teaching Position
Teach speech, drama, television broadcasting and diction courses

1982-1984 NBC News Monroe, Louisiana
NBC Weathercaster, Anchor for “Ten on the Town”
Weather anchor for 5, 6 and 10 News, host show for interviews with celebrities and dignitaries

1977–1983 Northeast Louisiana University Monroe, Louisiana
Full-Ride Music Scholarship
Violin Performance for University Orchestra
Perform in concerts in LA, MS, AR, TX

1981–1983 Northeast Louisiana University Monroe, Louisiana
G. A. Teaching Position
Teach speech courses
1981–1982 Rambin Advertising Monroe, Louisiana
Marketing Director
Sales, writing and producing radio and television commercials
ADDY Award for production of TV Commercial 1982

1981-1982 ABC News Monroe, Louisiana
ABC News Editor, Anchor for “Today in Review”, and “News Accent”
Host 2 television talk shows, write and produce daily news casts, news anchor

1980 Olinkraft Inc. West Monroe, Louisiana
Administrative Assistant
Administrative duties

Education

2001 Southwest College of Naturopathic Medicine Tempe, Arizona
Medical Naturopathic Degree – 4 year medical school

1998 Mesa Community College Mesa, Arizona
Pre-Med courses for medical school entry

1983 Northeast Louisiana University Monroe, Louisiana
M.A., Broadcasting, Communications
Presidents List, Full Ride Violin Scholarship, Who’s Who Among American Colleges and Universities, Miss America and Miss Louisiana Scholarships

1981 Northeast Louisiana University Monroe, Louisiana
B.A., Speech/Drama, Psychology
Presidents List, Full Ride Violin Scholarship, Who’s Who Among American Colleges and Universities

1977 University of Hawaii Honolulu, Hawaii

Professional Organizations

Society of Integrative Oncology
Arizona Naturopathic Association
Legislative Committee for AZNMA
American Association of Naturopathic Physicians
Board of Directors Naturopathic Academy of Therapeutic Injections
Diplomat of American Academy of Pain Management
Board of Directors of Naturopathic Physicians Board of Aesthetic Medicine
Adjunct Faculty at Arizona State University, Human Health Department
National Association of Women Business Owners

Teaching/Lecturing

Adjunct Faculty – Arizona State University College of Public Programs
2001- Current
3.3.2: The program discusses how faculty size is commensurate with the number and type of curricular offerings in class and field; class size; number of students; and the faculty’s teaching, scholarly, and service responsibilities. To carry out the ongoing functions of the program, the full-time equivalent faculty-to-student ratio is usually 1:25 for baccalaureate programs and 1:12 for master’s programs.

In the 2014-2015 academic year, there were 663 students enrolled in the BSW program and 711 enrolled in the MSW program. Full and part-time faculty together provided 40.25 FTE for the BSW program, for a faculty-to-student ratio of almost 1:17, which is well within the CSWE-recommended ratio of 1:25 FTE faculty-to-student ratio. For the MSW program, full and part-time faculty members provide 57.25 FTE, for a faculty-to-student ratio of a little over 1:12. This is right at the CSWE ideal of a 1:12 ratio for the MSW program.

In the undergraduate program, with the exception of the Introduction to Social Work, which is a feeder course for the BSW program and has a larger capacity, the average class size in the BSW program is 25 students. Given our faculty-to-student ratio of 1:17, and small class sizes (typically 24 due to room size), we are well-equipped to deliver an excellent BSW program.

In the 2014-2015 academic year, our MSW program had 711 students enrolled. Given our faculty-to-student ratio of 1:12, and our average class size of 24, we have sufficient numbers and breadth of courses to deliver an excellent MSW program. Moreover, some of these courses were taught by faculty in other departments and cross-listed with our courses, so these courses place no demands on our faculty, and several of the students in our MSW
program are part-time or advanced standing students, which allows us to keep our class size down.

However, it is important to note that the faculty-to-student ratio relies heavily on our use of Faculty Associates to cover our course sections. Full-time faculty are expected to maintain robust research agendas, and we have been very successful in that area. With more emphasis on externally funded research comes more release of full-time faculty from teaching through the ability to buy-out of courses. While class size and faculty-to-student ratio is maintained at very reasonable levels, this is done by having more and more courses taught by Faculty Associates. This brings tremendous current practice experience and community linkages into the classroom through our practicing professionals who teach, but does limit the extent of contact that is developed between students and full-time faculty. This is something that is being addressed through hiring, but University resources for hiring additional (or even replacement) full-time faculty is very thin, making it vital that the School make its needs known and continue to advocate for additional faculty positions.

Identifying faculty members exclusive to the MSW program is done according to one’s teaching and advisement assignment in a given year. Because full-time faculty choose the courses they prefer to teach, there is a dynamic exchange across programs, allowing faculty to move across the entire curriculum in any given year. The result is that over time, most faculty have taught in both the BSW and MSW programs, serving as professional mentors to both BSW and MSW students. This fluidity in teaching facilitates a strong understanding of the curriculum at both levels by all faculty.

During the 2014-1015 academic year, 25 full-time faculty members taught exclusively in the MSW program, and the equivalent of 9 other full-time faculty (which involved 18 distinct individuals) taught courses in the MSW program. All told, 43 different full-time faculty taught at least one course in the MSW program or served in an advisement role in the MSW program.

**M3.3.3: The master’s in social work program identifies no fewer than six full-time faculty with master’s degrees in social work from a CSWE-accredited program and whose principal assignment is to the master’s program. The majority of the full-time master’s social work program faculty has a masters’ degree in social work and a doctoral degree preferably in social work.**

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(that represented more than three-fourths of all the full-time faculty). They are listed in the Faculty Summary – Part 1 chart (Table 3.2). All of them but three have an MSW degree from a CSWE-accredited program, 28 have a doctorate in social work and 5 have a doctorate in a related field. Among part-time Faculty Associates, 42 taught exclusively in the graduate program, from 1-4 courses. All except for 2 have an MSW degree from a CSWE-accredited program. In addition, the Program Coordinator of the MSW program, Dr. Barbara Klimek has her MSW from Arizona State University, with 16 years of post MSW work experience and her doctorate in economics from the University of Warsaw, Poland.

3.3.4: The program describes its faculty workload policy and discusses how the policy supports the achievement of institutional priorities and the program’s mission and goals.

A full-time appointment for tenured and tenure-track faculty involves a combination of teaching, research, and service, consistent with the mission and goals of the University and the School. The standard workload for ranked full-time faculty is 40% teaching, 40% research, and 20% service, which is the expectation throughout the College. These percentages include the following expectations for the academic year:

**Teaching**
- 4 three-credit courses (2 per semester)
- Participation in at least one curriculum program committee
- Professional advisement for 20 students
- Curriculum oversight

**Research**
- Development and dissemination of social work knowledge through papers published in peer-review journals, books, monographs, and/or chapters; presentations at professional meetings; community presentations

**Service**
- Participation on Faculty Council
- Service on School, University, and College committees
- Service to the Profession
- Community Service

These responsibilities parallel the outcomes expected for merit raises, promotions and tenure. Under special circumstances, faculty members may negotiate with the Director a workload that distributes the weightings and responsibilities differently. Faculty may “buy out”
no more than 3 of their 4 courses with external funds. We do not permit faculty to buy out all 4 courses because we believe that teaching is an essential aspect of being a ranked faculty member, and that research should inform teaching and vice versa. Faculty with administrative responsibilities are typically given a reduction in their teaching load and a salary particular to the position, which are arranged between the Director and the individual.

Full-time lecturers are expected to teach eight courses per year (twice that of ranked faculty because they do not have research responsibilities and have lower service expectations), participate on one program curriculum committee, may provide field liaison for 5 – 6 students, and engage in curriculum related service. Faculty Associates teach on a course by course basis and are only expected to prepare for their courses and provide student support that is commensurate with the course. However, numerous Faculty Associates choose to participate in service within the School such as serving on committees and working on research projects with students.

**3.3.5: Faculty demonstrate ongoing professional development as teachers, scholars, and practitioners through dissemination of research and scholarship exchanges with external constituencies such as practitioners and agencies, and through other professionally relevant creative activities that support the achievement of institutional priorities and the program’s mission and goals.**

Tenure track faculty in the School of Social Work have very robust research agendas, and have been extremely productive in publishing in refereed professional journals and presenting at professionals conferences. A significant number of full-time faculty have authored books, both of a scholarly nature and text books, which are well adopted nationally among numerous other schools of social work. The extent of faculty productivity can be seen in the Curriculum Vitae that are in this Volume, pp. 179-430. In addition to scholarly productivity appropriate to a research-intensive university such as Arizona State University, faculty within the School of Social Work are very engaged in community embedded projects that serve our community, with an emphasis on our commitment to populations of the Southwest. The following highlight some of the research and scholarship exchanges between community constituencies and the School of Social Work:
The ASU School of Social Work is partnering with the Arizona Department of Economic Security (ADES) Refugee Resettlement Program to more effectively assist refugees in Arizona achieve self-sufficiency and community integration in a culturally sensitive manner. Social work professors Barbara Klimek (PI) and David Androff have implemented two pilot projects funded by ADES. The first was to design and deliver two 30-hour trainings on culturally responsive case management service delivery. The second was to provide technical assistance to five Ethnic Community Based Organizations to develop and provide culturally competent orientations to newly resettled refugees. ADES has renewed the project for a second year with an increased focus on building the capacity of grassroots refugee organizations to empower their communities.

The primary goals of the Office of Gerontological Social Work Initiatives (Associate Administrative Professional Teri Kennedy) are to 1) conduct and facilitate opportunities for faculty and student research in aging, focusing on culturally-grounded and community-embedded research with populations of the southwest; provide mentoring, networking, scholarship, and leadership opportunities to support faculty and students interested in gerontology; create and advance gerontological curriculum initiatives that build knowledge and skills for competency-based practice with older adults; advance interprofessional educational partnerships, programs, and training opportunities to improve healthcare delivery and outcomes for older adults and their families; cultivate community partnerships to promote collaboration in community-embedded research, practice, field, and civic engagement for students and older adults; identify, evaluate, and disseminate information on best practices in gerontological social work practice and policy that maximize independence, foster quality of life, and create just and healthy communities across the lifespan; support age-friendly university initiatives; and develop and promote strategies for expanding the gerontological social work force in Arizona.
The Child Welfare Training Program began in 1991/1992 when Title IV-E matching funds were used to provide monthly stipends and tuition costs for full-time students registered in the child welfare specialization. In return for financial support, students are required to provide return service to the Department of Children, Youth, and Families. The program has continued and has grown over the years and provides many of the professional social workers working in child protective services. Dr. Christina Risley-Curtiss and Dr. Nora Gustavsson have consistently administered this program.

Strengths-Based Supervision (SBS): Enhancing Implementation of Family Centered Practice through Supervisory Processes: Dr. Cindy Lietz developed a model of supervision for the child welfare system in Arizona in 2008. That year, over 250 supervisors and managers were trained in the model. Following this initial roll-out, new supervisors promoted across DCYF are trained in the model within a year of their promotion. Since that time, the model has been adopted by Casey Family Program’s direct service offices in Seattle, California, Texas, and Arizona; is being implemented by the Idaho Department of Health and Human Welfare (ID DHHW); and most recently, the model is being rolled out across the state of Texas for the Department of Family and Protective Service (TX DFPS). At this point, over 1,000 supervisors have been trained in SBS.

Through an interagency service agreement with the Arizona Department of Economic Security, the Center for Applied Behavioral Health Policy (CABHP) (Drs. Shafer and Krysik Co-PIs) at the ASU School of Social Work has administered the Arizona Citizen Review Panel (ACRP) Program since 2008. CABHP is responsible for meeting all federal requirements specified in the Child Abuse Prevention and Treatment Act (CAPTA) regarding Citizen Review Panels. CABHP coordinates three statewide panels. Each panel reviews CPS state policies, current practices, pertinent data, and case record information on child fatalities and near fatalities due to maltreatment. In addition, the panels evaluate the CPS relationship with foster care, adoption, and other related agencies. The panels make recommendations to CPS for system changes and improvements through the submission of an annual report. The panels are composed of
citizens; social services providers; child advocates; adoptive and foster care parents; former foster children; legal, medical, education, and mental health professionals; and faith-based representatives. CABHP is also in its third year of offering an Advanced Training Academy for child welfare.

- The Undergraduate Child Welfare Training Program (Dr. Teri Kennedy) is a collaboration between the ASU Bachelor of Social Work (BSW) Program and Arizona Department of Economic Security’s Child Protective Services (CPS). The goal of the program is to address the workforce development needs of Arizona’s child welfare system through two current initiatives. Through the Undergraduate Child Welfare Training Unit Project, BSW students receive a scholarship covering in-state tuition and mandatory student fees for their junior and senior years and complete an internship in a specialized CPS training unit or CPS site. In exchange, students agree to work full-time with Arizona’s Child Protective Services in the position of CPS Specialist II for up to two years following graduation, depending upon the level of tuition assistance provided. The Undergraduate Child Welfare Core provides a career ladder for experienced CPS Case Aides in good standing. These CPS employees participate in a year-long weekend educational program including three core social work classes and one COPP seminar conducted concurrently with weekly sessions designed to facilitate the acquisition of specialized child welfare content while building writing, critical thinking, and professional skills to support student success.

- The Arizona Geriatric Education Center, housed at the University of Arizona and in collaboration with the ASU School of Social Work (Dr. Teri Kennedy) and College of Nursing and Health Innovation, supports interprofessional geriatric health professions education and practice through a variety of initiatives including monthly Advances in Aging lectures, an Interprofessional Senior Mentor Program, a Foundational Graduate Certificate in Gerontology, the Faculty Scholars in Aging Program, and other projects designed to improve the health of Arizona’s elders.
The Interprofessional Education and Practice (IPEP) Program, housed at the University of Arizona (UA) and in collaboration with the ASU School of Social Work (Dr. Robin Bonifas) and Northern Arizona University (NAU), supports interprofessional health professions education and practice through a variety of mini-courses offered in Tucson and Phoenix including an Interprofessional Pandemic Flu Exercise and Interprofessional Disabilities Exercise. Additional IPEP activities are under development with the goal of a shared IPEP curriculum across the range of ASU, UA, and NAU health professions programs.

Southwest Collaborative on Immigration, Inequality, and Poverty (SCIIP) founded by Dr. Elizabeth Segal and led by Dr. David Becerra with substantial participation from Dr. Cecilia Ayon and Dr. David Androff as well as participation from other faculty, community members, and students exists to unite researchers and community organizations from across the Southwest and Mexico. This collaborative approach is used to examine issues of immigration, inequality, and poverty in a more comprehensive and culturally informed manner. Current projects include the study of restrictive state immigration policies and immigrant population shifts and using geospatial mapping techniques to inform policy and practice. Past projects include U.S. immigration policy and immigrant children’s well-being, and examining the economic impact of undocumented immigrants in the U.S.; perceived discrimination and the impact of U.S. immigration policies on Latinos in the U.S., the impact of anti-immigrant policies, discrimination, and the economic crisis.

Dr. Joanne Cacciatore is the founder of an international nonprofit group, the MISS Foundation. The MISS Foundation, with 77 chapters around the world including Romania, Mexico, Paraguay, Canada, and New Zealand, provides immediate and long-term aid to families whose babies and children have died or are dying. Many interns are able to work with families in areas of counseling, advocacy, and education as well as research. Dr. Cacciatore’s graduate Certificate in Trauma & Bereavement prepares about 15-20 students a year to specialize in posttraumatic stress, traumatic grief, and culturally sensitive psychosocial care. This highly specialized 18 credit hour program is the only of its kind, with unique opportunities for direct
clinical internships as part of the experiential course load in places like the Veteran's Administration, pediatric and perinatal hospice and palliative care, nonprofit agencies that provide counseling to the traumatically bereaved, fire and police department's crisis intervention teams, and victim's assistance programs.

- **Dr. Ann MacEachron** has developed many child welfare trainings with a focus on supervisor curriculum renewal and a continuum of supervisory training: PreCore, Core, and Advanced Training. Dr. MacEachron has evaluated several dimensions of child welfare training: the effectiveness of intensive coaching in investigation and ongoing skills after Core Training in terms of trainee satisfaction, skill development, and retention, and the learning curve of competencies and skills for new case managers over their first year of employment.

- **Children and Animals Together Assessment and Intervention Program (CAT)** founded and directed by **Dr. Christina Risley-Curtiss** in collaboration with the Arizona Animal Welfare League & SPCA (AAWL) works with children who are abusing animals. The mission of CAT is to stop the abuse of animals by helping children develop respect toward animals, ensuring that those children who have challenges that contribute to their abusing animals get additional help, and ensuring community mental health providers have the tools to treat children who abuse animals. CAT is an adjunct to therapy. CAT does assessments on children age 2-17 consulting with the caregivers of those children we cannot directly intervene with. Referrals for CAT come from many different agencies including probation, mental health and Child Protective Services. and understanding animal needs and behavior. Activities include pro-social modeling, working with a therapy dog, making things for the animals at the shelter, caring for a shelter cat, and homework. It is required that the caregiver attend all sessions along with the child. In addition, CAT staff must have access to the child’s therapist/child family team to engage them in reinforcing what is happening in CAT. CAT is one of only two programs in the country designed specifically to work with children who are abusing animals. The Assessment and Treatment of Animal Abuse Online Certificate Program founded by **Dr. Christina Risley-Curtiss** in collaboration with Dr. Kenneth Shapiro of Animals and Society Institute (ASI) is a non-credit online program available nationally and internationally to human service personnel with at
least a master’s degree who are interested in working with children or adults who abuse animals. It is based on the ASI’s AniCare Adult & Child model of treatment which incorporates assessment and treatment strategies into one’s own model of practice. It consists of two courses delivered over the standard academic year. Students may also elect to take only one of the two courses for post graduate professional development. It is the only online program available for addressing treatment of animal abuse.

• **Dr. Craig LeCroy** is a Co-PI with the Leadership Education in Neurodevelopmental Disabilities (LEND) program which provides graduate-level interdisciplinary leadership training through a federal funding (Health Resources Services Administration and Maternal Child Health Bureau. The grant was awarded 3.6 million dollars for the first five years. The purpose of the program is to produce leaders and innovators in the field of autism and other neurodevelopmental and related disabilities who are solidly grounded in their own disciplines and able to work collaboratively with colleagues in interdisciplinary settings, and to prepare fellows to anticipate, manage, and take advantage of changes in knowledge and health care delivery systems.

