

**ARIZONA STATE UNIVERSITY**

**SCHOOL OF SOCIAL WORK**

**MSW PROGRAM SELF-STUDY**

**Volume 1**

**JULY 2015**

## Table of Contents

<b>Accreditation Standard 1.0 – Program Mission and Goals</b>	<b>pp. 4-7</b>
1.0.1	p. 4
1.0.2	p. 6
<b>Accreditation Standard M2.0 – Curriculum</b>	<b>pp. 7 - 83</b>
M2.0.1	p. 7
M2.0.2	p. 8
M2.0.3	p. 9
M2.0.4	p. 26
M2.0.5	p. 46
M2.0.6	p. 62
<b>Accreditation Standard 2.1 – Field Education</b>	<b>p. 83 - 101</b>
2.1.1	p. 83
M2.1.2	p. 84
2.1.3	p. 95
2.1.4	p. 96
2.1.5	p. 96
2.1.6	p. 99
2.1.7	p. 99
2.1.8	p. 100
<b>Accreditation Standard 3.1 – Diversity</b>	<b>p. 101 - 122</b>
3.1.1	p. 101
3.1.2	p. 104
3.1.3	p. 121
<b>Accreditation Standard 3.2 – Student Development: Admissions; Advisement, Retention, and Termination; and Student Participation</b>	<b>p. 123 - 149</b>
M3.2.1	p. 123
3.2.2	p. 128
M3.2.3	p. 128
3.2.4	p. 129
3.2.5	p. 130
3.2.6	p. 131
3.2.7	p. 133
3.2.8	p. 139
3.2.9	p. 145
3.2.10	p. 147

<b>Accreditation Standard 3.3 – Faculty</b>	<b>pp. 149-566</b>
3.3.1	p. 149
Full-time Faculty CV's	p. 179
Part-time Faculty CV's	p. 431
3.3.2	p. 626
M3.3.3	p. 627
3.3.4	p. 628
3.3.5	p. 629
3.3.6.	p. 638
<b>Accreditation Standard 3.4 – Administrative Structure</b>	<b>pp. 639-675</b>
3.4.1	p. 639
3.4.2	p. 643
3.4.3	p. 645
3.4.4	p. 650
M3.4.4(a)	p. 651
M3.4.4(b)	p. 653
M3.4.4(c)	p. 653
3.4.5	p. 653
3.4.5(a)	p. 654
3.4.5(b)	p. 655
M3.4.5(c)	p. 656
3.5.1	p. 656
Program Expense budget Form	p. 658
3.5.2	p. 659
3.5.3	p. 659
3.5.4	p. 665
3.5.5	p. 672
3.5.6	p. 673
<b>Accreditation Standard 4.0 – Assessment</b>	<b>pp. 675-716</b>
4.0.1	p. 675
4.0.2	p. 692
4.0.3	p. 702
4.0.4	p. 707
4.0.5	p. 708

## 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.

**M2.0.2:** *The program discusses how its mission and goals are consistent with advanced practice as defined in Educational Policy M2.2*

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.

<b>TABLE 2.1a EPAS Core Competencies and MSW Curriculum - Foundation</b>		
<b>EPAS Competency</b>	<b>EPAS Practice Behaviors</b>	<b>Where addressed in the curriculum</b>
<p><i>Core Competency EP2.1.1</i></p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work</li> <li>2. Practice personal reflection and self-correction to assure continual professional development</li> <li>3. Attend to professional roles and boundaries</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>5. Engage in career-long learning</li> <li>6. Use supervision and consultation</li> </ol>	<p>SWG 510: Foundation Practice I</p> <p>SWG 516 Bridge II (ASP) SWG 510: Foundation Practice I</p> <p>SWG 510: Foundation Practice I SWG 511: Foundation Practice II</p> <p>SWG 510: Foundation Practice I</p> <p>SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 519: Research Methods in SW</p> <p>SWG 541: Field Practicum I SWG 542: Field Practicum II</p>
<p><i>Core Competency EP 2.1.2</i></p> <p>Apply social work ethical principles to guide professional practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>2. Make ethical decisions by applying standards of NASW's Code of Ethics</li> <li>3. Tolerate ambiguity in resolving ethical conflicts</li> </ol>	<p>SWG 585: Macro SW Practice SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 515 Bridge I (ASP)</p> <p>SWG 519: Research Methods in SW SWG 585: Macro SW Practice SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 515: Bridge I (ASP)</p> <p>SWG 585: Macro SW Practice SWG 510: Foundation Practice I</p>

	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
<p><i>Core Competency EP 2.1.3</i></p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<p>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>2. Analyze models of assessment, prevention, intervention and evaluation</p> <p>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p>	<p>SWG 501: HBSE I SWG 502: HBSE II SWG 585: Macro SW Practice SWG 510: Foundation Practice I SWG 511: Foundation Practice II</p> <p>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</p> <p>SWG 519: Research Methods in SW SWG 516: Bridge II (ASP) SWG 510: Foundation Practice I</p>
<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in practice.</p>	<p>1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4. View themselves as learners</p>	<p>SWG 519: Research Methods in SW SWG 501: HBSE I SWG 502: HBSE II SWG 585: Macro SW Practice SWG 533: Div &amp; Oppr in SW Context SWG 510: Foundation Practice I SWG 511: Foundation Practice II</p> <p>SWG 510: Foundation Practice I SWG 531: Social Welfare Policies SWG 533: Div &amp; Oppr in SW Context</p> <p>SWG 533: Div &amp; Oppr in SW Context SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 502: HBSE II SWG 531: Social Welfare Policies</p> <p>SWG 585: Macro SW Practice</p>

	and engage those with whom they work as informants	SWG 519: Research Methods in SW SWG 533: Div & Oppr in SW Context SWG 510: Foundation Practice I
<i>Core Competency EP 2.1.5</i>  Advance Human rights and social and economic justice.	<ol style="list-style-type: none"> <li>1. Understand the forms and mechanisms of oppression and discrimination</li> <li>2. Advocate for human rights and social and economic justice</li> <li>3. Engage in practices that advance social and economic justice</li> </ol>	<p>SWG 501: HBSE I SWG 502: HBSE II SWG 585: Macro SW Practice SWG 533: Div &amp; Oppr in SW Context SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 531: Social Welfare Policies</p> <p>SWG 510: Foundation Practice I SWG 531: Social Welfare Policies</p> <p>SWG 531: Social Welfare Policies SWG 533: Div &amp; Oppr in SW Context</p>
<i>Core Competency EP 2.1.6</i>  Engage in research-informed practice and practice-informed research.	<ol style="list-style-type: none"> <li>1. Use practice experience to inform scientific inquiry</li> <li>2. Use research evidence to inform practice</li> </ol>	<p>SWG 519: Research Methods in SW</p> <p>SWG 519: Research Methods in SW SWG 501: HBSE I SWG 502: HBSE II SWG 585: Macro SW Practice SWG 510: Foundation Practice I SWG 511: Foundation Practice II</p>
<i>Core Competency EP 2.1.7</i>  Apply knowledge of human behavior and the social environment	<ol style="list-style-type: none"> <li>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</li> <li>2. Critique and apply knowledge to understand person and environment</li> </ol>	<p>SWG 598: Bridge II (ASP) SWG 501: HBSE I SWG 502: HBSE II SWG 510: Foundation Practice I SWG 511: Foundation Practice II</p> <p>SWG 501: HBSE I SWG 502: HBSE II SWG 533: Div &amp; Oppr in SW Context SWG 510: Foundation Practice I SWG 511: Foundation Practice II</p>