• **Dr. Natasha Mendoza** founded InQUEERy, a research collaborative based in the ASU School of Social Work. The group is geared toward scholarship related to the Lesbian, Gay, Bisexual, Transgender, and Queer populations. The collaborative is an effort to build interdisciplinary connections across the university and the community of Phoenix. The group meets once per month; it has nearly 40 members including undergraduate and graduate students, faculty, and community providers. There are five schools represented (nursing, community resources and development, psychology, geographical science and urban planning, humanities, arts, and cultural studies, and social work) and 4 community agencies (Terros, Sage, National Council on Alcoholism and Drug Dependence, and 1n10). In addition, members include students from Phoenix College, University of Arizona, and USC. The collaborative is formally partnered with the LGBTQ Consortium of Maricopa County. The main focus of the collaborative is to share ideas, network, and create new research with other scholars interested in
populations of sexual and gender minorities. Currently, the collaborative is in the process of developing an autoethnography of its members (queer scholars who research in queer spaces) and seeking to develop and evaluate LGBTQ training for social service practitioners. Recently, the collaborative has taken on a consciousness raising role in social media and can be found on Facebook promoting queer research across the country.

- **Edwin Gonzales-Santin** works in the area of American Indian Alaska Native child welfare policy issues; CPS and Child Welfare training needs, Social Service program design and evaluation; evaluation of tribal and urban AIAN Domestic Violence and Methamphetamine/Suicide prevention evaluation. Through the 35 year history of the Office of American Indian Projects which he directs he has conducted evaluation of Titles IV-B and E of the Social Security Act, provided Indian Child Welfare Act training to state and tribal workers, and provides technical assistance on Tribal Maternal and Early Childhood Home Visiting program through the VisTA national technical assistance center.

- The Office of Forensic Social Work Research and Training (Dr. Jose Ashford) interfaces with other programs on campus in providing interdisciplinary training to students with interest in law and social work interactions. This component of the Office provides specialized advisement and specialized opportunities for research for students enrolled in ASU's joint degree in social work and law (MSW/JD program). In addition, the Office has recently received approval for its proposal for an on-line certificate in criminal sentencing and sentencing advocacy. This certificate will be jointly offered through collaboration with the Office of Forensic Social Work and the School of Criminology and Criminal Justice. The Office has maintained a long-term partnership with the Arizona State Hospital where it provides CEU's and training to social work and other mental health professionals with interests in forensic mental health matters. The office also has a strong research component. This component of the Office is currently involved in evaluating two projects for the Maricopa County Human Services Department. The Office received a $200,000 grant to evaluate the Human Services Department case-management intervention designed to assist offenders in their reentry to the community.
The Office also has another $200,000 grant to complete the first evaluation of the Human Services Department Work Investment Act-Youth program for at-risk-youth with barriers to education and employment e.g. youth in conflict with the law, youth transitioning from foster care, youth with disabilities, and immigrant youth. The Office is also serving as a primary research consultant to the City of Phoenix Prosecutors for many of their community prosecution initiatives. In this capacity, the Office is involved in examining special problems confronting the implementation of integrated approaches to problem-solving justice. It is also engaged in evaluations of the City's problem solving courts, and diversion programs. Two of the City's diversion programs are currently under investigation with the Office: the Positive Alternatives Program (PAP) for assaultive misdemeanor offenders, and the City's Domestic Violence Diversion program. These are quasi-experimental studies of the effectiveness of these programs. The Office has also participated in an evaluation of the City's Prostitution Diversion program. The Office is in the process of developing a grant with the Prosecutors to study reasons why victims of Domestic Violence do not collaborate with prosecutors and the assumptions and elements of influence in the City's current Veteran's Court. The Office has also brokered a relationship between the Prosecutors Office and the Social Intelligence Institute to jointly establish a social intelligence intervention for Schools. The Office also provides expert-witness and other forms of expert consultancy to government and non-profit agencies in need of assistance with law and social work matters. The office's recent contributions in this area have involved providing consultative support to the Maricopa County Juvenile Court on status offenders, the Oregon Youth Authority on classification issues, to defense attorneys on mitigation of punishment, and to BICE's (Latin American project titled: Children without bars). Expert testimony has also been provided to the Court Monitor in the Arnold v. Sarns case, in mal practice suits in Arizona, in class-action suits in New York and Philadelphia, and in capital cases throughout the state of Arizona.

- **Voices for Safety** is a child safety program offered by Maricopa County Head Start. Dr. Judy Krysik, developed the program specifically for preschool children and their parents and caregivers. The program was designed to be taught by Head Start teachers and is currently in its
3rd year of implementation, offered in approximately 92 classrooms with about 2,000 children per year. She also led the development of the Speak Up Be Safe program which is a child safety curriculum for 1st through 6th grade that is offered nationally through Child Help.

- The Office of Sex Trafficking Intervention Research (STIR) is in the School of Social Work, within the College of Public Programs at Arizona State University. The STIR office, opened in the Spring of 2013, is staffed by academics, researchers and community research partners. Dr. Dominique Roe-Sepowitz, Director, has worked in sex trafficking prevention, detection and intervention for 11 years with a focus on multidisciplinary collaboration. The goal of the STIR Office is to be a central source of research innovation on domestic sex trafficking. Research disseminated from the STIR office aims to contribute to the knowledge base about sex trafficking by introducing innovative research methodologies and unique partnerships in the development of new knowledge, both nationally and globally. STIR faculty and staff have published numerous peer review articles along with community research partners in law enforcement, social services and prosecutors. The STIR office works with many undergraduate and graduate students to support future researchers in the area of sex trafficking.

**3.3.6: The program describes how its faculty models the behavior and values of the profession in the program’s educational environment.**

The discussion of faculty competence under the EPAS areas of professional identity and application of social work values and ethics provide specific examples of how faculty model professional behavior and the values of the profession. Those examples include involvement in professional organizations and community-based service, which demonstrate to students the life-long commitment to being a social worker.

All of our instructors of practice courses, and all of our Faculty Associates drawn from the community, have or currently work as social work professionals. All are encouraged to use their professional experiences to inform their teaching, and one of the ways we see evidence of this is from the evaluations students give for their courses. Although not required, numerous
Many faculty volunteer to serve as field liaisons as a result of their strong connections to practice, and this service is another way that faculty model professional behavior. Many faculty bring their ongoing research into the classroom, both to inform their teaching, and involve students in the critical assessment that goes into conducting practice-informed research. As a result, students often ask to be involved in faculty research projects, gaining first-hand experience in conducting research and in the process building working relationships with their faculty. Many of the faculty research projects involve some form of service delivery, providing students with opportunities to collaborate as practitioner/researchers with their faculty.

Many faculty describe their style of teaching to be a reflection of social work practice—modeling respectful communication, setting limits, honoring diversity, and promoting critical thinking. Students appreciate the commitment to teaching made by faculty, as evidenced by the high scores for teaching evaluations. (The scores are described in more detail in section 4.0 Assessment.)

**Accreditation Standard 3.4 – Administrative Structure**

3.4.1: *The program describes its administrative structure and shows how it provides the necessary autonomy to achieve the program’s mission and goals.*

The School is led by a Director who reports to the Dean of the College of Public Service and Community Solutions. The School of Social Work is one of four Schools in the College. Arizona State University, as well as the College, encourages autonomy on the part of its units so that high-quality professional education can be attained. The School carries out its functions in an autonomous manner and enjoys the same degree of autonomy as do the other professional schools in the College (the School of Public Affairs, the School of Criminology and Justice, and the School of Community Resources and Development). The School’s autonomy is reflected in the fact that it has decision-making responsibilities for all key tasks such as program vision, mission, goals, objectives; curriculum, program evaluation, educational policy, including requirements for entrance and graduation, majors; faculty recruitment, hiring, promotion and tenure; workload formula and personnel assignments; establishment of student organizations;
recruitment, selection, and preparation and evaluation of field instructions; and resource allocation. Administration within the School of Social Work works hand-in-hand with the body responsible for faculty governance, the Faculty Council. The purpose of the Faculty Council is to provide an organizational vehicle for the faculty to share the responsibilities and obligations of governance and administration of the University, as provided for in the Conditions of Faculty Service. All full-time faculty are voting members, and the first meeting of each academic year, full membership is extended to all full-time personnel who are employed primarily in teaching related functions. These members, as per University policy, cannot participate in matters related to personnel. Otherwise, they are full Faculty Council members with all the responsibilities and privileges of membership.

The faculty as a whole are responsible for the development, implementation and assessment of the curriculum. According to the University policies, programs should develop voting procedures through By-Laws and through that process “faculty may consider, among all other matters, all questions of educational policy affecting the college, including requirements for entrance and graduation, majors, and prescribed subjects of study” (ACD 505-02). To facilitate ongoing development, management and evaluation of all the School of Social Work programs, the School maintains a full set of policies and procedures, the School of Social Work Policy Manual, which is provided in its entirety in the Appendix. Detailed descriptions of the roles and positions that have been charged with leadership and oversight can be found within the Manual. The following provides general position descriptions:

**Director** is appointed by the Dean of the College with input from faculty, and is a full-time position. The Director has executive responsibility for all aspects of the School’s activities including policy, budget, staff supervision and development, performance evaluation, and external community relations. The Director reports directly to the Dean.

**Associate Director** is appointed by the Director and oversees curriculum and educational policy matters; supervises the BSW and MSW program coordinators; collaborates with the Director to determine faculty workload with regard to teaching; recruits, monitors, and evaluates faculty associates; provides oversight of reaccreditation; and handles student issues upon referral from Program Coordinators. The Associate Director is a full-time member of the
faculty. He/she reports to the Director and is provided with a two-course reduction in teaching load (50% reduction) and partial summer salary to compensate for this administrative role.

**Baccalaureate Program Coordinator** is appointed by the Director, with input from the Associate Director and faculty, to coordinate and direct the BSW program. The Program Coordinator is a full-time faculty member who holds an MSW from a CSWE accredited program and has at least two years post-MSW practice experience. The Program Coordinator is responsible for overseeing the curriculum. In that capacity, the person serves as chair of the BSW program committee, handles requests for variances, prepares materials for reaffirmation, evaluates course equivalencies for community colleges, reviews class schedules and teaching assignments, brings curricular issues and proposals to the BSW Program Committee, implements curricular changes, is involved in student-related tasks such as grade appeals and grievances, new student orientation. The person also assesses and approves/disapproves readmissions in questions, supervises admissions to the major, and facilitates recruitment. The Program Coordinator is the School representative to the Baccalaureate Program Directors organization, provides oversight for the Tucson BSW program, and teaches primarily in the BSW program. Serving in this capacity, the Program Coordinator receives a two-course reduction in teaching load and partial summer salary to compensate for this administrative role.

**MSW Program Coordinator** is appointed by the Director, with input from the Associate Director and faculty, to coordinate and direct the MSW Program. The Coordinator is a full-time faculty member who holds an MSW from a CSWE-accredited program, has a minimum of two years post-MSW practice experience, and holds a Ph.D. in social work or a related field. The MSW Coordinator is responsible for MSW admissions (recruitment, information sessions, review of applicant files, meeting with students denied admissions), orientation and delayed entry; curriculum planning and evaluation, chairs the MSW Foundation Committee, facilitates curriculum revisions, coordinates ongoing evaluations of students outcomes, participates in re-accreditation/university self-studies; provides oversight for the Tucson MSW program; collaborates with Associate Director and Coordinator of Student Services in preparation of academic schedules, and is responsible for MSW student issues (facilitates grade appeals and grievances, approves/denies waivers and petitions; nominates students for scholarships, etc.).
The Coordinator is provided a two-course reduction in teaching load and partial summer salary to allow for the administrative duties and responsibilities. The MSW Coordinator is supervised by the Associate Director with regard to MSW curriculum matters and by the Director for all other matters.

*Field Education Manager* is hired and supervised by the Director with input from the Associate Director. He/she coordinates field education across the School of Social Work locations. The Field Education Manager hires and supervises the Coordinators of Field Education, Field Specialists, and the Administrative Assistant for Field Education across locations. He/she is responsible for the Field Education Program arranges field placements for both BSW and MSW social work students; recruits and develops placements; makes initial and on-going visits to agencies; recruits field instructors and provides and oversees training and certification of field instructors; develops and provides orientations for students regarding field, preparation of students entering field, orientations to field liaisons, and consultation and problem-solving to field liaisons; hires and provides supervision to non-faculty liaisons; creates and updates field forms; reviews and recommends approval for work variances; advises, counsels and problem solves with students regarding field problems; develops/updates field manual; coordinates the annual Job/Internship/Volunteer Fair; secures approval of Agency/School/University Agreements; develops analyzes, and disseminates relevant field information and data to appropriate program committees and School administration; maintains field website content; organizes/facilitates Field Advisory Committee; and monitors Community/Field partnerships; attends School retreats, Faculty Council meetings, and program committees; delegates field education responsibilities to the Coordinators of Field Education and Field Specialists across the School of Social Work locations.

*Tucson Program Coordinator* is appointed by the Director. The Coordinator is a full-time faculty member, supervised by the Director. She/he is responsible for the day-to-day operation of the Tucson campus. She/he recruits and hires Tucson Faculty Associates, coordinates with the MSW and BSW Program Coordinators; coordinates Tucson student concerns; serves as liaison to the Tucson Community Advisory Board; holds Tucson staff and faculty meetings.

*Tucson Field Coordinator* is hired by the Director in collaboration with the Field
Education Manager and the Tucson Program Coordinator and is supervised by the Tucson Program Coordinator primarily in collaboration with the Field Manager. This is a full-time position. She/he coordinates the Field Education Program for the Tucson location; arranges field placements for both BSW and MSW social work students; recruits and develops placements; makes initial and on-going visits to agencies; recruits field instructors; provides training and certification of field instructors, orientations for students regarding field, preparation of students entering field, orientation to field liaisons, and consultation and problem-solving to field liaisons; hires and provides supervision to non-faculty liaisons; creates and updates field forms; reviews and recommends approval for work variances; advises, counsels, and problem solves with students regarding field problems; develops/updates field manual; coordinates the annual Job/Internship/Volunteer Fair; develops social work seminars and workshops on such topics as interviewing and resume writing and career development; attends School retreats, Faculty Council meetings, and program committees.

3.4.2 The program describes how the social work faculty has responsibility for defining program curriculum consistent with the Educational Policy and Accreditation Standards and the institution’s policies.

Curriculum planning and evaluation is done through committees in the School, with final decision-making held at the all-faculty level of the Faculty Council. Each area of the curriculum is coordinated by a specific program committee. The Program Committees include the Baccalaureate, MSW-Foundation, MSW Advanced Direct Practice, MSW Policy, Administration, and Community, Advanced Standing, and Ph.D. Program Committees. Faculty choose to serve on the committee that best represents their primary teaching responsibility for the year, and may serve on more than one program committee. The program committees are responsible for review of course syllabi, curriculum oversight, program evaluation, drafts of policies relevant to curriculum, and presentation of policy drafts to the Faculty Council for review and approval. The Baccalaureate Program Committee is chaired by the Baccalaureate Program Coordinator, the MSW Foundation Committee is chaired by the MSW Program Coordinator, the Ph.D.
Program Coordinator chairs the Ph.D. Program Committee, and the ADP, PAC and Advanced Standing committees elect a chair from their membership. The committees meet monthly, or more often as needed. A representative from each of these committees forms the membership for the Curriculum and Program Review Committee, which facilitates management of the curriculum as a whole. This committee is charged with:

- Establishment of standards for course content and delivery in terms of fit with the Mission of the School of Social Work, standards of accreditation, and program requirements of the university.

- Establishment of a system of accountability that insures regular review of courses based on the above standards.

- Development of a system for classification of courses according to content, level of expected achievement of students, evaluative expectations of faculty, and other pedagogical and workload considerations (see policy manual SWK 320).

- Recommendation of class sizes based on criteria established in point 3 above as reflected in syllabi, outlines, and information gathered from discussions with faculty teaching the courses.

- Establishment of a system for course review and recommend changes in class size.

- Preparation of policy and procedures which lay out the respective domains of the Program Committees (Baccalaureate, Foundation, DP, PAC) and Online Committee and the ways in which they relate to each other and to the Curriculum Committee.

- Organization and guidance in the preparation of Academic and Council on Social Work Education Program reviews.

- Reviews all academic proposals, including program and course recommendations contained in proposals which affect curriculum, prior to presentation to the Faculty Council.

The Curriculum and Program Review Committee can make recommendations to the Faculty Council. However, final curriculum decisions are made by the Faculty Council.

Curriculum developments can begin with any of the program committees, including the Baccalaureate, MSW Foundation, ADP, PAC, as well as directly from the Curriculum and Program Review Committee. After review and passage of the change at the committee level,
the recommendation might be sent to other relevant committees for feedback. The change is then sent to the Curriculum and Program Review Committee and, if approved, it is sent to the Faculty Council for final discussion and vote.

As is evident in the earlier descriptions of the Baccalaureate and MSW programs, the program committees (Baccalaureate, MSW Foundation, MSW Advanced Direct Practice, MSW Policy, Administration and Community, and Advanced Standing) develop, revise, monitor and evaluate the programs and curriculum to ensure that they comply with the current EPAS, School of Social Work and University policies. Once approved through the School’s formal process, changes in the BSW Program must be submitted to Academic Curriculum Review and Evaluation (ACRES), an automated university-wide system that seeks approval at several levels: the unit’s Director, the Associate Dean for Curriculum of the College in which unit is located, General Studies (to ensure any General Studies courses meet university requirements for that designation), the Articulation Committee (to ensure that the changes do not alter the articulation agreements with community colleges) and to three reviewers who assess the requested change(s) to ensure the changes comply with university standards and to ensure there is not unnecessary duplication within the university. Changes in the MSW Program go through a similar process, but are submitted to the ASU Graduate School for formal approval (course changes are reviewed through ACRES via the same process as BSW Program reviews).

3.4.3: The program describes how the administration and faculty of the social work program participate in formulating and implementing policies related to the recruitment, hiring, retention, promotion and tenure of program personnel.

Through the governance of the School of Social Work’s Faculty Council, policies and procedures for faculty recruitment and hiring (SWK 506), retention (SWK 501) and promotion and tenure (SWK 502-503) have been developed and implemented.

Faculty Recruitment and Hiring

All School of Social Work faculty members play a key role in making recommendations to the Director for the hiring of full-time School of Social Work faculty. Although there are
administrative prerogatives in the hiring process, the following steps are followed by the Faculty Council to insure that the needs of the School, as perceived by faculty, are incorporated into the hiring process:

- Faculty needs are defined yearly by the program committees.
- Program coordinators meet and rank order hiring priorities and share with the faculty.
- The Director may modify priorities.
- The Director requests positions through university channels.

Search committee members are chosen jointly by the Director and the Faculty Council. The Faculty Council elects three representatives to the committee, all of whom must be full-time, tenure-line faculty members. The Director chooses the other three members of the committee, and these may include community members; the Faculty Council may recommend faculty for these positions. Each search committee must abide by affirmative action criteria outlined by the University Provost’s office each year.

The search committee recommends candidates to be brought to campus for interviews. After the campus visit the search committee solicits feedback from faculty, staff, students, and community members. The committee compiles feedback on each candidate, presents it to the faculty, and then makes hiring recommendations to the Director. The Director recommends action to the Dean of the College.

**Promotion and Tenure Reviews**

The School of Social Work faculty has developed formal policies for promotion and tenure reviews, as well as for annual performance evaluations and post-tenure reviews. These policies have been approved by the Director of the School, the Dean of the College, and the Vice Provost of the University. School policies must be approved at the Director, Dean and Vice Provost level because they must be consistent with College and University policies. The School operates within a three-fold framework of research/scholarly work, teaching and service. Individual faculty members contribute to the multiple dimensions of the School in different ways; thus, performance evaluation and promotion and tenure procedures are sufficiently flexible within the framework of College and University criteria to allow recognition of different types of contributions. Similarly, the mission of the School is furthered by a combination of
individual and collective efforts; thus, performance evaluation and promotion and tenure procedures reflect the mission and goals of the School.

Promotion and tenure reviews within the School of Social Work are facilitated by the Promotion and Tenure Review Committee. The Promotion and Tenure Committee is to be comprised of three to six tenured and one nonvoting tenure-track faculty members. The number of members may vary by year based on the anticipated committee workload for the upcoming academic year. For the Promotion and Tenure Committee to conduct business, no less than three tenured faculty members must participate. Members of the Promotion and tenure Committee will vote to determine if they will convene as a committee of the whole or utilize a subcommittee structure. The duties of the Promotion and Tenure Review Committee are:

- Develops a committee calendar based on the ASU administrative calendar, Dean’s review calendar, and the Director’s review calendar.
- Receives review materials from the Office of the Director, including external letters of reference for promotion and tenure reviews.
- Assigns responsibility for preparing reviews to members.
- Reviews materials and obtains independent reviews of scholarly materials as deemed necessary from in-house, university, statewide, and/or national expert sources through the Office of the Director.
- Meets with tenured faculty members above the rank of the candidate to gather information and receive feedback.
- Meets with administrative personnel to hear reports if requested.
- Prepares draft reports and, as necessary, amends them.
- Votes to recommend or not recommend the requested action.
- Submits the report and recommendation, supporting materials, and vote tally to the Office of the Director and to tenured faculty above the current rank of the candidate two weeks before the report is due in the Office of the Director. The faculty, not members of the Committee, will review these materials, discuss them with the Committee at specially called meetings and submit a separate independent report to the Office of the Director.

The promotion and tenure process has two levels of mandatory review. The first review
is a formal probationary review that is mandated by the university during an assistant professor’s third year of employment (or fourth year if hired as an untenured associate professor). Probationary reviews are intended to help faculty understand performance expectations. The final review for promotion and tenure must occur no later than the candidate’s sixth year of employment. Associate professors may seek review for promotion to full professor at any time, but typically such a review does not occur prior to six years following promotion to associate professor.

The Promotion and Tenure Review Committee completes an evaluation of the faculty candidate’s research, teaching, and service activities, in accordance with the School’s written formal policies and procedures (SWK 501, 503, 502-04), as well as suggestions for enhancing and strengthening these activities. In the case of a candidate seeking promotion to full professor, the full professors in the School function as the Promotion and Tenure Committee. Reviews of the candidate’s research by external reviewers who are experts in the candidate’s field are required for promotion to associate or full professor. The Director also completes a probationary review and a final review, which provide the candidate an additional level of review. Both the committee’s and the Director’s reviews go on to the College Promotion and Tenure Committee for further consideration, and these reports are then forwarded to the Dean of the College who writes a review, and all are then forwarded to the Office of the Provost. The scheduling of all personnel procedures is subject to the “Schedule of ASU Academic Personnel Actions” disseminated each year by the Provost’s office.

In applying for tenure and promotion to the rank of associate professor, the candidate must demonstrate outstanding achievement in scholarly publications, have a strong teaching and service record, and potential for further growth and productivity in all three areas. Although external funding for research is not a requirement for tenure and promotion, it is highly valued and assistant professors are expected to at least attempt to obtain some external funding in support of their research provided funding is available in their area of interest. If the application is successful, it enhances the evaluation of the candidate’s research, but if it is not successful, it has no effect on tenure and promotion.

Candidates being considered for promotion to full professor must demonstrate
outstanding achievement in research that includes a cohesive body of research that has had a demonstrable impact on the field and must have achieved national reputations in their fields. Candidates for full professor must have obtained external funding to support their research provided external funding is available in their area of interest. Candidates must also have an excellent teaching record with evidence of mentoring students and providing leadership in curriculum development, and a strong service record with evidence of leadership roles in the school or university, profession and community.

**Procedures in the Promotion and Tenure Process**

The Promotion and Tenure Committee considers all input in making its recommendation regarding tenure and promotion, including the applicant’s record, evaluation by the Committee, input from tenured faculty, and input from outside reviewers. Based on its deliberations and using all sources of input, the Committee produces a final written report to be submitted to the Director and makes a recommendation regarding tenure and/or promotion.

The Committee Chair then convenes a meeting of all tenured faculty members for the sole purpose of discussing the candidate’s record. At this meeting, the Committee presents its report and recommendations. Tenured faculty present their perspectives on the report and recommendations and all tenured faculty who are not members of the Promotion and Tenure Review Committee or the College or University Promotion and Tenure Committees vote by secret ballot. Votes are not accepted from persons not attending the meeting. The final vote tally must be accompanied by a written rationale. The result (including rationale) is forwarded to the Director along with the report and recommendations of the Promotion and Tenure Review Committee.

The Director prepares a separate review of the candidate and makes a recommendation. All materials and recommendations are forwarded to the College Promotion and Tenure Review Committee. This Committee makes an assessment of the candidate and forwards all the reviews to the Dean of the College for that level of review, then all materials are forwarded to the Provost’s office. The final assessment rests with the Provost who considers all the recommendations, including recommendations by the University Tenure and Review Committee, before making a judgment. Each candidate is notified of the final decision.
in the spring of the academic year of review.

**Annual Performance Evaluations and Post-Tenure Review**

Annual Performance and Post-Tenure Reviews are completed for each faculty member every year, as mandated by the university. The review is a two part process. Part 1 is a peer review and serves as input to Part 2, the Directors' evaluation. The peer review is completed by the Annual Performance Evaluation and Post-Tenure Review Committee and follows the School’s formal written policies and procedures for such reviews (SWK 506).

Although the reviews are done annually, the time period included in each annual review covers the preceding 36 months. For new faculty members who have not yet completed 36 months of service, the period of review is from the first full year of service. However, in all cases substantial emphasis is placed on the current year for evaluation of teaching. Each faculty member provides information about his or her research activities, teaching, and service to the Committee. The reviews are based on a written workload agreement that is negotiated by the individual and Director and that fits within unit and campus mission and guidelines. Typically, a faculty member’s workload includes 40% time devoted to research, 40% devoted to teaching, and 20% devoted to service activities, although faculty with administrative duties have their workloads adjusted to compensate for this additional work. Each faculty member is awarded a rating of excellent, above expectation, meets expectation, or unsatisfactory for teaching, research, and service, and receives an overall rating for the year. These ratings are then forwarded to the Director as advisory, and the Director provides a written report that is then forwarded to the Dean. These reports form the basis for merit raises as well as informing faculty of expectations.

**3.4.4: The program identifies the social work program director. Institutions with accredited BSW and MSW programs appoint a separate director for each.**

The Director of the School of Social Work is Michelle Mohr Carney, Ph.D., MSSA. The director is a full-time, tenured, Full Professor of Social Work at Arizona State University. The School of Social Work Director is appointed by the Dean of the College with input from faculty, and is a full-time position. The Director has executive responsibility for all aspects of the
School’s activities including policy, budget, staff supervision and development, performance evaluation, and external community relations. The Director reports directly to the Dean. The Director appoints both the BSW and MSW Program Coordinators with input from the Associate Director.

**M3.4.4(a): The program describes the MSW program director’s leadership ability through teaching, scholarship, curriculum development, administrative experience, and other academic and professional activities in social work. The program documents that the director has a master’s degree in social work from a CSWE-accredited program. In addition, it is preferred that the MSW program director have a doctoral degree, preferably in social work.**

The MSW program coordinator, Dr. Barbara G. Klimek, joined Arizona State University full time in 2006. She is a full-time faculty member in the School who is assigned 100% to serve as MSW Program Coordinator. She received her Ph.D. in Economics (1979) from the University of Warsaw, and her MSW (1992) from Arizona State University, a CSWE-accredited School of Social Work. Dr. Klimek has sixteen years post-MSW practice experience, including work with refugee and resettlement programs with Catholic Charities and in the role of program evaluator with the State of Arizona Department of Economic Security. She has been the MSW program coordinator since 2009. (See Faculty Data Form and Summary for further information)

Dr. Klimek teaches courses in macro social work – Social Work Administration in the PAC concentration. Dr. Klimek is the lead instructor for this course. In addition, she designed and developed a cultural diversity elective course - Immigrants and Refugees. This course is offered to BSW and MSW students, as well as students from other disciplines. On occasion, based on the needs of the MSW program, Dr. Klimek takes the lead and teaches other courses such as research methods. She also directs Independent Study courses, and chairs Barrett Honors’ College theses for undergraduate ASU students. Dr. Klimek has also been a committee member on several doctoral dissertations for ASU students.

Dr. Klimek has an active research agenda as well. She has engaged in multiple studies in the area of community development and cultural diversity. Dr. Klimek’s most recent research project, for which she is a Co- PI, is oriented on helping Ethnic Community Based Organizations representing multi-cultural refugee populations in the State of Arizona. The goal of her work is
to develop and build sustainability for newly arrived refugees by utilization of the social entrepreneurship concept. Dr. Klimek together with Dr. Androff (Co-PI) have presented this project at several national and international conferences. Dr. Klimek has been recently accepted to the Julie Ann Wrigley Global Institute of Sustainability as an affiliated Senior Sustainability Scientist. As such, she works with the Institute and contributes to projects that promote innovation, technology and sustainability.

As the MSW program coordinator, Dr. Klimek has engaged in multiple functions in her role as an administrator. On the School level, Dr. Klimek chairs the MSW Foundation Committee and leads all review and changes in admission processes to the standard MSW and Advanced Standing programs. She is also engaged in the recruitment process and expansion of the MSW program into Northern Arizona. Dr. Klimek is a member of the Curriculum and PAC Committees. Just recently she developed and serves as the Director of the Office of Global Social Work. On the University level, Dr. Klimek is a part of the Management Team as well as a Board member of the ASU University Community Partnership for Social Action Research (UCP-SARnet). In this capacity, she helps build and create a platform for networking of professionals and faculty from other Universities as well as business organizations whose goals are to help indigenous populations around the world to engage in community development and building the food and water security, specifically in African countries. In addition, she has created and is a faculty advisor for the International Student Organization: MOSAIC Club.

Dr. Klimek demonstrates leadership as a professional social worker through her work in the area of cultural diversity and macro social work, which allows for many collaborations with community organizations working with refugee populations on local and national levels. Dr. Klimek developed and delivered several case management trainings for organizations working and delivering services for refugees. She has worked with the United States Conference of Catholic Bishops (USCCB), and delivered this training to more than 100 refugee programs in the United States. Dr. Klimek has worked with the Arizona Department of Economic Security (AZDES) and conducted four 5-week trainings for case managers and administrators from local refugee resettlement organizations. As a result of these initiatives, the Case Management Manual has been published, webinars have been conducted, and on-line case management and
administration training have been developed. On the international level, Dr. Klimek works with Mahatma Gandhi College of Social Work (MGCSW) in India to help in developing a unique social work curriculum for the College to train and empower young women in the poorest area of India to become effective social workers.

**M3.4.4(b): The program provides documentation that the director has a full-time appointment to the social work program.**

The MSW program coordinator, Dr. Barbara G. Klimek, joined Arizona State University full time in 2006. She is a full-time faculty member in the School who is assigned 100% to serve as MSW Program Coordinator.

**M3.4.4(c): The program describes the procedures for determining the program director’s assigned time to provide educational and administrative leadership to the program. To carry out the administrative functions of the program, a minimum of 50% assigned time is required at the master’s level. The program demonstrates this time is sufficient.**

The MSW program coordinator, Dr. Barbara G. Klimek, joined Arizona State University full time in 2006. She is a full-time faculty member in the School who is assigned 100% to serve as MSW Program Coordinator. To effectively oversee the MSW program, the coordinator must dedicate more than 25% of their time. It has been decided that she dedicate at 100% of her time to the MSW program coordination. In order to carry out these curricular and administrative responsibilities, the coordinator receives additional salary to be available during the summer. The assigned time seems sufficient to fulfill the duties of the role and the CSWE EPAS requirements. (See Faculty Data Form and Summary for further information)

**3.4.5: The program identifies the field education director.**

The Manager of Field Education for the School of Social Work is Lilly Perez-Freerks, MSW. Lilly Perez-Freerks is employed at the Arizona State University School of Social Work as a
full-time employee. She received her MSW from ASU School of Social Work in 1999. She has been in the field office since 2004 and was appointed the Manager of Field Education in 2014.

3.4.5(a): The program describes the field director’s ability to provide leadership in the field education program through practice experience, field instruction experience, and administrative and other relevant academic and professional activities in social work.

In her role as Manager of Field Education, Ms. Lilly Pérez-Freerks, LMSW, performs multiple tasks related to field placement operations. She provides leadership to this function within our School through direct supervision of Field staff; hires and monitors community liaisons; provides assistance and support to volunteer faculty liaisons; and works directly with legal counsel regarding legal concerns and affiliation agreements. Ms. Pérez-Freerks utilizes her professional training, vast practice experience, and over 10 years of Field Education experience to guide students, faculty and liaisons through the many needs of daily Field operations. She works directly with students for field placement; monitors underperforming students, leads all problem mediation and resolution meetings, supervises placement terminations and oversees all referrals to Standards Committee. The leadership role includes outreach to community for field placement development both locally, state-wide and nationally, as needed. Over the years, Ms. Pérez-Freerks has worked with national field placements in California, Oklahoma, Washington state, and Washington DC. She has worked cooperatively with social service agencies to facilitate international Field internships, and currently has a BSW student in the process of completing an internship in Australia.

The Manager of Field Education provides training on field related topics. She provides either direct training or supervision to field trainers for student preparation for practice, certification training for new field instructors, training and monitoring of the community liaisons, and provides presentations to the community at large. Ms. Pérez-Freerks is the lead presenter for visiting students from local community colleges during orientation week. She provides information on Field Education and training on successful internship etiquette. Ms.
Perez-Freerks also provides presentation to visiting scholars and is presenting to a Chinese Delegation group in April, 2015.

Ms. Pérez-Freerks participates in Faculty Council, serves on academic committees, management team, online committee, and chairs the Advanced Standing committee. She developed a skills lab for advanced standing students, SWG 516 – Social Work Skills Seminar, to increase practice skills for students before they enter their concentration year field placement in the Fall semester. The feedback from students has been extremely positive and students have expressed greater confidence in their skill application as they enter their placements. The course is in the second year of implementation. Ms. Pérez-Freerks has been instrumental in recruiting new Community Advisory Board members and she serves on the committee to represent Field Education.

**3.4.5(b):** The program documents that the field education director has a master’s degree in social work from a CSWE-accredited program and at least 2 years of post baccalaureate or postmaster’s social work degree practice experience.

Ms. Lilly Perez-Freerks is the Manager of Field Education which oversees both BSW and MSW Field Education. She holds a full-time appointment in the School and devotes 100% of her time to field education. Ms. Perez-Freerks holds an MSW (1999) from Arizona State University School of Social Work, a CSWE-accredited program, and is a Licensed Masters Social Worker (certified through the Arizona Board of Behavioral Health). She has had over 15 years of experience in human service delivery with diverse populations. She joined the School in 2004 and has been the Field Education Coordinator since 2005.

Ms. Josefina Ahumada is the BSW and MSW Field Coordinator at our Tucson campus. She holds a full-time appointment in the School and devotes 100% of her time to this position. Ms. Ahumada holds a Master of Social Welfare (1975) from the University of California at Los Angeles School of Social Work, a CSWE-accredited School, and is a Licensed Clinical Social Worker. She has over 25 years of post-MSW practice experience and joined the School in 1999.
The Field Education Manager devotes 100% of her time to field education. The field office also employs an additional field coordinator who is 100% dedicated to MSW field education. To carry out the administrative functions of the field, 70% of the Field Manager’s time is assigned to MSW field education.

Funding for the School of Social Work covers both the BSW and MSW programs. It has been sufficiently stable for the programs to achieve their goals. This funding comes from an annual state allocation to the university. The allocation of permanent central funds for the MSW program in 2014 was $3,589,826, which represented 56% of the entire School budget. This is commensurate with the proportion of students who are at the baccalaureate level within the School of Social Work.

The allocation of permanent central funds for the MSW program in 2015 was $3,632,351. The projected permanent funds for the MSW program in 2016 are expected to be $3,668,674. These figures reflect that the permanent central funds allocated to the School have remained relatively stable.

In addition to these permanent funds, central administration allocates to the School a significant portion of student fees. This amount varies slightly from year-to-year based on enrollment, but has been relatively stable over time. The revenue from student fees is used to supplement the permanent central funds. It is primarily used to hire temporary adjunct faculty, provide travel monies for faculty, and cover additional supplies and services. As these figures

M3.4.5(c): The program describes the procedures for determining the field director’s assigned time to provide educational and administrative for field education. To carry out the administrative functions of the field at least 50% assigned time is required for master’s programs. The program demonstrates this time is sufficient.

3.5.1: The program describes the procedures for budget development and administration it uses to achieve its mission and goals. The program submits the budget form to demonstrate sufficient and stable financial supports that permit program planning and faculty development.
indicate, the School of Social Work and its academic programs have been reasonably well-supported financially and administratively by both ASU’s central administration and the College of Public Service and Community Solutions. The School also receives a share of the indirect costs for externally-funded research and training projects. These funds vary from year-to-year and can be used at the discretion of the School’s Director and allow us flexibility with regard to faculty and student support.

The Director of the School has sole responsibility for preparing and administering the budget for the School, including its three academic programs (BSW, MSW, Ph.D.). She approves all expenditures and can shift funding from some line items to others. The School’s budget provides for the operating expenses involved in running the BSW and MSW academic programs, as well as the Ph.D. program, including faculty salaries and benefits, supplies, copying, equipment, consultations fees, travel, and professional development. The library and student financial aid are funded by central administration. The Director receives monthly budget statements from the College’s Office of Financial Administration, and consults as needed with the College of Public Service and Community Solutions Dean. The Director is charged with the responsibility of monitoring all expenditures and provides the faculty with a budget report at least once annually, and sometimes more frequently.

The Program Expense Budgets for the MSW program is on the following page.
This form is used to evaluate a program’s compliance with Accreditation Standard (AS) 3.5.1.

Provide all of the information requested below. If accredited baccalaureate and master’s programs are being reviewed at the same time, use one form for each program.