<p><i>Core Competency EP 2.1.8</i></p> <p>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<ol style="list-style-type: none"> <li>1. Analyze, formulate, and advocate for policies that advance social well-being</li> <li>2. Collaborate with colleagues and clients for effective policy action</li> </ol>	<p>SWG 531: Social Welfare Policies SWG 585: Macro SW Practice</p> <p>SWG 510: Foundation Practice I SWG 511: Foundation Practice II SWG 531: Social Welfare Policies</p>
<p><i>Core Competency EP 2.1.9</i></p> <p>Respond to contexts that shape practice</p>	<ol style="list-style-type: none"> <li>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</li> <li>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ol>	<p>SWG 502: HBSE II SWG 585: Macro SW Practice SWG 531: Social Welfare Policies SWG 533: Div &amp; Oppr in SW Context</p> <p>SWG 531: Social Welfare Policies SWG 585: Macro SW Practice</p>
<p><i>Core Competency EP 2.1.10a-d</i></p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p><i>Engagement:</i></p> <ol style="list-style-type: none"> <li>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>2. Use empathy and other interpersonal skills</li> <li>3. Develop a mutually agreed –on focus of work and desired outcomes</li> </ol>	<p>SWG 585: Macro SW Practice SWG 511: Foundation Practice II</p> <p>SWG 502: HBSE I SWG 502: HBSE II SWG 510: Foundation Practice I SWG 585: Macro SW Practice</p> <p>SWG 511: Foundation Practice II SWG 585: Macro SW Practice</p>

	<p><i>Assessment</i></p> <ol style="list-style-type: none"> <li>1. Collect, organize, and interpret client data</li> <li>2. Assess client strengths and limitations</li> <li>3. Develop mutually agreed-on intervention goals and objectives</li> <li>4. Select appropriate intervention strategies</li> </ol> <p><i>Intervention</i></p> <ol style="list-style-type: none"> <li>1. Initiate actions to achieve organizational goals</li> <li>2. Implement prevention interventions that enhance client capacities</li> <li>3. Help clients resolve problems</li> <li>4. Negotiate, mediate, and advocate for clients</li> <li>5. Facilitate transitions and endings</li> </ol>	<p>SWG 585: Macro SW Practice  SWG 510: Foundation Practice I  SWG 511: Foundation Practice II</p> <p>SWG 501: HBSE I  SWG 502: HBSE II  SWG 585: Macro SW Practice  SWG 510: Foundation Practice I  SWG 511: Foundation Practice II</p> <p>SWG 510: Foundation Practice I  SWG 511: Foundation Practice II  SWG 585: Macro SW Practice</p> <p>SWG 510: Foundation Practice I  SWG 511: Foundation Practice II  SWG 585: Macro SW Practice</p> <p>SWG 510: Foundation Practice I  SWG 511: Foundation Practice II  SWG 585: Macro SW Practice</p> <p>SWG 510: Foundation Practice I  SWG 511: Foundation Practice II  SWG 585: Macro SW Practice</p> <p>SWG 510: Foundation Practice I  SWG 511: Foundation Practice II  SWG 585: Macro SW Practice</p> <p>SWG 510: Foundation Practice I  SWG 511: Foundation Practice II</p>
--	---	--

	<i>Evaluation</i>	
	1. Critically analyze, monitor, and evaluate interventions	SWG 519: Research Methods in SW SWG 585: Macro SW Practice

<b>TABLE 2.1b EPAS Core Competencies and MSW Curriculum – Advanced Direct Practice</b>		
<b>EPAS Competency</b>	<b>EPAS Practice Behaviors</b>	<b>Where addressed in the curriculum</b>
<p><i>Core Competency EP2.1.1</i></p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work</li> <li>2. Practice personal reflection and self-correction to assure continual professional development</li> <li>3. Attend to professional roles and boundaries</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>5. Engage in career-long learning</li> <li>6. Use supervision and consultation</li> </ol>	<p>SWG 603: Health/B H Practice SWG 604: Advanced Practice Health</p> <p>SWG 619: Practice Orient Research SWG 621: Integrative Seminar</p> <p>SWG 603: Health/B H Practice SWG 621: Integrative Seminar</p> <p>SWG 604: Advanced Practice Health SWG 613: Advanced Practice BH SWG 617: Advanced Practice Child SWG 621: Integrative Seminar</p> <p>SWG 619: Practice Orient Research SWG 621: Integrative Seminar</p> <p>SWG 621: Integrative Seminar SWG 641: Field Practicum III SWG 642: Field Practicum IV</p>
<p><i>Core Competency EP 2.1.2</i></p> <p>Apply social work ethical principles to guide professional practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>2. Make ethical decisions by applying standards of NASW’s Code of Ethics</li> </ol>	<p>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</p> <p>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</p>

	<p>3. Tolerate ambiguity in resolving ethical conflicts</p> <p>4. Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>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</p> <p>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</p>
<p><i>Core Competency EP 2.1.3</i></p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<p>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>2. Analyze models of assessment, prevention, intervention and evaluation</p> <p>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p>	<p>SWG 619: Practice Orient Research          SWG 621: Integrative Seminar          SWG 661: CBT</p> <p>SWG 608: Children, Youth &amp; Fam          SWG 613: Advanced Practice BH          SWG 619: Practice Orient Research          SWG 621: Integrative Seminar</p> <p>SWG 619: Practice Orient Research          SWG 621: Integrative Seminar          SWG 661: CBT</p>
<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in practice.</p>	<p>1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>3. Recognize and communicate their understanding of the importance of difference in</p>	<p>SWG 608: Children, Youth &amp; Fam          SWG 619: Practice Orient Research          SWG 621: Integrative Seminar</p> <p>SWG 619: Practice Orient Research          SWG 621: Integrative Seminar</p> <p>SWG 603: Health/B H Practice          SWG 604: Advanced Practice Health          SWG 613: Advanced Practice BH</p>



	<p>shaping life experiences</p> <p>4. View themselves as learners and engage those with whom they work as informants</p>	<p>SWG 617: Advanced Practice Child SWG 621: Integrative Seminar</p> <p>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</p>
<p><i>Core Competency EP 2.1.5</i></p> <p>Advance Human rights and social and economic justice.</p>	<p>1. Understand the forms and mechanisms of oppression and discrimination</p> <p>2. Advocate for human rights and social and economic justice</p> <p>3. Engage in practices that advance social and economic justice</p>	<p>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</p> <p>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</p> <p>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</p>
<p><i>Core Competency EP 2.1.6</i></p> <p>Engage in research-informed practice and practice-informed research.</p>	<p>1. Use practice experience to inform scientific inquiry</p> <p>2. Use research evidence to inform practice</p>	<p>SWG 619: Practice Orient Research SWG 621: Integrative Seminar</p> <p>SWG 619: Practice Orient Research SWG 621: Integrative Seminar</p>
<p><i>Core Competency EP 2.1.7</i></p> <p>Apply knowledge of human behavior and the social environment</p>	<p>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</p> <p>2. Critique and apply knowledge to understand person and environment</p>	<p>SWG 606: Assessment of Mental Dis SWG 619: Practice Orient Research SWG 621: Integrative Seminar</p> <p>SWG 617: Advanced Practice SWG 606: Assessment of Mental Dis SWG 619: Practice Orient Research</p>