Type of Program: ________ Baccalaureate  XX  Master’s

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<thead>
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<th>Program Expenses</th>
<th>Previous Year 2014</th>
<th>Current Year 2015</th>
<th>Next Year 2016</th>
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</thead>
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<td>1,887,502 100%</td>
<td>1,906,377 100%</td>
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<td>Support Staff</td>
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<td>381,710 65%</td>
<td>385,527 60%</td>
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<td>Temporary or Adjunct Faculty &amp; Field Staff</td>
<td>403,358 0</td>
<td>477,561 0</td>
<td>482,337 0</td>
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<td>Fringe</td>
<td>714,972 86%</td>
<td>708,659 86%</td>
<td>715,746 86%</td>
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<tr>
<td>Supplies &amp; Services</td>
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<td>24,038 100%</td>
<td>54,278 75%</td>
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<td>3,589,826</td>
<td>3,632,351</td>
<td>3,668,674</td>
</tr>
</tbody>
</table>
3.5.2: *The program describes how it uses resources to continuously improve the program and address challenges in the program’s context.*

The School of Social Work faculty are provided with supplemental funds each academic year that can be used to support professional development (such as travel to present at professional conferences; additional training; curriculum development materials). Additionally, faculty who have procured grant funding may apply for additional research time. Both opportunities allow faculty members to engage in continuous professional development and improvement. Additionally, the revenue share structure within ASU allows for great flexibility in the use of summer and online tuition money. The Director has the discretion to use these funds to support continuous improvement and address challenges in the program’s context.

3.5.3: *The program demonstrates sufficient support staff, other personnel, and technological resources to support itself.*

The School has 11 full-time support staff who support the BSW, MSW, and Ph.D. programs, as well as other School support needs. In addition, the Office of American Indian Programs has two full-time support staff and the Title IV-E Child Welfare Training Program has 3 FTE support staff. The School of Social Work also has several student workers who are hired on an hourly basis and compensated in part through the University work-study program.

The College of Public Service and Community Solutions provides business office functions (budgeting, human resources, grants management), communications (marketing, website support/development, public relations), student services, fundraising/development, and information technology support. These support staff are available on an “on call” basis to provide consultation and support to all the Schools and Centers in the College.

The duties and responsibilities of the support staff in the School of Social Work include:

*Executive Assistant to the Director* is hired and supervised by the Director to serve in this
full-time position. He/she provides secretarial/administrative assistance for Director; organizes and maintains faculty files for hiring, promotion and tenure review; takes minutes at faculty and Executive Council meetings; assists in School publications, handles travel arrangements for Director, Associate Director, visitors and recruited faculty; prepares application materials for search committees; compiles data and creates data charts; and composes correspondence for Director’s signature. Ms. Donna King, the current occupant of this position, has Bachelor’s degrees in both Psychology and Art and has held this position for 2 years.

**Associate Coordinator of Field Education-Phoenix** is hired and supervised by the Field Education Manager. She/he provides information and consultation on Field placements, develops additional field collaborations, participates in the recruitment and training of field instructors and field liaisons, provides consultation and problem-resolution assistance to students, field instructors and field liaisons, reviews and recommends approvals for work variance requests, serves as a field liaison, assists with internal Quality Management efforts, revises databases as necessary, participates in development of a unit strategic plan, coordinates field education programs, and interfaces with other programs and the community as needed. We have just hired a new person, Ms. Corinne DeRosa, for this position. Ms. DeRosa holds a BSW and an MSW and has had extensive practice experience.

**Student Services Coordinator Assistant-Field Education-Phoenix** is hired and supervised by the Coordinator of Field Education, and is a full-time position. She/he functions as a point of contact for BSW students in the field; maintains student records and creates reports; assists in development and production of program material; assists in development and coordination of workshops for students and community; assists with quality management and CSWE accreditation projects; and supports the front office as needed. The position is open and applications are being reviewed with anticipated hiring by fall of 2015.

**Administrative Assistant Field Office-Phoenix** is hired and supervised by the of Field Education Manager and is a full-time position. She/he provides secretarial/clerical support to the Field Education Office; coordinates all correspondence and mailings to students, field instructors, and field agencies; maintains files on students, agencies, and field instructors; coordinates the logistics for training and certifications of field instructors; maintains the field
database including student, agency and field instructor records; answers general field education questions and provides information to students and agencies; produces forms for reporting field education data on students, agencies and field instructors and coordinates the logistics of the Annual Job/Internship/Volunteer Fair. She/he supervises student worker(s). The current occupant, Joan Hughes, has been with the School for ten years.

**Manager of Student and Academic Services** is hired and supervised by the Director and is a full-time position. She/he is responsible for administration and oversight of student services on both the Phoenix and Tucson campuses. She/he meets with and advises BSW and MSW students regarding academic degree requirements, university policy and issues related to completion of School of Social Work degrees; maintains student records; approves and certifies programs of study; develops, plans and prepares advising materials; conducts recruitment and orientation programs for prospective students; serves as liaison for community colleges and university departments in providing recruitment and advisement information and determining course equivalencies. In collaboration with the Associate Director and Program Coordinators, she/he schedules classes and classrooms and maintains records of Faculty Associates. The Manager supervises the Academic Advisors, Student Academic Specialist, student services administrative staff, and student helpers. The current occupant is Ms. Laura Orr, who has been with the School for 37 years, including 12 years in her current position.

**Academic Advisor-Phoenix** is hired and supervised by the Manager of Student and Academic Services, and is a full-time position. He/she provides academic advising services to BSW and MSW students. These responsibilities include processing, approving, and maintaining all student records; monitoring transfer course work for undergraduate students; assisting in the preparation of course catalogues, curriculum check sheets; and assists students with the processing of various university forms relating to completion of degree requirements and graduation. The current occupant of this position, Ms. Debra Thompson, has held this position for 3 years.

**Academic Advisor-Tucson** is co-hired and co-supervised by the Manager of Student and Academic Services and the Tucson Program Coordinator, and is a full-time position. He/she provides academic advising services to BSW and MSW students in Tucson; processes, approves,
and maintains all student records; monitors transfer course work for undergraduate students; assists in the preparation of course catalogues, and curriculum check sheets; and assists students with the processing of various university forms relating to completion of degree requirements and graduation. The incumbent in this position, Mr. Damon Tidwell, has been in the position for 1 year.

Administrative Assistants-Phoenix (two full-time employees) are hired and supervised by the Manager of Student and Academic Services. They provide secretarial support to Associate Director, Student Services and faculty; answer and route incoming telephone calls; interpret and explain forms, policies and procedures to current and potential students; make student referrals to the appropriate academic or program advisor; place textbook orders for faculty; order videos from library; provide word processing, and preparation of course outlines and other classroom related handouts and syllabi; distribute incoming and prepare outgoing mail; coordinate and facilitate processing of student evaluations of instruction; provide support to student organizations, and ensure that photocopy jobs ordered by faculty are completed in a timely manner. Ms. Sarah Houston, who joined the School in fall, 2010, and Ms. Chelsea Overstreet, who joined the School in March, 2014 are the current occupants of these positions.

Student Support Specialist-Phoenix is hired and supervised by the Manager of Student and Academic Services and is a full-time position. He/she advises and counsels students regarding procedures, policies, transferability of credits, course sequencing, and admission requirements; assists students with completion of required forms, petitions and documents and informs students of university procedures and deadlines; maintains files for prospective students; works with Maricopa Community College to coordinate student transfers; prepares curriculum check sheets for newly admitted and transfer students; prepares and distributes grade sheets to faculty and ensures grades are posted on time; as well as assisting with proof-reading of various materials. The current occupant is Ms. Mary Lutes, who has been with the School since 1997.

Tucson Administrative Associate is hired and supervised by the Tucson Coordinator and is a full-time position. She/he provides administrative support to faculty and staff in Tucson.; is responsible for placing textbook orders for faculty, ordering videos from library, preparing
course outlines and other word-processing tasks, and other classroom related handouts and syllabi; responsible for distributing incoming and preparing outgoing mail; answers incoming phone calls; insures that photocopy jobs ordered by faculty are completed in a timely manner; supervises student workers. The current occupant, Therri Ramirez, has been with the School for ten years.

Tucson Administrative Assistant is hired and supervised by the Tucson Coordinator and is a full-time position. He/she assists in all aspects of walk-in and telephone reception; schedules appointments, delivers messages, sorts and distributes incoming mail, and provides general word processing assistance in the preparation of correspondence and other general communications; operates routine office equipment including copier and fax machine. The current occupant, Linda Shumaker, holds a Bachelor’s in English Literature, a Master’s in Management, and has been with the School for 10 years.

Technological Resources

All permanent faculty and staff at both the Downtown Phoenix and Tucson component have state-of-the-art computers and printers in their offices or work stations that meet or exceed the specifications listed below. All other faculty and staff have access to computers. Computer equipment is replaced on a rotating basis approximately every three years.

Faculty and staff software installations have been standardized to increase end-user proficiency, promote collaboration and information sharing among colleagues, and for administrative purposes. Additional software is purchased for individual faculty and staff for special applications as needed (e.g., advanced statistical software).

Requests for new hardware/software are made to the immediate supervisor and approved by the Director. As minimum hardware requirements change, due to technology and software or faculty and staff requirements, hardware is recycled to other areas that still find usefulness in this equipment. These include the Ph.D. Student Offices, Phi Alpha workstation, and the Student Organization workstation. Equipment that is no longer found useful in any area is transferred to ASU salvage.

All computer hardware is regularly maintained by the College Technical Support staff.
Technical staff are located at the Downtown Phoenix campus and are available to the Tucson site for consultations, problem-solving, or other issues related to computer hardware or software. Technical staff travel to Tucson when needed. The College employs additional full-time technology staff persons who are available to all units in the College for Web design, use of social media, and web-based marketing.

Students have full access to the Information Commons, located in the same building (UCENT) as the School of Social Work. The Information Commons contains approximately 55 PCs and 10 MACs available to students. The Information Commons also contains Xerox machines and printers for student use.

In addition, there is an instructional laboratory with 40 PCs that is made available to students at peak times. Students can also use the Computing Commons located on the ASU Tempe campus. The Commons’ Atrium is an open access, 225-workstation computing site complete with Mac and Windows workstations. These facilities are on a first-come, first-serve basis. Available for students, staff and faculty is a free shuttle between the Downtown and Tempe campuses that runs every 30 minutes.

Our Tucson Component has 6 computers and a printer within its own facility for student use. These are used on a first-come, first-serve basis. In addition, the University of Arizona makes available 7 personal computer labs and 5 computer terminal labs for open student access. These labs are shared for instructional use and may be closed if being used for that purpose. Students can check online to see if a specific lab is available for open access.

All classrooms, and most conference rooms in the Phoenix building are fully mediated. There is a full-time staff available to assist instructors with this equipment. All classrooms in the Tucson Component are equipped with ceiling mounted Proximas, and have televisions, laptop connections, and VCR/DVD equipment. One conference room is fully mediated and electronically connected to a large conference room at the School’s Phoenix location.
3.5.4: The program submits the library form to demonstrate comprehensive library holdings and/or electronic access and other informational and educational resources necessary for achieving its mission and goals.

Librarian’s Report

The Arizona State University Libraries include: the Charles Trumbull Hayden Library; the Architectural and Environmental Design Library; the Music Library; the Daniel E. Noble Science and Engineering Library (Noble Science Library); and the John J. Ross-William C. Blakley Law Library on the Tempe campus; as well as the Fletcher Library on the West campus, the Library on the Polytechnic campus, and the Information Commons at the Downtown Phoenix Campus. The collections and services of these libraries are annually assessed through a broad comparison with peer institutions found within the Association of Research Libraries (ARL).

The ARL is primarily an association of major university libraries. To qualify as an ARL library, an institution must have broad, interdisciplinary collections in support of research and graduate education. The parent institutions of ARL libraries must be classified as Research Intensive in the Carnegie Classification. ARL libraries also must fall within specific parameters of characteristics such as: number of volumes held; number of volumes added (gross); number of current serials received; total expenditures; and number of professional plus nonprofessional staff. Finally, ARL libraries are required to contribute significantly to the distributed North American collection of research resources.

Print Collections

The following table lists the number of titles in the print collection, sorted by the Library of Congress classification system, which specifically support the School of Social Work.

**Total Number of Titles Held (Monographs and Serials)**

<table>
<thead>
<tr>
<th>Call Number Range</th>
<th>Subject Heading</th>
<th>Number of Titles NATC ‘15</th>
</tr>
</thead>
<tbody>
<tr>
<td>HQ1-10</td>
<td>Family, Marriage, Women, Sexual Life, General Works</td>
<td>233</td>
</tr>
<tr>
<td>HQ12-472</td>
<td>Sexual Life</td>
<td>5160</td>
</tr>
<tr>
<td>HQ503-1058</td>
<td>Family, Marriage, Home</td>
<td>11,764</td>
</tr>
</tbody>
</table>
In addition to its extensive print collections, the ASU libraries have been aggressively collecting electronic resources such as full-text journals, encyclopedias, images, streaming audio and video, newspapers, indexes and abstracts. Electronic resources can be accessed from any terminal on any of the ASU campuses, and are also available remotely to anybody with an ASURITE ID and password.

**E-book collections include:**

- **eBooks on EBSCOhost** - Provides full-text books from many of the world's leading commercial publishers and university presses. Includes a wide range of scholarly, reference, and professional titles. Also includes a large number of public domain titles. Subjects covered by netLibrary include Arts & Entertainment; Business & Economy; Computer & Internet; Education; Health; History; Government & Law; Recreation & Sports; Reference; Science & Technology; Social Sciences; Society & Culture.

- **MyiLibrary** - The MyiLibrary collection contains over 6,000 full-text books, journals, reports and other documents published by major publishers and inter-governmental/non-governmental organizations such as the International Atomic Energy Agency, the World Bank, World Health Organization, the United Nations and the International Labor Organization.

- **Ebrary** - The Ebrary Academic Complete collection has over 22,000 full-text books, journals, and maps covering five main subject areas - Business and Economics, Career and General Education, Computers, Engineering and Applied Sciences, Humanities, Social/Behavioral Sciences and Life/Physical Sciences.

**Selected Electronic Indexes/Databases**

- **Academic Search Premier**; (1975+) Covers a wide range of academic subjects. Features full text for selected journals, abstracts and indexing for over 3,600 scholarly journals,

- **Access World News**: Access World News from NewsBank provides full-text information and perspectives from over 600 U.S. and over 500 international sources, each with its own distinctive focus offering diverse viewpoints on local, regional and world issues.

- **Bibliography of Native North Americans**: (1500+) Covers the history, life and culture of native North Americans. Indexes works from the 16th century to the present, including monographs, essays, journal articles, government documents, historical and ethnographic books, and dissertations.

- **Catalog of U.S. Government Publications**: (1976+) A finding tool for U.S. federal government publications. Cites books, reports, studies, serials, maps, & other publications. Topics covered include finance, business, demographics, agriculture, medicine, public health, etc. The CGP contains descriptive records for historical and current publications and provides direct links to those that are available online.

- **Chicano Database**: (1967+) Covers Mexican-American (Chicano) topics & the Latino experience of Puerto Ricans, Cuban Americans, & Central American immigrants. Contains Spanish Speaking Mental Health Database, covering psychological, sociological, & educational literature.

- **Communication and Mass Media Complete**: (1915+) Communication & Mass Media Complete incorporates CommSearch (formerly produced by the National Communication Association) and Mass Media Articles Index (formerly produced by Penn State) along with numerous other journals to create a research and reference resource in the communication and mass media fields. CMMC offers cover-to-cover (core) indexing and abstracts for over 300 journals, and selected (priority) coverage of over 100 more, for a combined coverage of over 400 titles.

- **Contemporary Women’s Issues**: (1992+) Provides full-text access to global information on women. Indexes journals, newsletters, and research reports from non-profit groups, government and international agencies.

- **Criminal Justice Abstracts**: (1968+) Covers major journals in criminology and related disciplines, extensive coverage of books, access to reports from government and nongovernmental agencies. Includes informative summary of the findings, methodology, and conclusions is provided.

- **Education Full Text**: Covers education topics such as critical thinking, teaching methods, curriculum, comparative education, literacy standards, multicultural education,
psychology, special education, counseling, teacher/parent relations, vocational education, etc.

- **Ethnic NewsWatch**: (1960+) Full-text of ethnic, minority and native press newspapers, magazines and journals. Provides a broad diversity of perspectives and viewpoints. Represents the diversity of the American population in ways that are not seen in the mainstream media.

- **Family and Society Studies Worldwide**: (1970+) A core resource providing the most comprehensive coverage of research, policy, and practice literature in the fields of Family Science, Human Ecology, Human Development, and Social Welfare. Covers popular issues as well as meeting the requirements of professionals in all fields of social work, social science and family practice. Covers a wide range of social science disciplines including anthropology, sociology, psychology, demography, health sciences, education, economics, law, history and social work. Contains citations with abstracts to professional journals, conference papers, books, book chapters, government reports, discussion and working papers, statistical documents, theses & dissertations and other sources.

- **Hispanic American Periodicals Index**: (1970+) Indexes worldwide information on Central & South America, Mexico, the Caribbean basin, the U.S.-Mexico border region, & Hispanics in the United States. Covers analyses of current political, economic & social issues, & Latin American arts & letters.

- **Index to Current Urban Documents**: Includes published guide to the reports and research that are generated by local government agencies, civic organizations, academic and research organizations, public libraries, and metropolitan and regional planning agencies in approximately 500 selected cities in the United States and Canada.

- **LexisNexis Academic**: Full text of selected newspapers, trade publications, legal periodicals, and scholarly journals. Most valuable for its extensive full text access to national and international newspapers. Includes access to over 5,000 publications. Also includes federal/state laws, regulations, court opinions; news transcripts.

- **LexisNexis Congressional**: (1789+) U.S. legislative information: hearings; committee reports; bills, bill tracking; Congressional Indexes; Congressional Record; Federal Register; Code of Federal Regulations; U.S. Code; Public laws; National Journal, Congress Daily, & member info.

- **LexisNexis State Capital**: Includes state government information; directories; state laws; regulations; reports; newspapers of record; etc.

- **LexisNexis Statistical**: (1971+) Indexes statistical information produced by the U.S.
government, state governments, & selected private organizations.

- **National Criminal Justice Reference Service**: This collection is a federally funded resource offering justice, substance abuse, and drug policy information to support research, policy, and program development worldwide.

- **PAIS International (Public Affairs Information Service)**: (1972+) Index to political, economic, & social issues in current debate. Covers public & social policy literature of business, economics, finance, law, international relations, public administration, government, political science, & other social sciences.

- **ProQuest Dissertations and Theses Global**: A comprehensive collection of full-text dissertations and theses that includes millions of searchable citations to dissertations and theses from 1861 to the present day together with over a million full-text dissertations that are available for download in PDF format. The database offers full text for most of the dissertations added since 1997 and provides strong retrospective full-text coverage for older graduate works. It also includes PQDT UK & Ireland content.

- **PsycInfo**: (1887+) Includes PsycLIT. Indexes literature in psychology & related disciplines (sociology, linguistics, education, medicine, law, physiology, business, psychiatry, & anthropology). Covers journals, books, chapters, dissertations & technical reports.

- **Social Sciences Full Text**: (1983+) Covers concepts, theories, and methodologies in all areas of the social sciences. Subjects covered include anthropology, criminology, economics, law, geography, policy studies, psychology, sociology, social work, and urban studies.

- **Social Services Abstracts**: (1980+) Bibliographic coverage of current research focused on social work, human services, and related areas, including social welfare, social policy, and community development. The database abstracts and indexes over 1,500 serials publications and includes abstracts of journal articles and dissertations, and citations to book reviews.

- **SOCIndex with Full Text**: SocINDEX™ with Full Text is a social sciences research database, covering a wide spectrum of disciplines. It offers in-depth coverage of sociology, encompassing all sub-disciplines and closely related areas of study.

- **Sociological Abstracts**: (1963+) Covers theoretical & applied sociology, social science, & policy science. Includes sociological aspects of anthropology, gender studies, gerontology, family studies, health, racial interactions, social psychology, social work, urban studies, etc.

- **Studies on Women and Gender Abstracts**: (1995+) Includes citations and abstracts for
journal articles, books, and conference proceedings on women's studies and gender studies.

- **Worldwide Political Science Abstracts**: (1975+) Supplies up-to-date bibliographic information and research within the political science discipline and its complementary fields, including international relations, law, and public administration/policy.

**Services Provided by the University Libraries**

The majority of library collections and services supporting the School of Social Work are located in the Downtown Phoenix Campus Library. Librarians with specific subject expertise are assigned to provide both individual consultations with students and faculty and classroom instruction on library use as requested, as well as selecting material to support curriculum, instruction and research in this area. Additionally, the libraries have dedicated support personnel to manage and maintain print and electronic subscriptions, process new materials for the print collection, process materials for electronic reserve, process interlibrary loan requests and provide information/reference services.

In addition to providing reference services in-person and by telephone at the information and reference desks in each library, the ASU Libraries also provide virtual reference services via email and chat (https://lib.asu.edu/help). Virtual reference enables personal contact and specialized assistance to the faculty and students on and off campus. Chat service is available 24 hours a day, 7 days a week throughout the year; email service guarantees responses within 24 hours.

For those who prefer to study later at night, Hayden Library on the Tempe Campus is open 24 hours per day, 5 days per week, from Sunday morning at 10:00 A.M. until Friday evening at midnight. When materials are not available in any of the ASU libraries, the libraries provide fully subsidized interlibrary loan services to faculty and students. Interlibrary loan services use the latest technologies and services to provide rapid delivery of journal articles and books (http://libguides.asu.edu/ill). The libraries also provide book pulling and document delivery. BorrowItNow is a quick way to submit an interlibrary loan request. It enables you to search for and request books directly from libraries of the Greater Western Library Alliance (GWLA), a consortium of 33 research libraries located in the central and western United States.

The ASU Libraries provide an electronic reserve service which enables faculty to put
selected course materials online. If the ASU Libraries do not own the material needed for a course, submitting a Course Reserve Request Form (https://lib.asu.edu/access/reserves) automatically generates a request to purchase the material.

To support the use of the entirety of ASU’s digital materials, the ASU Libraries have developed an extensive web site supporting library materials that are available on all ASU campuses (http://lib.asu.edu). It provides access to the hundreds of databases, and to thousands of journals and books in electronic format. In addition, open-URL linking services allow students and faculty to use Google Scholar and other digital resources and to go directly to ASU full-text materials. RefWorks, another ASU Library resource, captures information from online resources and will create footnotes and bibliographies.

All workstations on the ASU campuses provide access to the ASU Libraries' website and catalog. Computer workstations that are designated for ASU affiliates have the Microsoft Office Suite installed. Wireless internet access is provided throughout all of the ASU library facilities. Off campus access to electronic databases and full-text journals is available to all ASU faculty, staff, and students using their ASURITE ID and password.

For those classes that are televised, the ASU Libraries provide streaming video access to each broadcast. The materials are kept for an entire semester.

The ASU Libraries encourage faculty and students to suggest materials for acquisition. Each academic program or department has a subject specialist librarian designated to assist with all library needs (https://lib.asu.edu/librarians). This librarian may be contacted to request books, periodicals, films, videos, DVDs, etc.; to arrange instruction; and any other assistance.

Students in the Tucson Component program have full access to ASU’s library system, as does any ASU student, including all of its online resources. In addition, through a formal agreement with the University of Arizona in Tucson, BSW and MSW students enrolled at our Tucson Component have full access to that library and its services. As a large major university, the University of Arizona has collections and services similar to that of ASU, as well as a Health Sciences Library that contains many journals, books, and reference texts relevant to social work.
Phoenix Campus

The School of Social Work has been on the ASU Downtown Phoenix campus since the summer of 2006. The School of Social Work is located on the 7th and 8th floors of UCENT, in the heart of downtown Phoenix in close proximity to numerous social service agencies and the state government. UCENT houses the College of Public Service and Community Solutions, the School of Letters and Sciences, the Student Success Center, the Pat Tillman Veterans Center, the Information Commons (library and the student computing facilities), as well as a café and branch of the ASU bookstore.

The School of Social Work’s Director has an office large enough to accommodate a small conference table in addition to the furniture and equipment common to all faculty offices. Each tenure-track faculty member and Academic Professional has a fully furnished private office equipped with telephone, computer and printer, and access to the internet. Lecturers share an office (2 per office). These offices are fully furnished with internet linkages, telephones, and full computer services. Faculty associates hired less than 50% time have offices available to them for student appointments, placing phone calls, and using the computer system.

The 8th floor also contains one conference room for the exclusive use of the School which can comfortably accommodate about 20 individuals; two kitchens, equipped with a microwave and refrigerator for faculty and staff; large open area equipped for doctoral students; multiple locked storage areas; and a large workroom for faculty and staff use. Space with file cabinets, desks and computers is available on the 8th floor for the student organization and Phi Alpha Honor Society. The 7th floor includes our Southwest Interdisciplinary Research Center (SIRC) with multiple offices and conference rooms.

UCENT has 23 fully mediated classrooms that vary in size to accommodate 24 – 88 students. In addition, 6 classrooms are available at the Mercado building, located approximately three blocks from UCENT; these can accommodate approximately 30 students.
The College of Public Service and Community Solutions, which includes our School, has eight conference rooms that vary in size and can accommodate from 8 – 42 persons, all of which are mediated and available on a first-come, first-serve basis. Classrooms are scheduled through a central office and the conference rooms are scheduled through the College. The main floor of UCENT is an inviting public area which contains an information desk, comfortable conversation areas for students and visitors, the café, bookstore, student support services, as well as two classrooms. This floor also contains lockable files for student use.

**Tucson Campus**

The Tucson Campus is located at 340 N. Commerce Park Loop, Suite 250, Tucson, AZ. It occupies the top floor of a low-rise building rented from the United Way and is conveniently located near Pima Community College from which a number of Tucson BSW students transfer. There is ample parking adjacent to the building for faculty, staff and students. The space includes a separate entry way with ASU School of Social Work signage, offices for each faculty member, student advisor, and Field Education Coordinator, a central office for administrative staff, work room, kitchen, 3 classrooms that have a 30 – 32 person capacity, a seminar room with a capacity of 12 – 14, 3 break-out rooms, a conference room that is fully mediated and connected to a conference room at the Phoenix program, and a computer/library laboratory for students. Faculty and staff offices are equipped similarly to those of the Phoenix campus. Students not only have access to the University of Arizona library system, as noted previously, but they have full access to university’s Campus Health Center, Recreation Center, and can order their textbooks through the University of Arizona’s bookstore.

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3.5.6: The program describes its access to assistive technology, including materials in alternative formats (e.g., Braille, large print, books on tape, assistive learning systems).

ASU has a Disability Resource Center (DRC) that ensures that students with disabilities are accommodated. These services are available to students at all ASU locations, including the Downtown Phoenix and Tucson Campuses. ASU’s Downtown Phoenix campus opened with a Universal Design approach in mind, in that all students (not just students with disabilities)
should have access to assistive technology. Thus, every public computer is equipped with assistive technology which is part of the image installed on all computers.

The DRC works with academic and student support programs to ensure that every publication that goes out to students is either available, or can be requested, in an accessible alternative format. Available on the Downtown Phoenix campus are the following:

- Every public computer on campus has JAWS, MAGic, Kurzweil in addition to the standard Windows accessibility features.

- For students who are blind / visually impaired, there is a Braille printer and portable refreshable Braille display in the Information Commons providing access to computing on campus.

- For any student who wishes to convert materials to an alternative format, the Disability Resource Center has several scanners, including a high-speed scanner available in the Information Commons that allows students to scan documents into an electronic format and processed in a way to recognize text that can be read using computer programs.

- There are designated stations in the Information Commons as well as the Student Success Center that can be used to convert materials to an alternative format.

- There are adjustable height tables available in nearly all classrooms and the information commons to accommodate those who use chairs, or need to stand to work at a station.

For qualified students with disabilities there are a variety of accommodations that can be made available to them, depending on their disability. For those students who require that materials be converted into an alternative format as an accommodation, the DRC is able to convert materials into the following formats – E-text (modified Word files with additional descriptions), accessible PDF (files coded and text recognized/formatted to be able to be read with software), large print, Braille, tactile images, audio files. However, all students (not just those with disabilities) can convert materials on their own using the assistive technology available in the Information Commons. Assistance is available upon request through either the Information Commons help desk and/or the Disability Resource Center.

For students who may have needs to hear, write, or see information in class, the DRC has an assistive technology / equipment loan program for qualified students. This equipment includes, assistive listening devices, microphones, Smart Pens, and visual magnification.
systems. The equipment can be checked out for a semester at a time. In some cases, the equipment has to be used on site due to the size of the device, including closed circuit televisions (CCTV) that students who are visually impaired can utilize to magnify printed documents, change the contrast, and make material easier to access for themselves.

For students who qualify to receive accommodations for testing, the DRC has designated space that allows students to receive accommodations for testing including, extended time, reduced distraction environment, and access to assistive technology that may be needed for students to access exams or quizzes.

For students who use sign language or not able to access audio content, the DRC provides sign language interpreters or computer access realtime translation (CART), making it possible for students to access the auditory content.

The DRC, in collaboration with faculty and students, works with students on an individual course basis to determine appropriate accommodations and work together to implement those accommodations to ensure access to course content and course related activities.

**Accreditation Standard 4.0 – Assessment**

**4.0.1: The program presents its plan to assess the attainment of its competencies. The plan specifies procedures, multiple measures, and benchmarks to assess the attainment of each of the program’s competencies (AS M2.0.4).**

The School of Social Work uses ongoing multi-method, multi-trait measures to assess the quality of its programs. Systematic assessments using multiple instruments include evaluations of and from students, instructors, and field practicum instructors. The overall benchmark that has been established by the faculty of the School for all competencies is a level of 80% or higher for students to reach each competency. This uniform standard is considered the best approach, so that all students leave the program demonstrating a broad achievement of competency. Review of the benchmarks for each competency helps us focus on those parts
of the curriculum and the program in general that need the most attention as part of our continuous improvement process.

For assessment of the competencies, we use several culminating measures - the final year Field evaluation, which reflects the field instructor’s assessment of the student’s performance in the field practicum; the Graduating Student Survey, which is filled out by all students prior to their graduation from the program; and the final grades from the culminating course experience for ADP students, SWG 621 – Integrative Seminar, and for PAC students the portfolio and the percent of students who pass it through the initial review. The use of culminating measures best demonstrates the achievement of competency, as it comes at the end of the student’s time in the MSW program at which point it is expected that students will reach the culmination of achievement of competency. The specific measures are:

- MSW Graduating Student Survey (MGSS)
- MSW Student Performance Evaluation in Field Education – (ADP Field Performance)
- MSW Student Performance Evaluation in Field Education – (PAC Field Performance)
- Capstone course final grades in SWG 621 – Integrative Seminar
- PAC Portfolio passing rate

The MSW Graduating Student Survey (MGSS) survey was designed within the School of Social Work to assess the EPAS curriculum content areas, as well as other areas the faculty felt important to assess. The MGSS is an in-class administered survey offered to every graduating student in the MSW programs. We have found that in-class administration results in a higher response rate than other administration methods, even though students are free to decline to participate in the survey. Students who are absent on the day of administration are sent an email version of the survey.

At the conclusion of the semesters in which students have been placed in the field, the field instructor evaluates the student’s performance using the “Student Performance Evaluation in Field Education.” There is a form for ADP students and another form for PAC students. The
full forms can be found in the Appendix. This instrument evaluates the extent to which students have met each of the program competencies. Thus, it provides feedback to the student on his or her performance in field, provides a basis and recommendation for the field grade (the faculty liaison assigns the grade in consultation with the field instructor and student), helps keep the School informed about student performance in the field, and provides the faculty with important data on achievement of program competencies that are used in our continuous improvement process. The final evaluation is cumulative and assesses the student’s performance in the field for the entire year. Thus, the scores for the final semester are used for the assessment of achievement of the competencies.

The capstone course for ADP students and the portfolios for PAC students are used to provide an overall evaluation of student learning at the conclusion of their program of study. The capstone course, SWG 621 – Integrative Seminar, is taken in the student’s last semester in the program. The expectation is that student performance in the capstone course demonstrates a synthesis of all the material presented in curriculum and the student’s experience in the field. The portfolio is developed during the students PAC field practicum year, and due at the end of the semester they complete the field practicum. The portfolio, in addition to collection of documentation from the student’s field projects, includes a synthesis paper that reflects each student’s understanding of key theories and evidence-based research in relation to practice interventions. The synthesis paper reflects a bringing together of coursework and field experiences. Thus, these culminating measures provide another assessment of achievement of competency.

Table 4.1 outlines the specific measures used to assess the Practice Behaviors for the Advanced Direct Practice concentration, and provides the scores used. Table 4.2 outlines the specific measures used to assess the Practice Behaviors for the Policy, Administration and Community concentration, and provides the scores used. Two measures of each practice behavior are listed. Each item used as a measure is linked to the specific question of the relevant assessment instrument. The scores for each item were either on a 1-4 scale, lowest to highest assessment, or converted to that scale. For example, all the assessments on the Graduating Student Surveys range from 1 (strongly disagree) to 4 (strongly agree) with the
highest level of competency reached at a 4. For the field evaluation forms, the level of competency is rated from 1 (low) to 5 (high), and in in this care where the scale goes from 1-5, the scores were converted to fit a 1-4 scale so all the measures could be aggregated for the final assessment of the competency. For the final grade of the culminating course SWG 621 – Integrative Seminar, the final grades for all students in 2014 were compiled and averaged to a course GPA, on the typical 4 point scale. That score for 2014 was an average GPA of 3.79 across all the students in the MSW ADP concentration taking that course. For the measurement of passing the portfolio, the percent of students who passed on the first review of the portfolio was used, and this percent was 96%. Converted to a 4 point scale, that is 3.84. The value of each of these two culminating experiences as a measure for assessment of advanced practice is discussed in detail in the earlier section of AS M2.0 – Curriculum. In the plan matrix in Table 4.1 and Table 4.2, the specific item from each instrument is noted and can be tracked back to the instrument items used with all the scores at the end of this section. Blank copies of all the assessment instruments in entirety can be found in the Appendix to the self-study.
Table 4.1

**MSW ADP Plan for Assessment of Individual Practice Behaviors Associated with Practice Competencies with mean scores from aggregate scale 1-4**

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Measures</th>
<th>Mean for Practice Behavior assessment item (scale 1-4)</th>
</tr>
</thead>
</table>
| **Core Competency EP2.1.1** | 7. Advocate for client access to the services of social work | MSW Graduating Student Survey – item #21  
MSW ADP Field Performance – item #1c | 3.33 |
|  | 8. Practice personal reflection and self-correction to assure continual professional development | MSW Graduating Student Survey – item #22  
MSW ADP Field Performance – item #1b | 3.34  
3.15 |
|  | 9. Attend to professional roles and boundaries | MSW Graduating Student Survey – item #23  
MSW ADP Field Performance – item #1d | 3.41  
3.39 |
|  | 10. Demonstrate professional demeanor in behavior, appearance, and communication | MSW Graduating Student Survey – item #24  
ADP Integrative Seminar final grades | 3.26  
3.79 |
|  | 11. Engage in career-long learning | MSW Graduating Student Survey – item #25  
ADP Integrative Seminar final grades | 3.25  
3.79 |
|  | 12. Use supervision and consultation | MSW Graduating Student Survey – item #26  
MSW ADP Field Performance – item #2e | 3.31  
3.26 |
| **Core Competency EP 2.1.2** | 5. Recognize and manage personal values in a way that allows professional values to | MSW Graduating Student Survey – item #27  
MSW ADP Field Performance – item #1b | 3.25  
3.15 |
<table>
<thead>
<tr>
<th>Apply social work ethical principles to guide professional practice.</th>
<th>Core Competency EP 2.1.3 Apply critical thinking to inform and communicate professional judgments.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Make ethical decisions by applying standards of NASW’s Code of Ethics</td>
<td>4. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
</tr>
<tr>
<td>7. Tolerate ambiguity in resolving ethical conflicts</td>
<td>5. Analyze models of assessment, prevention, intervention and evaluation</td>
</tr>
<tr>
<td>8. Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>6. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
</tr>
</tbody>
</table>
| MSW Graduating Student Survey – item #28  
MSW ADP Field Performance – item #1a  
MSW ADP Field Performance – item #1e | MSW Graduating Student Survey – item #31  
ADP Integrative Seminar final grades |
| MSW Graduating Student Survey – item #29  
ADP Integrative Seminar final grades | MSW Graduating Student Survey – item #32  
ADP Integrative Seminar final grades |
| MSW Graduating Student Survey – item #30  
MSW ADP Field Performance – item #1e | MSW Graduating Student Survey – item #33  
ADP Integrative Seminar final grades |
| 3.25  
3.25 | 3.29  
3.79 |
| 3.08  
3.79 | 3.27  
3.79 |
| 3.19  
3.10 | 3.33  
3.79 |
| Core Competency EP 2.1.4 | 4. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power | MSW Graduating Student Survey – item #34  
MSW ADP Field Performance – item #4b  
MSW ADP Field Performance – item #1b | 3.32  
3.30 |
|---|---|---|---|
| 5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups | MSW Graduating Student Survey – item #35  
MSW ADP Field Performance – item #1b | 3.47  
3.15 |
| 6. Recognize and communicate their understanding of the importance of difference in shaping life experiences | MSW Graduating Student Survey – item #36  
ADP Integrative Seminar final grades | 3.29  
3.79 |
| 7. View themselves as learners and engage those with whom they work as informants | MSW Graduating Student Survey – item #37  
MSW ADP Field Performance – item #4c | 3.38  
3.27 |

| Core Competency EP 2.1.5 | 4. Understand the forms and mechanisms of oppression and discrimination | MSW Graduating Student Survey – item #38  
MSW ADP Field Performance – item #4b | 3.32  
3.30 |
|---|---|---|---|
| 5. Advocate for human rights and social and economic justice | MSW Graduating Student Survey – item #39  
ADP Integrative Seminar final grades | 3.22  
3.79 |
| 6. Engage in practices that advance social and economic justice | MSW Graduating Student Survey – item #40  
ADP Integrative Seminar final grades | 3.20  
3.79 |

| Core Competency EP 2.1.6 | 3. Use practice experience to inform scientific inquiry | MSW Graduating Student Survey – item #41  
ADP Integrative Seminar final grades | 3.11  
3.79 |
| Core Competency EP 2.1.7 | 3. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation | MSW Graduating Student Survey – item #43 | 3.32  
| | | MSW ADP Field Performance – item #5b | 3.07  
| | 4. Critique and apply knowledge to understand person and environment | ADP Integrative Seminar final grades | 3.43  
| | | MSW Graduating Student Survey – item #44 | 3.79  
| | | ADP Integrative Seminar final grades |  
| Core Competency EP 2.1.8 | 3. Analyze, formulate, and advocate for policies that advance social well-being | MSW Graduating Student Survey – item #45 | 3.06  
| | 4. Collaborate with colleagues and clients for effective policy action | ADP Integrative Seminar final grades | 3.79  
| | | MSW Graduating Student Survey – item #46 | 3.07  
| | | ADP Integrative Seminar final grades | 3.79  
| Core Competency EP 2.1.9 | 3. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological | MSW Graduating Student Survey – item #62 | 3.55  
| | | MSW ADP Field Performance – item #10a | 3.32  
| | | | | 

research-informed practice and practice-informed research.