		SWG 621: Integrative Seminar
<p><i>Core Competency EP 2.1.8</i></p> <p>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<ol style="list-style-type: none"> <li>1. Analyze, formulate, and advocate for policies that advance social well-being</li> <li>2. Collaborate with colleagues and clients for effective policy action</li> </ol>	<p>SWG 604: Advanced Practice Health SWG 608: Child, Youth, Fam Practice SWG 633: Child Welfare Services</p> <p>SWG 604: Advanced Practice Health SWG 608: Child, Youth, Fam Practice SWG 633: Child Welfare Services</p>
<p><i>Core Competency EP 2.1.9</i></p> <p>Respond to contexts that shape practice</p>	<ol style="list-style-type: none"> <li>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</li> <li>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ol>	<p>SWG 603: Health/B H Practice SWG 604: Advanced Practice Health</p> <p>SWG 603: Health/B H Practice SWG 604: Advanced Practice Health</p>
<p><i>Core Competency EP 2.1.10a-d</i></p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p><i>Engagement:</i></p> <ol style="list-style-type: none"> <li>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>2. Use empathy and other interpersonal skills</li> </ol>	<p>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</p> <p>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</p>

	<p>3. Develop a mutually agreed –on focus of work and desired outcomes</p> <p><i>Assessment</i></p> <p>1. Collect, organize, and interpret client data</p> <p>2. Assess client strengths and limitations</p> <p>3. Develop mutually agreed-on intervention goals and objectives</p> <p>4. Select appropriate intervention strategies</p>	<p>SWG 621: Integrative Seminar SWG 661: CBT</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p> <p>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</p>
--	--	--

	<i>Intervention</i>	
	1. Initiate actions to achieve organizational goals	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. Implement prevention interventions that enhance client capacities	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. Help clients resolve problems	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
	4. Negotiate, mediate, and advocate for clients	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
	5. Facilitate transitions and endings	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

	<p><i>Evaluation</i></p> <p>1. Critically analyze, monitor, and evaluate interventions</p>	<p>SWG 619: Practice Orient Research SWG 621: Integrative Seminar</p>
--	--	---

<b>TABLE 2.1c EPAS Core Competencies and MSW Curriculum – Policy, Admin, &amp; Community</b>		
<b>EPAS Competency</b>	<b>EPAS Practice Behaviors</b>	<b>Where addressed in the curriculum</b>
<p><i>Core Competency EP2.1.1</i></p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work</li> <li>2. Practice personal reflection and self-correction to assure continual professional development</li> <li>3. Attend to professional roles and boundaries</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>5. Engage in career-long learning</li> <li>6. Use supervision and consultation</li> </ol>	<p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 643: Field Practicum III SWG 644: Field Practicum IV</p>
<p><i>Core Competency EP 2.1.2</i></p> <p>Apply social work ethical principles to guide professional practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>2. Make ethical decisions by applying standards of NASW’s Code of Ethics</li> </ol>	<p>SWG 623: Program Evaluation SWG 632: Policy Practice SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 623: Program Evaluation SWG 632: Policy Practice SWG 681: Administration SWG 682: Comm Participation Strat</p>

	<p>3. Tolerate ambiguity in resolving ethical conflicts</p> <p>4. Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>SWG 623: Program Evaluation SWG 632: Policy Practice SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 623: Program Evaluation SWG 632: Policy Practice SWG 681: Administration SWG 682: Comm Participation Strat</p>
<p><i>Core Competency EP 2.1.3</i></p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<p>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>2. Analyze models of assessment, prevention, intervention and evaluation</p> <p>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p>	<p>SWG 623: Program Evaluation SWG 632: Policy Practice SWG 685: Program Planning</p> <p>SWG 623: Program Evaluation SWG 632: Policy Practice SWG 685: Program Planning</p> <p>SWG 623: Program Evaluation SWG 632: Policy Practice SWG 685: Program Planning</p>
<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in practice.</p>	<p>1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>4. View themselves as learners and engage those with whom they work as informants</p>	<p>SWG 681: Administration SWG 685: Program Planning SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 685: Program Planning SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 685: Program Planning SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 685: Program Planning</p>

		SWG 632: Policy Practice
<p><i>Core Competency EP 2.1.5</i></p> <p>Advance Human rights and social and economic justice.</p>	<ol style="list-style-type: none"> <li>1. Understand the forms and mechanisms of oppression and discrimination</li> <li>2. Advocate for human rights and social and economic justice</li> <li>3. Engage in practices that advance social and economic justice</li> </ol>	<p>SWG 632: Policy Practice SWG 685: Program Planning</p> <p>SWG 682: Comm Participation Strat SWG 685: Program Planning SWG 632: Policy Practice</p> <p>SWG 682: Comm Participation Strat SWG 685: Program Planning SWG 632: Policy Practice</p>
<p><i>Core Competency EP 2.1.6</i></p> <p>Engage in research-informed practice and practice-informed research.</p>	<ol style="list-style-type: none"> <li>1. Use practice experience to inform scientific inquiry</li> <li>2. Use research evidence to inform practice</li> </ol>	<p>SWG 623: Program Evaluation SWG 685: Program Planning</p> <p>SWG 623: Program Evaluation SWG 685: Program Planning</p>
<p><i>Core Competency EP 2.1.7</i></p> <p>Apply knowledge of human behavior and the social environment</p>	<ol style="list-style-type: none"> <li>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</li> <li>2. Critique and apply knowledge to understand person and environment</li> </ol>	<p>SWG 623: Program Evaluation SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat</p>
<p><i>Core Competency EP 2.1.8</i></p> <p>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<ol style="list-style-type: none"> <li>1. Analyze, formulate, and advocate for policies that advance social well-being</li> <li>2. Collaborate with colleagues and clients for effective policy action</li> </ol>	<p>SWG 681: Administration SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 632: Policy Practice</p>

<p><i>Core Competency EP 2.1.9</i></p> <p>Respond to contexts that shape practice</p>	<ol style="list-style-type: none"> <li>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</li> <li>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ol>	<p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice</p>
<p><i>Core Competency EP 2.1.10a-d</i></p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p><i>Engagement:</i></p> <ol style="list-style-type: none"> <li>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>2. Use empathy and other interpersonal skills</li> <li>3. Develop a mutually agreed –on focus of work and desired outcomes</li> </ol> <p><i>Assessment</i></p> <ol style="list-style-type: none"> <li>1. Collect, organize, and interpret client data</li> <li>2. Assess client strengths and limitations</li> </ol>	<p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice SWG 685: Program Planning</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice SWG 685: Program Planning</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice</p>



	<p>3. Develop mutually agreed-on intervention goals and objectives</p> <p>4. Select appropriate intervention strategies</p> <p><i>Intervention</i></p> <p>1. Initiate actions to achieve organizational goals</p> <p>2. Implement prevention interventions that enhance client capacities</p> <p>3. Help clients resolve problems</p> <p>4. Negotiate, mediate, and advocate for clients</p> <p>5. Facilitate transitions and endings</p> <p><i>Evaluation</i></p> <p>1. Critically analyze, monitor, and evaluate interventions</p>	<p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice SWG 685: Program Planning</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 685: Program Planning</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice SWG 685: Program Planning</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat SWG 632: Policy Practice</p> <p>SWG 681: Administration SWG 682: Comm Participation Strat</p> <p>SWG 623: Program Evaluation SWG 685: Program Planning</p>
--	--	--

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 2.2a – Foundation**

EPAS Competency	EPAS Practice Behaviors	Where taught in the curriculum	Measures – Assignments, tasks, or activities
<p><i>Core Competency EP2.1.1</i></p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work</li> <li>2. Practice personal reflection and self-correction to assure continual professional development</li> <li>3. Attend to professional roles and boundaries</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>5. Engage in career-long learning</li> <li>6. Use supervision and consultation</li> </ol>	<p>SWG 510 SWG 531</p> <p>SWG 510</p> <p>SWG 510 SWG 511</p> <p>SWG 510 SWG 531</p> <p>SWG 519 SWG 585</p> <p>SWG 511 SWG 531</p>	<p>Participant observation activity Social welfare policy field assignment</p> <p>Logs Case assessment</p> <p>Role plays in class Case assessment</p> <p>Role plays in class Social welfare policy field assignment</p> <p>Final Exam Advocacy strategy assignment</p> <p>Logs Policy analysis</p>
<p><i>Core Competency EP 2.1.2</i></p> <p>Apply social work ethical principles to guide professional practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>2. Make ethical decisions by applying standards of NASW’s Code of Ethics</li> </ol>	<p>SWG 510 SWG 511 SWG 585</p> <p>SWG 510 SWG 585</p>	<p>Participant observation Logs Needs assessment proposal</p> <p>Class discussion, readings Needs Assessment Description, Results, Recommendations, and Advocacy Strategy</p>

	<p>3. Tolerate ambiguity in resolving ethical conflicts</p> <p>4. Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>SWG 519 SWG 510</p> <p>SWG 585</p> <p>SWG 519</p>	<p>Assignment #1 Letter of informed consent Class discussion, readings</p> <p>Needs Assessment Description, Results, Recommendations, and Advocacy Strategy</p> <p>Midterm exam</p>
<p><i>Core Competency EP 2.1.3</i></p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<p>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>2. Analyze models of assessment, prevention, intervention and evaluation</p> <p>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p>	<p>SWG 501 SWG 510 SWG 511 SWG 585</p> <p>SWG 531 SWG502</p> <p>SWG 510 SWG 511 SWG 585</p> <p>SWG 519</p>	<p>Final Exam, Developmental Case Assessment Paper Midterm Exam; Child Day Presentations; Case Formulation Assessments Case Assessment Group presentation Needs Assessment Proposal;</p> <p>History Assignment Community Profile Photo Presentation; Midterm Exam</p> <p>Case Assessment Group presentation Needs Assessment Proposal, participation Assignment #5 - research article critique</p> <p>Final Exam or applied research experience</p>

<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</li> <li>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</li> <li>4. View themselves as learners and engage those with whom they work as informants</li> </ol>	<p>SWG 501</p> <p>SWG 510</p> <p>SWG 511</p> <p>SWG 533</p> <p>SWG 585</p> <p>SWG 531</p> <p>SWG 519</p> <p>SWG 510</p> <p>SWG 510</p> <p>SWG 511</p> <p>SWG 531</p> <p>SWG 502</p>	<p>Developmental Case Assessment Paper; Case Formulation Assessments</p> <p>Readings</p> <p>Article review &amp; presentation, small group discussion</p> <p>Needs assessment proposal</p> <p>Social welfare policy field assignment</p> <p>Assignment #5 - research article critique</p> <p>Participation observation</p> <p>Developmental Assessment</p> <p>Group Presentations</p> <p>Policy Analysis paper</p> <p>Community Profile Photo Presentation</p>
<p><i>Core Competency EP 2.1.5</i></p> <p>Advance Human rights and social and economic justice.</p>	<ol style="list-style-type: none"> <li>1. Understand the forms and mechanisms of oppression and discrimination</li> <li>2. Advocate for human rights and social and economic justice</li> </ol>	<p>SWG 510</p> <p>SWG 533</p> <p>SWG 585</p> <p>SWG 531</p> <p>SWG 502</p> <p>SWG 510</p> <p>SWG 533</p> <p>SWG 531</p>	<p>Readings, discussions</p> <p>Article review &amp; presentation, research paper</p> <p>Needs Assessment Description, Results, Recommendations, and Advocacy Strategy</p> <p>Social welfare policy field assignment, Policy Analysis paper</p> <p>Aging &amp; Systems in the Larger Environment Paper</p> <p>Participant observation</p> <p>Team presentation, small group discussion</p> <p>Social welfare policy field assignment</p> <p>Policy Analysis paper</p>

	3. Engage in practices that advance social and economic justice	SWG 531	Social welfare policy field assignment Policy Analysis paper
<i>Core Competency EP 2.1.6</i>  Engage in research-informed practice and practice-informed research.	1. Use practice experience to inform scientific inquiry  2. Use research evidence to inform practice	SWG 501 SWG 519  SWG 501 SWG 510 SWG 511  SWG 585 SWG 519	Final Exam Assignment #5 - research article critique  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
<i>Core Competency EP 2.1.7</i>  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	SWG 501  SWG 510 SWG 511  SWG 501  SWG 510 SWG 533  SWG 502	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
<i>Core Competency EP 2.1.8</i>  Engage in policy	1. Analyze, formulate, and advocate for policies that advance social well-being	SWG 531	History Assignment; Policy Analysis paper

practice to advance social and economic well-being and to deliver effective social work services	2. Collaborate with colleagues and clients for effective policy action	SWG 510 SWG 511 SWG 531	Case presentation Group presentation Social welfare policy field assignment, Book Critique, Policy Analysis paper
<i>Core Competency EP 2.1.9</i>  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  2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	SWG 533  SWG 585 SWG 502  SWG 531 SWG 585	Article review, team presentation, small group discussion Organizational Assessment Aging & Systems in the Larger Environment Paper  Policy analysis paper Needs Assessment Description, Results, Recommendations, and Advocacy Strategy
<i>Core Competency EP 2.1.10a-d</i>  Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities	<i>Engagement:</i>  1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities  2. Use empathy and other interpersonal skills	SWG 511  SWG 585  SWG 510 SWG 585  SWG 585	Family sculpting, activity, paper Needs Assessment Description, Results, Recommendations, and Advocacy Strategy  Developmental assessment, participant observation Needs Assessment Description, Results, Recommendations, and Advocacy Strategy Needs Assessment Description, Results,

	<p>3. Develop a mutually agreed – on focus of work and desired outcomes</p> <p><i>Assessment</i></p>	<p>SWG 585</p>	<p>Recommendations, and Advocacy Strategy</p> <p>Case assessment, developmental assessment Needs Assessment Description, Results, Recommendations, and Advocacy Strategy Group presentation, final exam, group manual</p>
	<p>1. Collect, organize, and interpret client data</p>	<p>SWG 510 SWG 511</p>	<p>Group presentation, final exam, group manual Midterm Exam</p>
	<p>2. Assess client strengths and limitations</p>	<p>SWG 585 SWG 501</p>	<p>Group presentation, final exam, group manual Case assessment, developmental assessment Midterm Exam</p>
	<p>3. Develop mutually agreed-on intervention goals and objectives</p>	<p>SWG 511 SWG 501 SWG 585</p>	<p>Case assessment, developmental assessment Group Presentation Advocacy strategy</p>
	<p>4. Select appropriate intervention strategies</p>	<p>SWG 511</p>	
	<p><i>Intervention</i></p>	<p>SWG 510</p>	
	<p>1. Initiate actions to achieve organizational goals</p>	<p>SWG 502</p>	