4. Use research evidence to inform practice

MSW Graduating Student Survey – item #42
ADP Integrative Seminar final grades | 3.36  
| | | 3.79  

Core Competency EP 2.1.7
Apply knowledge of human behavior and the social environment

MSW Graduating Student Survey – item #43
MSW ADP Field Performance – item #5b | 3.07  

MSW Graduating Student Survey – item #44
ADP Integrative Seminar final grades | 3.43  

ADP Integrative Seminar final grades | 3.79  

Core Competency EP 2.1.8
Engage in policy practice to advance social and economic well-being and to deliver effective social work services

Core Competency EP 2.1.9
Respond to
<table>
<thead>
<tr>
<th>contexts that shape practice</th>
<th>developments, and emerging societal trends to provide relevant services</th>
<th>4. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</th>
<th>MSW Graduating Student Survey – item #48 ADP Integrative Seminar final grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Competency EP 2.1.10a-d</td>
<td>Engagement:</td>
<td>4. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>MSW Graduating Student Survey – item #49 ADP Integrative Seminar final grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Use empathy and other interpersonal skills</td>
<td>MSW Graduating Student Survey – item #50 ADP Integrative Seminar final grades</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Develop a mutually agreed – on focus of work and desired outcomes</td>
<td>MSW Graduating Student Survey – item #51 ADP Integrative Seminar final grades</td>
</tr>
<tr>
<td></td>
<td>Assessment</td>
<td>5. Collect, organize, and interpret client data</td>
<td>MSW Graduating Student Survey – item #52 MSW ADP Field Performance – item #7b</td>
</tr>
</tbody>
</table>

<p>| ADP Integrative Seminar final grades | 3.03 | 3.79 |
| MSW Graduating Student Survey – item #48 | 3.22 | 3.79 |
| MSW Graduating Student Survey – item #50 | 3.56 | 3.79 |
| MSW Graduating Student Survey – item #51 | 3.33 | 3.79 |
| MSW ADP Field Performance – item #7b | 3.29 | 3.18 |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>
| 6. | Assess client strengths and limitations | MSW Graduating Student Survey – item #53  
ADP Integrative Seminar final grades | 3.66  
3.79 |
| 7. | Develop mutually agreed-on intervention goals and objectives | MSW Graduating Student Survey – item #54  
ADP Integrative Seminar final grades | 3.36  
3.79 |
| 8. | Select appropriate intervention strategies | MSW Graduating Student Survey – item #55  
ADP Integrative Seminar final grades | 3.31  
3.79 |

**Intervention**

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<tr>
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</thead>
</table>
| 6. | Initiate actions to achieve organizational goals | MSW Graduating Student Survey – item #56  
MSW ADP Field Performance – item #10a | 3.21  
3.32 |
| 7. | Implement prevention interventions that enhance client capacities | MSW Graduating Student Survey – item #57  
MSW ADP Field Performance – item #6b | 3.13  
3.35 |
| 8. | Help clients resolve problems | MSW Graduating Student Survey – item #58  
MSW ADP Field Performance – item #6a | 3.35  
3.11 |
| 9. | Negotiate, mediate, and advocate for clients | MSW Graduating Student Survey – item #59  
MSW Graduating Student Survey – item #66 | 3.34  
3.30 |
| 10. | Facilitate transitions and endings | MSW Graduating Student Survey – item #60  
MSW ADP Field Performance – item #9a | 3.15  
3.39 |
<table>
<thead>
<tr>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Critically analyze, monitor, and evaluate interventions</td>
</tr>
<tr>
<td>MSW Graduating Student Survey – item #61 ADP Integrative Seminar final grades</td>
</tr>
<tr>
<td>3.27 3.79</td>
</tr>
</tbody>
</table>

Table 4.2

**MSW PAC Plan for Assessment of Individual Practice Behaviors Associated with Practice Competencies with mean scores from aggregate scale 1-4**

<table>
<thead>
<tr>
<th>EPAS Competency</th>
<th>EPAS Practice Behaviors</th>
<th>Measures</th>
<th>Mean for Practice Behavior assessment item (scale 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competency EP2.1.1</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Advocate for client access to the services of social work</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW Graduating Student Survey – item #21 MSW PAC Field Performance – item #26</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.33 3.12</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW Graduating Student Survey – item #22 MSW PAC Field Performance – item #15</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.34 3.34</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Attend to professional roles and boundaries</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW Graduating Student Survey – item #23 MSW PAC Field Performance – item #8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.41 3.45</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MSW Graduating Student Survey – item #24 MSW PAC Field Performance – item #5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.26 3.79</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| Core Competency | 5. Engage in career-long learning | MSW Graduating Student Survey – item #25 | 3.25  
|  |  | PAC Portfolio | 3.84  
| 6. Use supervision and consultation | MSW Graduating Student Survey – item #26 | 3.31  
|  | MSW PAC Field Performance – item #6 | 3.29  
| **Core Competency** | **EP 2.1.2** | **Apply social work ethical principles to guide professional practice.** |  
| 1. Recognize and manage personal values in a way that allows professional values to guide practice | MSW Graduating Student Survey – item #27 | 3.25  
|  | PAC Portfolio | 3.84  
| 2. Make ethical decisions by applying standards of NASW’s Code of Ethics | MSW PAC Field Performance – item #2 | 3.25  
| 3. Tolerate ambiguity in resolving ethical conflicts | MSW Graduating Student Survey – item #28 | 3.66  
| 4. Apply strategies of ethical reasoning to arrive at principled decisions | PAC Portfolio |  
| **Core Competency** | **EP 2.1.3** | **Apply critical thinking to inform and communicate professional judgments.** |  
| 1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom | MSW Graduating Student Survey – item #31 | 3.29  
| | MSW PAC Field Performance – item #3 | 3.29  
| 2. Analyze models of assessment, prevention, intervention and evaluation | MSW PAC Field Performance – item #32 | 3.27  
| 3. Demonstrate effective oral and written communication in | PAC Portfolio | 3.84  
| | MSW Graduating Student Survey – item #33 | 3.33  
| | MSW PAC Field Performance – item #12 | 3.34  
| **PAC Portfolio** |  | | |  
| **MSW Graduating Student Survey – item #25** | | 3.25  
| **MSW Graduating Student Survey – item #26** | | 3.31  
| **MSW PAC Field Performance – item #6** | | 3.29  
| **MSW Graduating Student Survey – item #27** | | 3.25  
| **MSW PAC Field Performance – item #2** | | 3.66  
| **MSW Graduating Student Survey – item #28** | | 3.08  
| **PAC Portfolio** | | 3.84  
| **MSW Graduating Student Survey – item #29** | | 3.19  
| **PAC Portfolio** | | 3.84  
| **MSW Graduating Student Survey – item #30** | | 3.29  
| **PAC Portfolio** | | 3.29  
| **MSW Graduating Student Survey – item #31** | | 3.27  
| **MSW PAC Field Performance – item #3** | | 3.84  
| **MSW Graduating Student Survey – item #32** | | 3.33  
| **MSW PAC Field Performance – item #12** | | 3.34  
| **MSW Graduating Student Survey – item #33** | | 3.33  

686
<table>
<thead>
<tr>
<th>Core Competency EP 2.1.4</th>
<th>Engage diversity and difference in practice.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td></td>
</tr>
<tr>
<td>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td></td>
</tr>
<tr>
<td>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</td>
<td></td>
</tr>
<tr>
<td>4. View themselves as learners and engage those with whom they work as informants</td>
<td></td>
</tr>
<tr>
<td>Core Competency EP 2.1.5</td>
<td>Advance Human rights and social and economic justice.</td>
</tr>
<tr>
<td>1. Understand the forms and mechanisms of oppression and discrimination</td>
<td></td>
</tr>
<tr>
<td>2. Advocate for human rights and social and economic justice</td>
<td></td>
</tr>
<tr>
<td>3. Engage in practices that advance social and economic justice</td>
<td></td>
</tr>
</tbody>
</table>

| | MSW Graduating Student Survey – item #34 PAC Portfolio |
| | MSW Graduating Student Survey – item #35 PAC Portfolio |
| | MSW Graduating Student Survey – item #36 PAC Field Performance – item #4 |
| | MSW Graduating Student Survey – item #37 PAC Field Performance – item #27 |
| | MSW Graduating Student Survey – item #38 PAC Field Performance – item #4 |
| | MSW Graduating Student Survey – item #39 PAC Portfolio |
| | MSW Graduating Student Survey – item #40 PAC Field Performance – item #5 |

| | 3.32 |
| | 3.84 |
| | 3.47 |
| | 3.84 |
| | 3.29 |
| | 3.75 |
| | 3.38 |
| | 3.18 |

<p>| | 3.32 |
| | 3.75 |
| | 3.22 |
| | 3.84 |
| | 3.20 |
| | 3.79 |</p>
<table>
<thead>
<tr>
<th>Core Competency EP 2.1.6</th>
<th>Engage in research-informed practice and practice-informed research.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Use practice experience to inform scientific inquiry</td>
</tr>
<tr>
<td></td>
<td>2. Use research evidence to inform practice</td>
</tr>
<tr>
<td></td>
<td>MSW Graduating Student Survey – item #41</td>
</tr>
<tr>
<td></td>
<td>MSW PAC Field Performance – item #8</td>
</tr>
<tr>
<td></td>
<td>MSW Graduating Student Survey – item #42</td>
</tr>
<tr>
<td></td>
<td>MSW PAC Field Performance – item #3</td>
</tr>
<tr>
<td>Core Competency EP 2.1.7</td>
<td>Apply knowledge of human behavior and the social environment</td>
</tr>
<tr>
<td></td>
<td>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
</tr>
<tr>
<td></td>
<td>2. Critique and apply knowledge to understand person and environment</td>
</tr>
<tr>
<td></td>
<td>MSW Graduating Student Survey – item #43</td>
</tr>
<tr>
<td></td>
<td>PAC Portfolio</td>
</tr>
<tr>
<td></td>
<td>MSW Graduating Student Survey – item #44</td>
</tr>
<tr>
<td></td>
<td>PAC Portfolio</td>
</tr>
<tr>
<td>Core Competency EP 2.1.8</td>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
</tr>
<tr>
<td></td>
<td>1. Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td></td>
<td>2. Collaborate with colleagues and clients for effective policy action</td>
</tr>
<tr>
<td></td>
<td>MSW Graduating Student Survey – item #45</td>
</tr>
<tr>
<td></td>
<td>PAC Portfolio</td>
</tr>
<tr>
<td></td>
<td>MSW Graduating Student Survey – item #46</td>
</tr>
<tr>
<td></td>
<td>MSW PAC Field Performance – item #5</td>
</tr>
</tbody>
</table>

Scores: 3.11, 4.45, 3.36, 3.29, 3.32, 3.84, 3.43, 3.84, 3.06, 3.84, 3.07, 3.79
<table>
<thead>
<tr>
<th><strong>Core Competency</strong></th>
<th><strong>EP 2.1.9</strong></th>
<th>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</th>
<th>MSW Graduating Student Survey – item #47 PAC Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td>MSW Graduating Student Survey – item #48 MSW PAC Field Performance – item #9</td>
</tr>
<tr>
<td></td>
<td><strong>Engagement:</strong></td>
<td>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</td>
<td>MSW Graduating Student Survey – item #49 MSW PAC Field Performance – item #9</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Use empathy and other interpersonal skills</td>
<td>MSW Graduating Student Survey – item #50 MSW PAC Field Performance – item #4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Develop a mutually agreed-on focus of work and desired outcomes</td>
<td>MSW Graduating Student Survey – item #51 PAC Portfolio</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td></td>
<td>3.29</td>
<td>3.25</td>
</tr>
<tr>
<td>---------------------------------------------------</td>
<td>--------------------------------------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>1. Collect, organize, and interpret client data</td>
<td>MSW Graduating Student Survey – item #52</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSW PAC Field Performance – item #16</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Assess client strengths and limitations</td>
<td>MSW Graduating Student Survey – item #53</td>
<td>3.66</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAC Portfolio</td>
<td>3.84</td>
<td></td>
</tr>
<tr>
<td>3. Develop mutually agreed-on intervention goals and objectives</td>
<td>MSW Graduating Student Survey – item #54</td>
<td>3.36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSW PAC Field Performance – item #26</td>
<td>3.12</td>
<td></td>
</tr>
<tr>
<td>4. Select appropriate intervention strategies</td>
<td>MSW Graduating Student Survey – item #55</td>
<td>3.31</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAC Portfolio</td>
<td>3.84</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Intervention</strong></th>
<th></th>
<th>3.21</th>
<th>3.10</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Initiate actions to achieve organizational goals</td>
<td>MSW Graduating Student Survey – item #56</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSW PAC Field Performance – item #9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Implement prevention interventions that enhance client capacities</td>
<td>MSW Graduating Student Survey – item #57</td>
<td>3.13</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAC Portfolio</td>
<td>3.84</td>
<td></td>
</tr>
<tr>
<td>3. Help clients resolve problems</td>
<td>MSW Graduating Student Survey – item #58</td>
<td>3.35</td>
<td></td>
</tr>
<tr>
<td></td>
<td>MSW PAC Field Performance – item #26</td>
<td>3.12</td>
<td></td>
</tr>
<tr>
<td>4. Negotiate, mediate, and advocate for clients</td>
<td>MSW Graduating Student Survey – item #59</td>
<td>3.34</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PAC Portfolio</td>
<td>3.84</td>
<td></td>
</tr>
</tbody>
</table>
5. Facilitate transitions and endings

*Evaluation*

1. Critically analyze, monitor, and evaluate interventions

<table>
<thead>
<tr>
<th>Competency</th>
<th>Measure 1</th>
<th>Measure 2</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSW Graduating Student Survey – item #60</td>
<td>MSW PAC Field Performance – item #20</td>
<td></td>
<td>3.15</td>
</tr>
<tr>
<td>MSW Graduating Student Survey – item #61</td>
<td>MSW PAC Field Performance – item #18</td>
<td></td>
<td>3.27</td>
</tr>
</tbody>
</table>

In summary, Tables 4.1 and 4.2 outline the specifics of the assessment plans for the MSW concentrations for advanced practice competency. Multiple culminating measures were used, two for each practice behavior, and the benchmark of 80% was set for all students performing at or above that level. The actual performance rates are presented in the next section.
Table 4.3 outlines the summary data and outcomes for the assessment of each competency for the Advanced Direct Practice concentration. Table 4.4 outlines the summary data and outcomes for the assessment of each competency for the Policy, Administration and Community concentration. Also identified in both tables are the percentages of students achieving each competency benchmark.