	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
	<i>Evaluation</i>		
	1. Critically analyze, monitor, and evaluate interventions	SWG 519	Research article critique Midterm exam Final exam

**Table 2.2b – Advanced Direct Practice**

EPAS Competency	EPAS Practice Behaviors	Where taught in the ADP curriculum	Measures – Assignments, tasks, or activities
<p><i>Core Competency EP2.1.1</i></p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work</li> <li>2. Practice personal reflection and self-correction to assure continual professional development</li> <li>3. Attend to professional roles and boundaries</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>5. Engage in career-long learning</li> <li>6. Use supervision and consultation</li> </ol>	<p>SWG 603 SWG 604</p> <p>SWG 619</p> <p>SWG 621 SWG 661</p> <p>SWG 603 SWG 621</p> <p>SWG 621</p> <p>SWG 617</p> <p>SWG 619</p> <p>SWG 621</p>	<p>Ethnogeriatrics summary Group case study project</p> <p>Reflection paper on biases regarding the student’s topic of interest Executive Summary of capstone paper Self-reflection paper identifying CBT skills</p> <p>Interprofessional health event Role play</p> <p>Role play and capstone class presentation graded on content, professional appearance and communication Creative therapeutic intervention assignment</p> <p>Search planning worksheet – learn to search for literature on client problem in research data bases and EBP resources Consultation with instructor as required</p>
<p><i>Core Competency EP 2.1.2</i></p> <p>Apply social work ethical principles</p>	<ol style="list-style-type: none"> <li>1. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>2. Make ethical decisions by</li> </ol>	<p>SWG 617 SWG 613</p> <p>SWG 608</p>	<p>Creative therapeutic intervention demonstration Process recordings</p> <p>Reflective take-home exam</p>

<p>to guide professional practice.</p>	<p>applying standards of NASW's Code of Ethics</p> <ol style="list-style-type: none"> <li>3. Tolerate ambiguity in resolving ethical conflicts</li> <li>4. Apply strategies of ethical reasoning to arrive at principled decisions</li> </ol>	<p>SWG 621</p> <p>SWG 617 SWG 621</p> <p>SWG 603 SWG 613</p>	<p>Ethics section of capstone paper</p> <p>Case studies with ethical dilemmas Ethics portion of student presentation</p> <p>In-class exercises Pre and post tests</p>
<p><i>Core Competency EP 2.1.3</i></p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<ol style="list-style-type: none"> <li>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</li> <li>2. Analyze models of assessment, prevention, intervention and evaluation</li> <li>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</li> </ol>	<p>SWG 619</p> <p>SWG 621</p> <p>SWG 606</p> <p>SWG 608 SWG 621</p> <p>SWG 621</p> <p>SWG 661</p>	<p>In-Class group presentations – integration of practice wisdom, best available evidence and client self-determination Evidence-based research portion of student presentation</p> <p>Midterm exam</p> <p>Class discussion and reflective essay Capstone project</p> <p>Family therapy role plays</p> <p>CBT role plays</p>
<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in</p>	<ol style="list-style-type: none"> <li>1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> </ol>	<p>SWG 608 SWG 621</p>	<p>Reflective take-home exam Capstone project – assessment of oppression, privilege and power</p>

<p>practice.</p>	<ol style="list-style-type: none"> <li>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</li> <li>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</li> <li>5. View themselves as learners and engage those with whom they work as informants</li> </ol>	<p>SWG 613 SWG 619</p> <p>SWG 603 SWG 604</p> <p>SWG 661 SWG 604</p>	<p>Training exercises Reflection paper on biases regarding the student’s topic of interest</p> <p>Final paper Intervention role play videotape</p> <p>Lecture and discussion on the “human to human” experience Intervention role play videotape</p>
<p><i>Core Competency EP 2.1.5</i></p> <p>Advance Human rights and social and economic justice.</p>	<ol style="list-style-type: none"> <li>1. Understand the forms and mechanisms of oppression and discrimination</li> <li>2. Advocate for human rights and social and economic justice</li> <li>3. Engage in practices that advance social and economic justice</li> </ol>	<p>SWG 604 SWG 621</p> <p>SWG 603 SWG 608</p> <p>SWG 606 SWG 661</p>	<p>Reading reflection questions on how poverty, oppression and racial issues impact health disparities Capstone project – assessment of oppression, privilege and power</p> <p>In class exercise on emerging societal trends Group demonstration Reflective responses on take home exam</p> <p>Take-home assignment In class discussion on advocacy role of social work</p>
<p><i>Core Competency EP 2.1.6</i></p> <p>Engage in research-</p>	<ol style="list-style-type: none"> <li>1. Use practice experience to inform scientific inquiry</li> <li>2. Use research evidence to</li> </ol>	<p>SWG 619 SWG 617</p> <p>SWG 619</p>	<p>Assignment – identifying research question Interview with practitioner Clinical treatment critique paper</p> <p>Assignment on research planning</p>

informed practice and practice-informed research.	inform practice	SWG 621	Assignment on critical appraisal of topic chosen by student  Capstone project
<i>Core Competency EP 2.1.7</i>  Apply knowledge of human behavior and the social environment	<ol style="list-style-type: none"> <li>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</li> <li>Critique and apply knowledge to understand person and environment</li> </ol>	<p>SWG 606 SWG 621</p> <p>SWG 617 SWG 621</p>	<p>Midterm exam and Take-home assignment Research done for capstone project</p> <p>Clinical treatment critique paper Role play</p>
<i>Core Competency EP 2.1.8</i>  Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<ol style="list-style-type: none"> <li>Analyze, formulate, and advocate for policies that advance social well-being</li> <li>Collaborate with colleagues and clients for effective policy action</li> </ol>	<p>SWG 608 SWG 633</p> <p>SWG 604 SWG 608</p>	<p>Ecological assessment and case plan</p> <p>Discussion board activities</p> <p>Contemporary health policy issues discussion Policy advocacy in ecological psychosocial assessment case plan</p>
<i>Core Competency EP 2.1.9</i>  Respond to contexts that	<ol style="list-style-type: none"> <li>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments,</li> </ol>	<p>SWG 603 SWG 604</p>	<p>In-class exercise</p> <p>Reading reflection questions</p>

<p>shape practice</p>	<p>and emerging societal trends to provide relevant services</p> <p>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>SWG 608</p> <p>SWG 609</p>	<p>Ecological assessment and case plan</p> <p>Community resource identification paper</p>
<p><i>Core Competency EP 2.1.10a-d</i></p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p><i>Engagement:</i></p> <p>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <p>2. Use empathy and other interpersonal skills</p> <p>3. Develop a mutually agreed – on focus of work and desired outcomes</p> <p><i>Assessment</i></p> <p>1. Collect, organize, and interpret client data</p> <p>2. Assess client strengths and limitations</p>	<p>SWG 661</p> <p>SWG 611</p> <p>SWG 661</p> <p>SWG 611</p> <p>SWG 661</p> <p>SWG 621</p> <p>SWG 603</p> <p>SWG 619</p> <p>SWG 603</p> <p>SWG 621</p>	<p>CBT role plays and self-reflection exercises</p> <p>Family therapy roles plays and self-reflection exercises</p> <p>CBT role plays and self-reflection exercises</p> <p>Family therapy roles plays and self-reflection exercises</p> <p>Goal-setting and agenda-setting lectures</p> <p>Role play</p> <p>Final paper</p> <p>Exam and assignments on single subject design</p> <p>Final paper</p> <p>In-class presentation and capstone paper</p>