**Table 4.3**

**MSW Results for Assessment of Advanced Direct Practice Concentration Practice Competencies**

<table>
<thead>
<tr>
<th>EPAS Competency (Benchmark ≥ 80%)</th>
<th>EPAS Practice Behaviors</th>
<th>Mean for Practice Behavior Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competency EP2.1.1</strong></td>
<td>1. Advocate for client access to the services of social work</td>
<td>3.32</td>
</tr>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>3. Attend to professional roles and boundaries</td>
<td>3.40</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>3.53</td>
</tr>
<tr>
<td></td>
<td>5. Engage in career-long learning</td>
<td>3.52</td>
</tr>
<tr>
<td></td>
<td>6. Use supervision and consultation</td>
<td>3.29</td>
</tr>
<tr>
<td><strong>Aggregate Mean Score</strong></td>
<td></td>
<td><strong>3.39</strong></td>
</tr>
<tr>
<td><strong>Percent of students achieving competency benchmark</strong></td>
<td></td>
<td><strong>84.8%</strong></td>
</tr>
<tr>
<td>Core Competency EP 2.1.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Apply social work ethical principles to guide professional practice.</strong></td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>3.20</td>
</tr>
<tr>
<td></td>
<td>2. Make ethical decisions by applying standards of NASW’s Code of Ethics</td>
<td>3.25</td>
</tr>
<tr>
<td></td>
<td>3. Tolerate ambiguity in resolving ethical conflicts</td>
<td>3.44</td>
</tr>
<tr>
<td></td>
<td>4. Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>3.15</td>
</tr>
<tr>
<td><strong>Aggregate Mean Score</strong></td>
<td>3.26</td>
<td></td>
</tr>
<tr>
<td><strong>Percent of students achieving competency benchmark</strong></td>
<td>81.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Competency EP 2.1.3</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Apply critical thinking to inform and communicate professional judgments.</strong></td>
<td>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</td>
<td>3.54</td>
</tr>
<tr>
<td></td>
<td>2. Analyze models of assessment, prevention, intervention and evaluation</td>
<td>3.53</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
<td>3.56</td>
</tr>
<tr>
<td><strong>Aggregate Mean Score</strong></td>
<td>3.54</td>
<td></td>
</tr>
<tr>
<td><strong>Percent of students achieving competency benchmark</strong></td>
<td>88.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Competency EP 2.1.4</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engage diversity and difference in practice.</strong></td>
<td>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
<td>3.31</td>
</tr>
<tr>
<td></td>
<td>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>3.31</td>
</tr>
<tr>
<td></td>
<td>3. Recognize and communicate their</td>
<td>3.54</td>
</tr>
<tr>
<td>Core Competency</td>
<td>Description</td>
<td>Aggregate Mean Score</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>----------------------</td>
</tr>
<tr>
<td><strong>EP 2.1.5</strong></td>
<td>Advance Human rights and social and economic justice.</td>
<td>3.33</td>
</tr>
<tr>
<td>1.</td>
<td>Understand the forms and mechanisms of oppression and discrimination</td>
<td>3.31</td>
</tr>
<tr>
<td>2.</td>
<td>Advocate for human rights and social and economic justice</td>
<td>3.51</td>
</tr>
<tr>
<td>3.</td>
<td>Engage in practices that advance social and economic justice</td>
<td>3.50</td>
</tr>
<tr>
<td><strong>Aggregate Mean Score</strong></td>
<td>3.37</td>
<td></td>
</tr>
<tr>
<td><strong>EP 2.1.6</strong></td>
<td>Engage in research-informed practice and practice-informed research.</td>
<td>3.44</td>
</tr>
<tr>
<td>1.</td>
<td>Use practice experience to inform scientific inquiry</td>
<td>3.45</td>
</tr>
<tr>
<td>2.</td>
<td>Use research evidence to inform practice</td>
<td>3.58</td>
</tr>
<tr>
<td><strong>Aggregate Mean Score</strong></td>
<td>3.52</td>
<td></td>
</tr>
<tr>
<td><strong>EP 2.1.7</strong></td>
<td>Apply knowledge of human behavior and the social environment</td>
<td>3.41</td>
</tr>
<tr>
<td>1.</td>
<td>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</td>
<td>3.20</td>
</tr>
<tr>
<td>2.</td>
<td>Critique and apply knowledge to understand person and environment</td>
<td>3.61</td>
</tr>
<tr>
<td><strong>Aggregate Mean Score</strong></td>
<td>3.41</td>
<td></td>
</tr>
<tr>
<td>Core Competency</td>
<td>1. Analyze, formulate, and advocate for policies that advance social well-being</td>
<td>Aggregate Mean Score</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>EP 2.1.8</td>
<td>2. Collaborate with colleagues and clients for effective policy action</td>
<td></td>
</tr>
<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent of students achieving competency benchmark: 85.8%

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</th>
<th>Aggregate Mean Score</th>
<th>3.44</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.9</td>
<td>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</td>
<td></td>
<td>3.41</td>
</tr>
<tr>
<td>Respond to contexts that shape practice</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Percent of students achieving competency benchmark: 85.8%

<table>
<thead>
<tr>
<th>Core Competency</th>
<th>Engagement: 1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities 2. Use empathy and other interpersonal skills 3. Develop a mutually agreed on focus of work and desired outcomes</th>
<th>Aggregate Mean Score</th>
<th>3.51</th>
</tr>
</thead>
<tbody>
<tr>
<td>EP 2.1.10a-d</td>
<td>Assessment 1. Collect, organize, and interpret client data</td>
<td></td>
<td>3.24</td>
</tr>
<tr>
<td>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(3.58 for engagement) 89.5%
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Assess client strengths and limitations</td>
<td>3.73</td>
</tr>
<tr>
<td>3.</td>
<td>Develop mutually agreed-on intervention goals and objectives</td>
<td>3.58</td>
</tr>
<tr>
<td>4.</td>
<td>Select appropriate intervention strategies</td>
<td>3.55</td>
</tr>
</tbody>
</table>

**Intervention**

1. Initiate actions to achieve organizational goals

2. Implement prevention interventions that enhance client capacities

3. Help clients resolve problems

4. Negotiate, mediate, and advocate for clients

5. Facilitate transitions and endings

**Evaluation**

1. Critically analyze, monitor, and evaluate interventions

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Aggregate Mean Score</td>
<td>3.42</td>
</tr>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td>85.5%</td>
</tr>
</tbody>
</table>
Table 4.4

MSW Results for Assessment of Policy, Administration and Community Concentration Practice Competencies

<table>
<thead>
<tr>
<th>EPAS Competency (Benchmark ≥ 80%)</th>
<th>EPAS Practice Behaviors</th>
<th>Mean for Practice Behavior Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Competency EP2.1.1</strong></td>
<td>1. Advocate for client access to the services of social work</td>
<td>3.23</td>
</tr>
<tr>
<td>Identify as a professional social worker and conduct oneself accordingly.</td>
<td>2. Practice personal reflection and self-correction to assure continual professional development</td>
<td>3.34</td>
</tr>
<tr>
<td></td>
<td>3. Attend to professional roles and boundaries</td>
<td>3.43</td>
</tr>
<tr>
<td></td>
<td>4. Demonstrate professional demeanor in behavior, appearance, and communication</td>
<td>3.53</td>
</tr>
<tr>
<td></td>
<td>5. Engage in career-long learning</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>6. Use supervision and consultation</td>
<td>3.30</td>
</tr>
<tr>
<td><strong>Aggregate Mean Score</strong></td>
<td><strong>3.40</strong></td>
<td></td>
</tr>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td><strong>85.0%</strong></td>
<td></td>
</tr>
<tr>
<td>Core Competency EP 2.1.2</td>
<td>1. Recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>3.55</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td></td>
<td>2. Make ethical decisions by applying standards of NASW’s Code of Ethics</td>
<td>3.46</td>
</tr>
<tr>
<td></td>
<td>3. Tolerate ambiguity in resolving ethical conflicts</td>
<td>3.46</td>
</tr>
<tr>
<td></td>
<td>4. Apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>3.52</td>
</tr>
<tr>
<td>Aggregate Mean Score</td>
<td>3.50</td>
<td></td>
</tr>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td>87.5%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Competency EP 2.1.3</th>
<th>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</th>
<th>3.29</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Analyze models of assessment, prevention, intervention and evaluation</td>
<td>3.56</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</td>
<td>3.34</td>
</tr>
<tr>
<td>Aggregate Mean Score</td>
<td>3.40</td>
<td></td>
</tr>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td>85.0%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Core Competency EP 2.1.4</th>
<th>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</th>
<th>3.58</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
<td>3.66</td>
</tr>
<tr>
<td></td>
<td>3. Recognize and communicate their</td>
<td>3.52</td>
</tr>
</tbody>
</table>
understanding of the importance of difference in shaping life experiences

4. View themselves as learners and engage those with whom they work as informants

<table>
<thead>
<tr>
<th>Aggregate Mean Score</th>
<th>3.51</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td>87.8%</td>
</tr>
</tbody>
</table>

**Core Competency EP 2.1.5**

**Advance Human rights and social and economic justice.**

1. Understand the forms and mechanisms of oppression and discrimination

2. Advocate for human rights and social and economic justice

3. Engage in practices that advance social and economic justice

<table>
<thead>
<tr>
<th>Aggregate Mean Score</th>
<th>3.52</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td>88.0%</td>
</tr>
</tbody>
</table>

**Core Competency EP 2.1.6**

**Engage in research-informed practice and practice-informed research.**

1. Use practice experience to inform scientific inquiry

2. Use research evidence to inform practice

<table>
<thead>
<tr>
<th>Aggregate Mean Score</th>
<th>3.31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td>82.8%</td>
</tr>
</tbody>
</table>

**Core Competency EP 2.1.7**

**Apply knowledge of human behavior and the social environment**

1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation

2. Critique and apply knowledge to understand person and environment

<table>
<thead>
<tr>
<th>Aggregate Mean Score</th>
<th>3.61</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students achieving competency benchmark</td>
<td>90.3%</td>
</tr>
<tr>
<td>Core Competency EP 2.1.8</td>
<td>1. Analyze, formulate, and advocate for policies that advance social well-being</td>
</tr>
<tr>
<td>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</td>
<td>2. Collaborate with colleagues and clients for effective policy action</td>
</tr>
</tbody>
</table>

| Aggregate Mean Score | 3.44 |
| Percent of students achieving competency benchmark | 86.0% |

| Core Competency EP 2.1.9 | 1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services | 3.48 |
| Respond to contexts that shape practice | 2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services. | 3.07 |

| Aggregate Mean Score | 3.28 |
| Percent of students achieving competency benchmark | 82.0% |

| Core Competency EP 2.1.10a-d | Engagement: 1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities | 3.16 |
| Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities | | 3.67 |
| | 2. Use empathy and other interpersonal skills | 3.59 |
| | 3. Develop a mutually agreed –on focus of work and desired outcomes | (3.47 for engagement) 86.8% |

| Assessment 1. Collect, organize, and interpret client data | 3.27 |
2. Assess client strengths and limitations
3. Develop mutually agreed-on intervention goals and objectives
4. Select appropriate intervention strategies

**Intervention**
1. Initiate actions to achieve organizational goals
   - 3.16
2. Implement prevention interventions that enhance client capacities
   - 3.49
3. Help clients resolve problems
   - 3.24
4. Negotiate, mediate, and advocate for clients
   - 3.59
5. Facilitate transitions and endings
   - 3.12

**Evaluation**
1. Critically analyze, monitor, and evaluate interventions
   - 3.25

| Aggregate Mean Score | 3.38 |
| Percent of students achieving competency benchmark | 84.5% |
The faculty of the School of Social Work set as a minimum a benchmark for achievement of the EPAS competencies at 80% for all MSW students. The understanding of this benchmark is that at least 80% of students, upon completion of all coursework and field practice, would demonstrate ability and skills in social work practice that meets a level of competency in the ten areas of the educational policy. As noted in tables 4.3 and 4.4, the benchmark level was met for all ten competencies. While the assessed scores meet and exceed the set benchmark, faculty review all the outcome measures to assess all aspects of the MSW program. The process for this review is discussed under the next standard, AS 4.0.3.

4.0.3: The program describes the procedures it employs to evaluate the outcomes and their implications for program renewal. It discusses specific changes it has made in the program based on specific assessment outcomes.

There are four major inputs that are used to evaluate the outcomes from the MSW program: quantitative data from survey instruments; qualitative data collected prior to graduation; course review; and student representation on the MSW Program Committees. The first input that is assessed includes the quantitative data that come from surveys. There are three survey instruments used, which can be found in the Appendix:

- MSW Graduating Student Survey (MGSS)
- MSW Student Performance Evaluation in Field Education – (ADP Field Performance)
- MSW Student Performance Evaluation in Field Education – (PAC Field Performance)
- Capstone course final grades in SWG 621 – Integrative Seminar
- PAC Portfolio passing rate

The assessments of field performance, the MSW Student Performance Evaluation in Field Education, are completed at the end of each of the two years of 480 hours of field internship. Particular focus in terms of competencies is done on the data from the ADP Field Performance
Evaluation and the PAC Field Performance Evaluation completed at the end of the concentration year.

Feedback from students in the School of Social Work is collected through the MSW Graduating Student Survey and is given to all students who are completing the program at the end of the spring semester. The MGSS includes qualitative data that are collected as well. Each MSW Program Committee, ADP and PAC, analyzes the quantitative and qualitative data. The third source involves a review of all MSW courses on a three year basis. That is, over the period of three years, every course is presented at the respective MSW Program Committee by the lead instructor for discussion and review. The fourth input comes from students in the MSW program who participate in the Program Committees.

Each year, the ADP and PAC Program Committees, which consists of faculty who teach primarily in either the ADP or PAC concentration, and student representatives, review the assessments. The first meeting in the fall semester is dedicated to review of the assessment data compiled at the end of the previous academic year. The review is used to target areas that need changes or updating, and action items are identified for the committee to work on during the year. This annual process has resulted in a number of specific changes over the years.

For the Advanced Direct Practice concentration, assessment of the findings resulted in a) increasing the use of clinical demonstrations, b) having assignments in the fall that help set up capstone course SG 621 – Integrative Seminar in the spring, and c) increasing the amount of clinical content in all practice courses. Since those changes, there has been improvement on items related to how prepared students felt for clinical practice that were previously ranked lower.

Each year, the feedback provided by capstone instructors is reviewed in regard to the degree to which the instructors assess student skills and abilities in the 10 core competencies upon graduation. This feedback has helped us to enhance content in certain competencies that were ranked lower than others.

In 2012-2013, ADP went through a process of reviewing EPAS core competencies and assessing where across the curriculum each competency was being addressed. Being able to look at the curriculum holistically allowed the committee to critically analyze which
competencies were being fully addressed and which were more limited. For example, the review indicated extensive demonstration of the EP 2.1.10 competency. Considering the objective of the ADP concentration is to teach advanced direct practice, it seemed appropriate that engagement, assessment, planning, and intervention were taught in almost all of the courses. This review helped identify strengths in our ADP curriculum.

The review also allowed us to analyze some discrepancies in the program. For example, the review indicated that EP 2.1.3 was listed on only a few syllabi. As the committee talked about the importance of critical thinking, several lead faculty said, “I cover critical thinking in my course” and were able to offer very real examples of assignments and pedagogical approaches that foster critical thinking. However, core competency 2.1.3 was not listed on the master syllabus. This discussion helped the committee realize that what occurs in the course is not always adequately communicated on the master syllabus. In response, all lead faculty were asked to go back to their master syllabi and be more diligent about adding core competencies that are truly addressed in their class but not listed on the syllabus.

Feedback on the MSW Graduating Student Survey and on individual course evaluations articulated student concerns about the extent of clinical/applied skills in the ADP concentration. Many students reported graduating with some knowledge in many different areas but insufficient in-depth skills in particular techniques. To respond to these concerns, the ADP Committee discussed options, surveyed field agencies and practitioners in the field, and determined that at least one empirically-supported and widely-used therapy should be taught in a required semester long course. The ADP Committee recommended to Faculty Council that the SWG 661, Cognitive Behavioral Therapy across the Lifespan course (CBT) become a required course for all ADP students. The Faculty Council approved the change and CBT became a required course beginning in Fall 2013. This change influences the curriculum in many ways. First, it ensures that all ADP students have a basic knowledge of CBT theory and techniques and therapeutic skills that go along with the treatment. Previously, CBT was covered in different courses across the ADP curriculum, but there was no one class in which it was covered in depth so students could gain competence. Second, with the recent requirement of CBT, the ADP Committee is currently looking across the required and elective courses to see where advanced
techniques in CBT (use of CBT with young children, for example) can be applied along with other therapeutic techniques that can be filled in where basic CBT previously existed. It is the hope of the ADP Program Committee that we can offer a more diverse set of clinical/practice skills beyond CBT by examining our curriculum in this way and strategically filling the gaps previously occupied by CBT content.

For the Policy, Administration and Community concentration, feedback from students generated an overall assessment of what content was covered in which courses and where there might have been duplication of material. All the macro foundation courses were mapped with all the PAC courses to see what was covered in each course. This review resulted in clarification of the objectives of each course and a matrix to outline the flow of learning and development of competency. Thus, the foundation courses were more clearly linked to the PAC courses, and vice versa. This clarification was in response to the feedback from students on the MGSS.

Another are of change made in the PAC program was in the availability of the concentration courses. As a result of limited resources, PAC courses were not fully offered in Tucson. This meant that Tucson students interested in the PAC concentration would need to drive up to the Phoenix campus for two days a week to take PAC courses. Initial efforts to alleviate this imbalance were through the use of technology. On a trial basis, one PAC course was offered through video conferencing simultaneously in Phoenix and Tucson. While this allowed Tucson students to cut their travel to Phoenix down to one day a week, the use of the technology was deemed marginally acceptable by the students because of technology outages or poor transmission. Students in Tucson continued to lobby for the full PAC program in Tucson. With a commitment of a full cohort of students (at least 15) we were able to begin to offer the full PAC program in both Phoenix and Tucson starting in fall of 2014. This expansion was a direct result of student feedback and advocacy.

Other changes to the PAC concentration included the offering of more PAC electives and refinement of the portfolio culminating project. Assessment of the field evaluations demonstrated that students and their field instructors were confused by the portfolio criteria. The PAC Program Committee spent a great deal of time developing materials to share with
students and field instructors that outlined the process. A formal visit to each PAC class by the PAC Program Committee Chair in the beginning of the year has been instituted to answer questions about the Portfolio process. In addition, a grading rubric was developed to coordinate the evaluation of portfolios, and allow for the collection of data on pass rates. These changes have been instituted over the last several years in response to feedback from the assessment instruments.
The following is posted on the School of Social Work web site and updated on a biannual basis. The School of Social Work website is the public forum for students, community members, and anyone interested in learning more about the School of Social Work.

Form AS4 (M)

<table>
<thead>
<tr>
<th>COMPETENCY</th>
<th>COMPETENCY BENCHMARK</th>
<th>PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Advanced Direct Practice</td>
</tr>
<tr>
<td>Identify as a Professional Social Worker</td>
<td>80%</td>
<td>84.8%</td>
</tr>
<tr>
<td>Apply Ethical Principles</td>
<td>80%</td>
<td>81.5%</td>
</tr>
<tr>
<td>Apply Critical Thinking</td>
<td>80%</td>
<td>88.5%</td>
</tr>
<tr>
<td>Engage Diversity in Practice</td>
<td>80%</td>
<td>84.3%</td>
</tr>
<tr>
<td>Advance Human Rights/ Social and Economic Justice</td>
<td>80%</td>
<td>86.0%</td>
</tr>
<tr>
<td>Engage Research Informed Practice/Practice Informed Research</td>
<td>80%</td>
<td>88.0%</td>
</tr>
<tr>
<td>Apply Human Behavior Knowledge</td>
<td>80%</td>
<td>85.3%</td>
</tr>
<tr>
<td>Engage Policy Practice to Advance Well-Being and Deliver Services</td>
<td>80%</td>
<td>85.8%</td>
</tr>
<tr>
<td>Respond to Practice Contexts</td>
<td>80%</td>
<td>85.8%</td>
</tr>
<tr>
<td>Practice Engagement</td>
<td>80%</td>
<td>89.5%</td>
</tr>
<tr>
<td>Practice Assessment</td>
<td>80%</td>
<td>88.3%</td>
</tr>
<tr>
<td>Practice Intervention</td>
<td>80%</td>
<td>81.8%</td>
</tr>
<tr>
<td>Practice Evaluation</td>
<td>80%</td>
<td>81.8%</td>
</tr>
</tbody>
</table>

4.0.4: The program uses Form AS 4 (B) and or Form AS 4 (M) to report its most recent assessment outcomes to constituents and the public on its website and routinely updates (minimally every 2 years) these postings.
Blank copies of all assessment instruments are included in the Appendix. Presented below are the key items used for the measurement of practice behaviors and the mean scores for each item.