	3. Develop mutually agreed-on intervention goals and objectives	SWG 604 SWG 621	Group case study project Capstone paper
	4. Select appropriate intervention strategies	SWG 619 SWG 621	In-class presentation of evidence based practice research design framework Treatment plan
	<i>Intervention</i>		
	1. Initiate actions to achieve organizational goals	SWG 603 SWG 661	Final paper Final reflection paper
	2. Implement prevention interventions that enhance client capacities	SWG 608 SWG 621	Ecological assessment and case plan assignment Role play
	3. Help clients resolve problems	SWG 661 SWG 611	CBT role-plays Family therapy role plays
	4. Negotiate, mediate, and advocate for clients	SWG 603 SWG 604	Final paper Intervention role play videotape
	5. Facilitate transitions and endings	SWG 621 SWG 606	Capstone paper Take –home assignment
	<i>Evaluation</i>		
	1. Critically analyze, monitor, and evaluate interventions	SWG 619 SWG 621	Exam and assignments on single subject design Capstone summary

**Table 2.2c – Policy, Administration and Community**

EPAS Competency	EPAS Practice Behaviors	Where taught in the PAC curriculum	Measures – Assignments, tasks, or activities
<p><i>Core Competency EP2.1.1</i></p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	<ol style="list-style-type: none"> <li>1. Advocate for client access to the services of social work</li> <li>2. Practice personal reflection and self-correction to assure continual professional development</li> <li>3. Attend to professional roles and boundaries</li> <li>4. Demonstrate professional demeanor in behavior, appearance, and communication</li> <li>5. Engage in career-long learning</li> <li>6. Use supervision and consultation</li> </ol>	<p>SWG 681 SWG 682</p> <p>SWG 682 Portfolio</p> <p>SWG 681</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p>	<p>Organizational assessment Community participation group project</p> <p>Self-care activity Synthesis paper</p> <p>In class video Organizational assessment</p> <p>Community participation group project Synthesis paper</p> <p>Self-care activity Synthesis paper</p> <p>Self-care activity Synthesis paper</p>
<p><i>Core Competency EP 2.1.2</i></p> <p>Apply social work ethical principles to guide professional practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize and manage personal values in a way that allows professional values to guide practice</li> <li>2. Make ethical decisions by applying standards of NASW’s</li> </ol>	<p>SWG 623 SWG 632</p> <p>SWG 623 SWG 632</p>	<p>Agency program evaluation Policy analysis and advocacy brief</p> <p>Agency program evaluation Social media advocacy strategy</p>



	<p>Code of Ethics</p> <p>3. Tolerate ambiguity in resolving ethical conflicts</p> <p>4. Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>SWG 623</p> <p>SWG 632 SWG 682</p>	<p>Proposal Agency program evaluation</p> <p>Social media advocacy strategy Framing issues to maximize support</p>
<p><i>Core Competency EP 2.1.3</i></p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<p>1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>2. Analyze models of assessment, prevention, intervention and evaluation</p> <p>3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p>	<p>SWG 623</p> <p>SWG 632</p> <p>SWG 623 SWG 632</p> <p>SWG 623</p> <p>SWG 632</p> <p>SWG 685</p>	<p>Peer reviewed article assignment Capacity analysis Public meeting/hearing paper</p> <p>Agency program evaluation Policy analysis and advocacy brief</p> <p>Agency program evaluation Capacity analysis Policy brief, advocacy campaign presentation, fact sheet</p> <p>Problem statement, needs assessment, program hypothesis development</p>

<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</li> <li>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</li> <li>6. View themselves as learners and engage those with whom they work as informants</li> </ol>	<p>SWG 681 SWG 685</p> <p>SWG 681 Portfolio</p> <p>SWG 623 SWG 685</p> <p>SWG 623 SWG 681</p>	<p>Videos and quizzes Program design assignment</p> <p>Video and quizzes Synthesis paper</p> <p>Agency and program description Program design assignment</p> <p>Agency and program description Organizational assessment paper</p>
<p><i>Core Competency EP 2.1.5</i></p> <p>Advance Human rights and social and economic justice.</p>	<ol style="list-style-type: none"> <li>1. Understand the forms and mechanisms of oppression and discrimination</li> <li>2. Advocate for human rights and social and economic justice</li> <li>3. Engage in practices that advance social and economic justice</li> </ol>	<p>SWG 632 SWG 685</p> <p>SWG 632 SWG 682</p> <p>SWG 632 SWG 682</p>	<p>Policy analysis and advocacy brief Program Design assignment</p> <p>Social media advocacy strategy Community participation group project</p> <p>Policy brief, advocacy campaign presentation, fact sheet Community participation group project</p>
<p><i>Core Competency EP 2.1.6</i></p> <p>Engage in research-informed practice</p>	<ol style="list-style-type: none"> <li>1. Use practice experience to inform scientific inquiry</li> <li>2. Use research evidence to inform practice</li> </ol>	<p>SWG 623 SWG 685</p> <p>SWG 623</p>	<p>Agency program evaluation, capacity analysis Program design assignment</p> <p>Peer reviewed article assignment</p>

and practice-informed research.		SWG 632	Policy analysis and advocacy brief Fact sheet
<i>Core Competency EP 2.1.7</i> Apply knowledge of human behavior and the social environment	<ol style="list-style-type: none"> <li>Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</li> <li>Critique and apply knowledge to understand person and environment</li> </ol>	SWG 623 SWG 682 SWG 681 SWG 682	Logic model assignment Program evaluation proposal Theory application paper Quizzes and discussion Theory application paper
<i>Core Competency EP 2.1.8</i> Engage in policy practice to advance social and economic well-being and to deliver effective social work services	<ol style="list-style-type: none"> <li>Analyze, formulate, and advocate for policies that advance social well-being</li> <li>Collaborate with colleagues and clients for effective policy action</li> </ol>	SWG 632 SWG 681 SWG 632 SWG 681	Policy analysis Advocacy brief Social work agency project Fact sheet Team presentations
<i>Core Competency EP 2.1.9</i> Respond to contexts that shape practice	<ol style="list-style-type: none"> <li>Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</li> <li>Provide leadership in promoting</li> </ol>	SWG 632 SWG 681	Policy analysis Advocacy brief Organizational assessment paper

	sustainable changes in service delivery and practice to improve the quality of social services.	SWG 632 SWG 682	Social media advocacy strategy Community participation group project
<p><i>Core Competency EP 2.1.10a-d</i></p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p><i>Engagement:</i></p> <ol style="list-style-type: none"> <li>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>2. Use empathy and other interpersonal skills</li> <li>3. Develop a mutually agreed –on focus of work and desired outcomes</li> </ol> <p><i>Assessment</i></p> <ol style="list-style-type: none"> <li>1. Collect, organize, and interpret client data</li> <li>2. Assess client strengths and limitations</li> <li>3. Develop mutually agreed-on intervention goals and objectives</li> </ol>	<p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 681 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682</p>	<p>Community participation group project Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Social work agency project Team presentations Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Community participation group project</p>

	<p>4. Select appropriate intervention strategies</p> <p><i>Intervention</i></p> <p>1. Initiate actions to achieve organizational goals</p> <p>2. Implement prevention interventions that enhance client capacities</p> <p>3. Help clients resolve problems</p> <p>4. Negotiate, mediate, and advocate for clients</p> <p>5. Facilitate transitions and endings</p> <p><i>Evaluation</i></p> <p>1. Critically analyze, monitor, and evaluate interventions</p>	<p>Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 682 Portfolio</p> <p>SWG 623 SWG 685</p>	<p>Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Community participation group project Field practicum documentation</p> <p>Community participation group project Synthesis paper</p> <p>Peer reviewed article assignments Program monitoring and evaluation project</p>
--	---	--	--

**M2.0.5:** *The program provides a rationale for its formal curriculum design (foundation and advanced) demonstrating how it is used to develop a coherent and integrated curriculum for both classroom and field (Educational Policy 2.0)*

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 – 1<sup>st</sup> 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 – 2<sup>nd</sup> 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 608\* – Children, Youth and Families Practice

SWG 633\* – Child Welfare Services

SWG 604\*\* – Advanced Practice in Health

SWG 613\*\* – Advanced Practice in Behavioral Health

SWG 617\*\* – Advanced Practice with Children and Adolescents

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 by 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.