**MSW Graduating Student Survey - 2014 data (n=252)**

Scale 1 (strongly disagree) to 4 (strongly agree)

1. **The MSW curriculum emphasized:**

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. the positive value of diversity</td>
<td>3.41</td>
</tr>
<tr>
<td>2. the impact of oppression</td>
<td>3.38</td>
</tr>
<tr>
<td>3. populations of the Southwest</td>
<td>3.21</td>
</tr>
<tr>
<td>4. the global context of SW practice</td>
<td>2.88</td>
</tr>
<tr>
<td>5. the history of social work as a profession</td>
<td>3.13</td>
</tr>
<tr>
<td>6. the history of social welfare policy</td>
<td>3.14</td>
</tr>
<tr>
<td>7. the need for lifelong learning</td>
<td>3.30</td>
</tr>
<tr>
<td>8. the importance of collaboration</td>
<td>3.40</td>
</tr>
<tr>
<td>9. the ecological-systems perspective</td>
<td>3.49</td>
</tr>
<tr>
<td>10. theories of practice</td>
<td>3.34</td>
</tr>
<tr>
<td>11. the use of research to inform practice</td>
<td>3.46</td>
</tr>
<tr>
<td>12. prevention</td>
<td>2.92</td>
</tr>
<tr>
<td>13. the NASW Code of Ethics</td>
<td>3.38</td>
</tr>
<tr>
<td>14. social justice</td>
<td>3.28</td>
</tr>
<tr>
<td>15. the impact of social policy</td>
<td>3.30</td>
</tr>
<tr>
<td>16. social policy analysis</td>
<td>3.15</td>
</tr>
<tr>
<td>17. the strengths perspective</td>
<td>3.59</td>
</tr>
<tr>
<td>18. social work licensure</td>
<td>2.57</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>19.</td>
<td>individual development across the life span</td>
</tr>
<tr>
<td>20.</td>
<td>preparation for professional self-care</td>
</tr>
</tbody>
</table>

**EP 2.1.1. The MSW program prepared me to identify as a professional social worker and to:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>21.</td>
<td>advocate for client access to social work services</td>
<td>3.33</td>
</tr>
<tr>
<td>22.</td>
<td>practice personal reflection and self-correction</td>
<td>3.34</td>
</tr>
<tr>
<td>23.</td>
<td>attend to professional roles and boundaries</td>
<td>3.41</td>
</tr>
<tr>
<td>24.</td>
<td>demonstrate professional demeanor in behavior, appearance, and community</td>
<td>3.26</td>
</tr>
<tr>
<td>25.</td>
<td>engage in career-long learning</td>
<td>3.25</td>
</tr>
<tr>
<td>26.</td>
<td>use supervision and consultation</td>
<td>3.31</td>
</tr>
</tbody>
</table>

**EP 2.1.2. The MSW program prepared me to apply social work ethical principles and to:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>27.</td>
<td>recognize and manage personal values in a way that allows professional values to guide practice</td>
<td>3.25</td>
</tr>
<tr>
<td>28.</td>
<td>make ethical decisions by applying NASW Code of Ethics</td>
<td>3.25</td>
</tr>
<tr>
<td>29.</td>
<td>tolerate ambiguity in resolving ethical conflicts</td>
<td>3.08</td>
</tr>
<tr>
<td>30.</td>
<td>apply strategies of ethical reasoning to arrive at principled decisions</td>
<td>3.19</td>
</tr>
</tbody>
</table>

**EP 2.1.3. The MSW program prepared me to apply critical thinking to inform and communicate professional judgments to:**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>31.</td>
<td>distinguish, appraise, and integrate multiple sources of knowledge</td>
<td>3.29</td>
</tr>
<tr>
<td>32.</td>
<td>analyze models of assessment, prevention, intervention, and evaluation</td>
<td>3.27</td>
</tr>
</tbody>
</table>
EP 2.1.4. The MSW program prepared me to engage diversity and difference in practice to:

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>34.</td>
<td>recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</td>
</tr>
<tr>
<td>35.</td>
<td>gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</td>
</tr>
<tr>
<td>36.</td>
<td>recognize and communicate understanding of the importance of difference in shaping life experiences</td>
</tr>
<tr>
<td>37.</td>
<td>view myself as learner and engage those with whom I work</td>
</tr>
</tbody>
</table>

EP 2.1.5. The MSW program prepared me to advance human rights and social and economic justice by:

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>38.</td>
<td>understand forms and mechanisms of oppression and discrimination</td>
</tr>
<tr>
<td>39.</td>
<td>advocate for human rights and social and economic justice</td>
</tr>
<tr>
<td>40.</td>
<td>engage in practices that advance social and economic justice</td>
</tr>
</tbody>
</table>

EP 2.1.6. The MSW program prepared me to engage in research-informed practice and practice-informed research to:

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>41.</td>
<td>use practice experience to inform scientific inquiry</td>
</tr>
<tr>
<td>42.</td>
<td>use research evidence to inform practice</td>
</tr>
</tbody>
</table>
EP 2.1.7. The MSW program prepared me to apply knowledge of human behavior and social environment to:

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>43. utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation</td>
<td>3.32</td>
</tr>
<tr>
<td>44. critique and apply knowledge to understand person and environment</td>
<td>3.43</td>
</tr>
</tbody>
</table>

EP 2.1.8 The MSW program prepared me to engage in policy practice to advance social and economic well-being and to deliver effective social work services to:

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>45. analyze, formulate, and advocate for policies that advance social well-being</td>
<td>3.06</td>
</tr>
<tr>
<td>46. collaborate with colleagues and clients for effective policy action</td>
<td>3.07</td>
</tr>
</tbody>
</table>

EP 2.1.9 The MSW program prepared me to respond to contexts that shape practice to:

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>47. continuously discover, appraise, and attend to changing environments and emerging societal trends to provide relevant services</td>
<td>3.11</td>
</tr>
<tr>
<td>48. provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services</td>
<td>3.03</td>
</tr>
</tbody>
</table>

EP 2.1.10 The MSW program prepared me to engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities to:

<table>
<thead>
<tr>
<th></th>
<th>Mean score</th>
</tr>
</thead>
<tbody>
<tr>
<td>49. a. substantively and effectively prepare for action with individuals, families, groups, organizations and communities</td>
<td>3.22</td>
</tr>
<tr>
<td>50. b. use empathy and other interpersonal skills</td>
<td>3.56</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>51.</td>
<td>c. develop a mutually agreed-on focus of work and desired outcomes</td>
</tr>
<tr>
<td>52.</td>
<td>d. collect, organize, and interpret client data</td>
</tr>
<tr>
<td>53.</td>
<td>e. assess client strengths and limitations</td>
</tr>
<tr>
<td>54.</td>
<td>f. develop mutually-agreed on intervention goals</td>
</tr>
<tr>
<td>55.</td>
<td>g. select appropriate intervention strategies</td>
</tr>
<tr>
<td>56.</td>
<td>h. initiate actions to achieve organizational goals</td>
</tr>
<tr>
<td>57.</td>
<td>i. implement prevention interventions that enhance client capacities</td>
</tr>
<tr>
<td>58.</td>
<td>j. help clients resolve problems</td>
</tr>
<tr>
<td>59.</td>
<td>k. negotiate, mediate, and advocate for clients</td>
</tr>
<tr>
<td>60.</td>
<td>l. facilitate transitions and endings</td>
</tr>
<tr>
<td>61.</td>
<td>m. critically analyze, monitor and evaluate interventions</td>
</tr>
</tbody>
</table>

**The ADVANCED DIRECT PRACTICE (ADP) program provided me with specialized knowledge and skills to:**

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>62.</td>
<td>Use multidimensional bio-psycho-social-spiritual assessment frameworks</td>
<td>3.55</td>
<td></td>
</tr>
<tr>
<td>63.</td>
<td>Assess client readiness for change</td>
<td>3.28</td>
<td></td>
</tr>
<tr>
<td>64.</td>
<td>Practice with individuals</td>
<td>3.39</td>
<td></td>
</tr>
<tr>
<td>65.</td>
<td>Develop a culturally responsive therapeutic relationship</td>
<td>3.36</td>
<td></td>
</tr>
<tr>
<td>66.</td>
<td>Critically evaluate, select, and apply best practices and evidence based interventions</td>
<td>3.30</td>
<td></td>
</tr>
</tbody>
</table>

**The POLICY, ADMINISTRATION, AND COMMUNITY (PAC) program provided me with specialized knowledge and skills to:**

<p>| | | | |</p>
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<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>67.</td>
<td>Design or modify a program</td>
<td>3.20</td>
<td></td>
</tr>
<tr>
<td>68.</td>
<td>Understand organizational culture</td>
<td>3.38</td>
<td></td>
</tr>
<tr>
<td>69.</td>
<td>Conduct community/agency evaluation</td>
<td>3.27</td>
<td></td>
</tr>
<tr>
<td>70.</td>
<td>Involve citizens and communities to create social change</td>
<td>3.31</td>
<td></td>
</tr>
<tr>
<td>71.</td>
<td>Engage in legislative advocacy</td>
<td>3.23</td>
<td></td>
</tr>
<tr>
<td>72.</td>
<td>Conduct grassroots networking/coalition building</td>
<td>3.24</td>
<td></td>
</tr>
</tbody>
</table>
# ADP Student Evaluations in Field Experience 2014

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Values (converted to scale of 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PROFESSIONAL VALUES AND ETHICS</strong></td>
<td></td>
</tr>
<tr>
<td>1. 1a) Knowledge about NASW core values and ethical principles, and conducts self in accordance with the NASW Code of Ethics</td>
<td>3.25</td>
</tr>
<tr>
<td>2. 1b) In practice situations identifies and reflects on major values that both support and challenger personal and professional practice</td>
<td>3.15</td>
</tr>
<tr>
<td>3. 1c) Practices social work values of client self-determination and non-judgmental attitude towards clients and others.</td>
<td>3.30</td>
</tr>
<tr>
<td>4. 1d) Exhibits appropriate boundaries</td>
<td>3.39</td>
</tr>
<tr>
<td>5. 1e) Demonstrates ability to identify and critically analyze ethical dilemma and apply ethical decision-making</td>
<td>3.10</td>
</tr>
<tr>
<td><strong>PROFESSIONAL RELATIONSHIP SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>6. 2a) Engages in appropriate and effective communications skills with supervisors.</td>
<td>3.25</td>
</tr>
<tr>
<td>7. 2b) Engages in appropriate and effective communications skills with staff.</td>
<td>3.22</td>
</tr>
<tr>
<td>8. 2c) Demonstrates effective team participation</td>
<td>3.30</td>
</tr>
<tr>
<td>9. 2d) Purposefully demonstrates and models the professional use of self</td>
<td>3.17</td>
</tr>
<tr>
<td>10. 2e) Appropriately uses supervision and consultation</td>
<td>3.26</td>
</tr>
<tr>
<td>11. 2f) Demonstrates effective work habits and time management skills</td>
<td>3.09</td>
</tr>
<tr>
<td><strong>PROFESSIONAL ROLES</strong></td>
<td></td>
</tr>
<tr>
<td>12. 3a) Demonstrates awareness and knowledge of state licensure procedures</td>
<td>3.62</td>
</tr>
<tr>
<td>13. 3b) Demonstrates awareness of various professional roles necessary in advanced practice</td>
<td>3.14</td>
</tr>
<tr>
<td><strong>RESPONSIVENESS TO MULTICULTURAL CLIENT SYSTEMS</strong></td>
<td></td>
</tr>
<tr>
<td>14. 4a) Demonstrates an understanding of, and respect for the positive value of diversity, particularly as it relates to populations of the Southwest</td>
<td>3.29</td>
</tr>
<tr>
<td>15. 4b) Demonstrates an understanding of the forms and mechanisms of oppression and discrimination, and the role of the social worker in changing those conditions</td>
<td>3.30</td>
</tr>
<tr>
<td>16. 4c) Demonstrates an ability to engage diverse client population</td>
<td>3.27</td>
</tr>
<tr>
<td><strong>APPLICATION OF THEORIES OF HUMAN BEHAVIOR AND PRACTICE FRAMEWORKS</strong></td>
<td></td>
</tr>
<tr>
<td>17. 5a) Demonstrates skill in evaluating and applying culturally relevant theories and empirical evidence to assessment and intervention practice</td>
<td>3.08</td>
</tr>
<tr>
<td>18. 5b) Demonstrates ability to assess and intervene with individuals, families, and broader social networks</td>
<td>3.07</td>
</tr>
<tr>
<td>THERAPEUTIC RELATIONSHIP WITH CLIENTS</td>
<td></td>
</tr>
<tr>
<td>---------------------------------------</td>
<td></td>
</tr>
<tr>
<td>19. 6a) Client engagement</td>
<td></td>
</tr>
<tr>
<td>20. 6b) Protecting client confidentiality</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CLINICAL ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. 7a) Cultural considerations in formulating assessments</td>
</tr>
<tr>
<td>22. 7b) Data collection and synthesis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLANNING, IMPLEMENTATION AND EVALUATION OF INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. 8a) Collaboration with client in planning interventions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>TRANSITION/DISCHARGE/TERMINATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>24. 9a) Directing transition/discharge planning</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ORGANIZATIONAL AND SOCIAL CHANGE SKILLS</th>
</tr>
</thead>
<tbody>
<tr>
<td>25. 10a) Demonstrates awareness of existing community strengths and needs, and facilitates client knowledge of and participation in change efforts in the community as appropriate</td>
</tr>
<tr>
<td>26. 10b) Demonstrates awareness of organizational, program, and supervisory characteristics of the placement organization</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>POLICY PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>27. 11a) Demonstrates awareness of policies affecting program design and service delivery and is able to identify policy gaps from a social justice perspective</td>
</tr>
<tr>
<td>28. 11b) Demonstrates awareness of key policy issues for families and social networks that are unique to the Southwest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT AND RENEWAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>29. 12a) Developed a strategy for promoting personal/professional balance and self-care skills</td>
</tr>
<tr>
<td>30. 12b) Able to identify and articulate the factors and issues involved in compassion fatigue and professional burnout</td>
</tr>
<tr>
<td>31. 12c) Recognizes and plans for personal growth in relation to professional development</td>
</tr>
</tbody>
</table>
# PAC Student Evaluations in Field Experience 2014

<table>
<thead>
<tr>
<th>Item</th>
<th>Mean Values (converted to scale of 1-4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.A. PROFESSIONAL VALUES AND ETHICS</strong></td>
<td></td>
</tr>
<tr>
<td>1. I.A.1. Personal conduct and performance</td>
<td>3.66</td>
</tr>
<tr>
<td>2. I.A.2. NASW Code of Ethics and agency professional standards</td>
<td>3.66</td>
</tr>
<tr>
<td>3. I.A.3. Utilization of knowledge base and scholarly approach to practice</td>
<td>3.29</td>
</tr>
<tr>
<td><strong>I.B. PROFESSIONAL ROLES AND RESPONSIBILITIES</strong></td>
<td></td>
</tr>
<tr>
<td>4. I.B.1. Respect for diversity and responsiveness toward clients and colleagues of different cultures</td>
<td>3.75</td>
</tr>
<tr>
<td>5. I.B.2. Treats colleagues with respect, fairness and courtesy and promotes positive working relationships</td>
<td>3.79</td>
</tr>
<tr>
<td>6. I.B.3. Uses supervisions and consultation effectively</td>
<td>3.29</td>
</tr>
<tr>
<td><strong>I.C. TOWARD PLACEMENT AGENCY/ORGANIZATION</strong></td>
<td></td>
</tr>
<tr>
<td>7. I.C.1. Adheres to commitments and demonstrates effective work and time management</td>
<td>3.47</td>
</tr>
<tr>
<td>8. I.C.2. Makes good professional use of agency policy, procedures and structures</td>
<td>3.45</td>
</tr>
<tr>
<td>9. I.C.3. Identifies needed organizational changes and approaches change efforts in a positive and professional manner</td>
<td>3.10</td>
</tr>
<tr>
<td><strong>I.D. TOWARD THE COMMUNITY AND ITS RESOURCES</strong></td>
<td></td>
</tr>
<tr>
<td>10. I.D.1. Identifies needed community changes and approaches the change effort in a positive and professional manner.</td>
<td>3.06</td>
</tr>
<tr>
<td><strong>PART II: SKILLS</strong></td>
<td></td>
</tr>
<tr>
<td>11. II.1. Verbal communications</td>
<td>3.29</td>
</tr>
<tr>
<td>12. II.2. Written communications</td>
<td>3.34</td>
</tr>
<tr>
<td>13. II.3. Time management skills</td>
<td>3.29</td>
</tr>
<tr>
<td>14. II.4. Organization of work</td>
<td>3.41</td>
</tr>
<tr>
<td>15. II.5. Committed to personal/professional balance</td>
<td>3.34</td>
</tr>
<tr>
<td><strong>PART III: CONTENT AREA OBJECTIVES</strong></td>
<td></td>
</tr>
<tr>
<td>16. III.A.1. Demonstrated understanding of how to analyze client needs and community problems</td>
<td>3.25</td>
</tr>
<tr>
<td>17. III.A.2. Demonstrated ability to define and apply planning system</td>
<td>3.29</td>
</tr>
<tr>
<td>18. III.A.3. Demonstrated ability to identify and define input, throughput, output and outcome elements of a program</td>
<td>3.22</td>
</tr>
<tr>
<td>19. III.A.4. Demonstrated ability to create output documents, input documents, and depict data collection system</td>
<td>3.10</td>
</tr>
<tr>
<td>20. III.A.5. Demonstrated ability to design an evaluation system</td>
<td>3.09</td>
</tr>
<tr>
<td>21. III.A.6. Demonstrated ability to take basic budget data and create a functional or program budget</td>
<td>2.99</td>
</tr>
<tr>
<td>22. III.B.1. Demonstrated ability to identify significant components of field agency</td>
<td>3.27</td>
</tr>
<tr>
<td>23. III.B.2. Demonstrated ability to identify consistencies and inconsistencies within the agency system</td>
<td>3.18</td>
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<tr>
<td></td>
<td>III.B.3. Demonstrated ability to describe field agency's policies and procedures</td>
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<td>24.</td>
<td>III.B.4. Demonstrated ability to coordinate efforts involving diverse or competing interests</td>
</tr>
<tr>
<td>25.</td>
<td>III.C.1. Demonstrated knowledge and skill in staffing effective task oriented groups reflecting diverse people and perspectives</td>
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<tr>
<td>26.</td>
<td>III.C.2. Demonstrated knowledge and skill in involving a broad spectrum of citizens and consumers in human service planning and community development/organization efforts</td>
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<tr>
<td>27.</td>
<td>III.C.3. Encouraged and facilitated participation of persons and interests that historically have been under-represented in community affairs</td>
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<tr>
<td>28.</td>
<td>III.C.4. Demonstrated knowledge and skill in resolving a conflict or issue in an organization, service system or community</td>
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<td>29.</td>
<td>III.C.5. Demonstrated knowledge and skill in identifying burn-out</td>
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<tr>
<td>30.</td>
<td>III.D.1. Demonstrated ability to identify and critically analyze a public policy issue related to increasing social or economic justice</td>
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<tr>
<td>31.</td>
<td>III.D.2. Demonstrated ability to research state or federal proposals and work with relevant coalitions or advocacy groups</td>
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<tr>
<td>32.</td>
<td>III.D.3. Demonstrated knowledge and skill in advocating for or against proposed bill, rule or regulation</td>
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