**SWG 633 Child Welfare Services:** Policy and services for children in the child welfare system. Prerequisite: SWG 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.

**SWG 617      Advanced Social Work Practice With Children & Adolescents:** Applied interventions for child and adolescents and critical thinking about practice with children and adolescents. Prerequisite: SWG 608.

### **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. S WG 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 programs 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

course, with descriptions of the skills and the EPAS Competencies that the student will engage in through field activities.

#### MSW POLICY, ADMINISTRATION AND COMMUNITY (PAC) FIELD EDUCATION CONTRACT

CONTENT AREA 685.1	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)]
CONTENT AREA 685.2	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]
CONTENT AREA 685.3	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)]
CONTENT AREA 685.4	Budgeting: Student will demonstrate ability to take basic data and create a functional or program budget. [EPAS 2.1.6; 2.1.9]
CONTENT AREA 623.1	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)]
CONTENT AREA 623.2	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]
CONTENT AREA 681.1	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]
CONTENT AREA 681.2	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 (6<sup>th</sup> 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 measurable 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 your 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 3<sup>rd</sup>, 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 pf 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.

***2.1.6: The program discusses how its field education program specifies the credentials and practice experience of its field instructors necessary to design field learning opportunities for students to demonstrate program competencies. Field instructors for baccalaureate students hold a baccalaureate or master's degree in social work from a CSWE-accredited program. Field instructors for master's students hold a master's degree in social work from a CSWE-accredited program. For cases in which a field instructor does not hold a CSWE-accredited social work degree, the program assumes responsibility for reinforcing a social work perspective and describes how this is accomplished.***

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.

***2.1.7: The program discusses how its field education program provides orientation, field instruction training, and continuing dialog with field educations settings and field instructors.***

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.

**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.**

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.

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 50<sup>th</sup> 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”

“The Full Spectrum: Hispanic Understanding of Autism in Southern Arizona”

“A Comparative Study of Adult Transgender and Female Prostitution”

“Divergent Aging: An Exploration of Successful Aging Paradigms and Unique Factors that Impact Diverse Women”

“Identity Formation among Lesbians: Reviewing Cass’ Theory Twenty Years Later with Emphasis on Media Influences”

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 put 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 \*):

**Androff, D.** (2014). Human rights and the war on immigration. In Furman, R. & A. Akerman (eds.) *Criminalization of Immigration: Contexts and Consequences* (pp. 147-162). Durham, NC: Carolina Academic Press.

**Ayers, S. L., Kulis, S., & Marsiglia, F. F.** (2013). The impact of ethnoracial appearance on substance use in Mexican heritage adolescents. *Hispanic Journal of the Behavioral Sciences, 3*, 227-240.

**Ayers, S., Marsiglia, F., \*Hoffman, S., & \*Urbaeva, Z.** (2012). Understanding the gendered patterns of substance use initiation among adolescents living in Mexico. *International Journal of Drug Policy, 23*, 251-254.

**Ayón, C., \*Peña, V., & \*Bou Ghosn, M.** (2014). Promotoras' efforts to reduce alcohol use among Latino youth: Engaging Latino parents in prevention efforts. *Journal of Ethnic and Cultural Diversity in Social Work, 23*(2), 129-147.

**Ayón, C.** (2014). Service needs among Latino immigrant families: Implications for social work practice. *Social Work, 59*(1), 13-23.

**Ayón, C. & Carlson, B.** (2014). A family affair: Latinas narratives of substance use and recovery. *Journal of Ethnic and Cultural Diversity in Social Work, 23*(1), 55-77.

**Bacallao, M.** (2014). Navigating the web of worries: Using psychodrama techniques to help Latino immigrant families manage acculturation stress. Nova Science Publishers, Inc.: Hauppauge, NY.

**Bacallao, M. & Smokowski, P.R.** (In Press). Bicultural skills training for acculturating Latino families: Evidence-base for the Entre Dos Mundos/Between Two Worlds prevention program *International Journal of Hispanic Psychology*.

**Becerra, D., Androff, D., \*Cimino, A., \*Wagaman, M. & Blanchard, K.** (2013). The impact of perceived discrimination and immigration policies upon perceptions of quality of life among Latinos in the U.S. *Race & Social Problems 5*(1), 65-78.

**Becerra, D., Androff, D., Ayón, C., & \*Castillo, J.** (2012). Fear vs. facts: The economic impact of undocumented immigrants in the U.S. *Journal of Sociology & Social Welfare, 39*(4), 111-135.



- Becerra, D.** (2012). The impact of anti-immigration policies and discrimination in the U.S. on migration intentions among Mexican adolescents. *International Migration*, 50(4), 20-32
- Benson, G. O., **Sun, F., Hodge, D. R. & Androff, D. K.** (2012). Religious coping and acculturation stress among Hindu Bhutanese: A study of newly-resettled refugees in the United States. *International Social Work*, 55(4), 538-553.
- Bonifas, R. P.,** Simons, K., Biel, B., & \*Kramer, C. (In press). Aging and place in long-term care settings: Influences on social relationships. *Journal of Aging and Health*.
- Bonifas, R. P.,** & \*Gray, A. K. (2013). Preparing social work students for interdisciplinary practice in geriatric health care: Insights from two approaches. *Educational Gerontology*, 39(7), 476-490.
- Bonifas, R. P.,** Gammonley, D., & Simons, K. (2012). Gerontological social workers' perceived efficacy for influencing client outcomes. *Journal of Gerontological Social Work*, 55(6), 519-536.
- Carlson, B., **Cacciatore, J., & Klimek, B.** (2012). Unaccompanied refugee minors: A call to action for trauma intervention. *Social Work*, 57(3), 259-269.
- Cavanaugh, C.E., **Messing, J.T.,** Amanor-Boadu, Y.E., O'Sullivan, C.S., Webster, D.W. & Campbell, J.C. (in press). Recent sexual assault of Latinas by a physically abusive intimate partner: Prevalence and the influence of immigration status. *Urban Health*.
- Guo, M., Li, S.J., Liu, J.Y., & **Sun, F.** (in press). Family relations, social connections, and mental health among Latino and Asian older adults. *Research on Aging*.
- \*Gurrola, M., \*Moya Salas, L., & **Ayón, C.** (in press). Latino adolescents' education and hopes in an anti-immigrant environment: The perspectives of first and second generation youth and parents. *Journal of Family Issues*.
- Gustavsson, N. & MacEachron, A.** (2014). Gay divorce. *Social Work*, 59, 283-285
- \*Hoffman, S., **Marsiglia, F. F., & Ayers, S. L.** (in press). Religiosity and migration aspirations among Mexican youth. *Journal of International Migration and Integration*.
- Hodge, D. R., & Sun, F.** (2012). Positive feelings of caregiving among Latino Alzheimer's family caregivers: Understanding the role of spirituality. *Aging & Mental Health*, 16(6), 689-698.
- Hodge, D. R., Jackson, K. F. & Vaughn, M. G.** (2012). Culturally sensitive interventions and substance use: A meta-analytic review of outcomes among minority youth. *Social Work Research*, 36(1), 11-19.

- Holley, L. C., Stromwall, L. K., & \*Tavassoli, K.** (in press). Oppression of people with mental illnesses: Incorporating content into multiple-issue diversity courses. *Journal of Social Work Education*.
- Jackson, K. F.** (2013). Participatory diagramming in social work research: Utilizing visual timelines to interpret the complexities of the lived multiracial experience. *Qualitative Social Work, 12*(4), 414-432.
- Jackson, K. F., \*Wolven, T., & \*Aguilera, K.** (2013). Mixed Mexican identity risk and resilience in Arizona. *Family Relations, 62*, 215-225.
- Jackson, K. F.** (2012). Living the multiracial experience: Shifting racial expressions, resisting race, and seeking community. *Qualitative Social Work, 11*, 42-60.
- Kulis, S., Ayers, S. L., & \*Baker, T.** (in press). Parenting in 2 Worlds: Pilot results from a culturally adapted parenting program for urban American Indians. *The Journal of Primary Prevention*.
- Kulis, S., Marsiglia, F. F., Kopak, A., Olmsted, M. E., & Crossman, T.** (2012). Ethnic identity and substance use among Mexican-heritage early preadolescents: Moderators effects of gender and time in the US. *Journal of Early Adolescence, 32*, 165-199.
- Kulis, S., Hodge, D., Ayers, S., Brown, E., & Marsiglia, F. F.** (2012). Spirituality and religion: Intertwined protective factors for substance use among urban American Indian youth. *American Journal of Drug and Alcohol Abuse, 38*, 444-449.
- Marsiglia, F. F., Ayers, S. L., Robbins, D., \*Nagoshi, J., L., \*Baldwin, A., & Castro, F. G.** (in press). The initial assessment of a community-based intervention with Mexican-heritage parents in boosting the effects of a substance use prevention intervention with youth. *Journal of Community Psychology*.
- Marsiglia, F. F., \*Nagoshi, J., Ayers S., \*Parsai, M., & Castro, F.** (2012). The influence of linguistic acculturation and parental monitoring on the substance use of Mexican-heritage adolescents in predominately Mexican enclaves in the Southwest US. *Journal of Ethnicity in Substance Abuse, 11*, 226-241.
- Marsiglia, F.F., Yabiku, S.T., Kulis, S., Nieri, T., \*Parsai, M., & Becerra, D.** (2011). The influence of linguistic acculturation and gender on the initiation of substance use among Mexican heritage preadolescents in the borderlands. *Journal of Early Adolescence, 31*(2), 271-299.

- Marsiglia, F. F., Ayers, S., \*Hoffman, S., & \*Urbaeva, Z.** (2012). Understanding the gender patterns of substance use initiation among adolescents living in Mexico. *International Journal of Drug Policy, 23*, 251-254.10.
- Marsiglia, F. F., Ayers, S., Gance-Cleveland, B., Mentler, K., & \*Booth, J.** (2012). Beyond primary prevention of alcohol use: A culturally specific secondary prevention program for Mexican heritage adolescents. *Prevention Science, 13*, 241-251.
- Martinez-Brawley, E. & Zorita, P. M-B.** (2014). The neglect of network theory in practice with immigrants in the Southwest. *Journal of Sociology and Social Welfare, 41*(1), pp. 123-136.
- Martinez-Brawley, E., & Zorita, P. M-B.** (2011). Immigration and social services: The perils of professionalization. *Families in Society, 92*, No. 2.
- Messing, J.T., Amanor-Boadu, Y., Cavanaugh, C.E., Glass, N., & Campbell, J.C.** (in press). Culturally competent intimate partner violence risk assessment: Adapting the danger assessment for immigrant women. *Social Work Research.*
- Messing, J.T., Mohr, R., & Durfee, A.** (2012). Women's experiences of grief upon leaving an abusive relationship. *Child & Family Social Work.*
- \*Moya Salas, L., **Ayón, C., & \*Gurrola, M.** (in press). *Estamos traumatados*: The impact of anti-immigrant sentiment and policies on the mental health of Mexican immigrant families. *Journal of Community Psychology.*
- Nieri, T., \*Hoffman, S., **Marsiglia, F. F., & Kulis, S.** (2012). Interpersonal violence and its association with U.S. migration desires and plans among youths in Guanajuato, Mexico. *International Migration & Integration, 13*, 365-381.
- \*Parsai, M-B, Castro, F., **Marsiglia, F. F., Harthun, M., & Valdez, H.** (2011). Using community based participatory research to create a culturally grounded intervention for parents and youth to prevent risky behaviors. *Prevention Science, 12*, 34-47.
- Rueda, H. A, Linton, K. F., & **Williams, L. R.** (2014). School social workers' needs in supporting adolescents with disabilities towards dating and sexual health: A qualitative study. *Children and Schools, 36*, 79-90. doi: 10.1093/cs/cdu006.
- Sangalang, C. C. & Gee, G. C.** (in press). Racial discrimination and depression among Cambodian American adolescents: The role of gender. *Journal of Community Psychology.*
- Sangalang, C. C., Ngouy, S., & Lau, A. S.** (2015). Using community-based participatory

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

- Sangalang, C. C.** & Chen, A.C.C., Kulis, S., & Yabiku, S. (2014). Development and Validation of a Discrimination Measure for Cambodian American Adolescents. *Asian American Journal of Psychology*. <http://dx.doi.org/10.1037/a0036706>
- Segal, E.A.**, Gerdes, K.E., \*Mullins, J., \*Wagaman, M.A., & **Androff, D.** (2011). Social empathy attitudes: Do Latino students have more? *Journal of Human Behavior in the Social Environment*. 21 (4), 438-45. doi: 10.1080/10911359.2011.566445.
- Simons, K., **Bonifas, R. P.**, & Gammonley, D. (2011). Commitment of licensed social workers to aging practice. *Health and Social Work*, 36(3), 183-195.
- Smokowski, P.R.**, Evans, C.B.R., Cotter, K.L., & Webber, K.C. (2014). Ethnic identity and mental health in American Indian youth: Examining mediation pathways through self-esteem, and future optimism. *Journal of Youth and Adolescence*. 43(3), 343-355. doi:10.1007/s10964-013-9992-7
- Sun, F.**, Durkin, D. W., Hilgeman, M. M., Gaugler, J. E., \*Wardian, J., Allen, R. S., & Burgio, L. D. (in press). Predicting desire for institutional placement among racially diverse dementia family caregivers: The role of quality of care. *The Gerontologist*.
- Sun, F.**, Lu, C. T., & Kosberg, J. , (in press). Influences of environmental factors on the physical functioning of older adults in urban communities in China. *Journal of Sociology & Social Welfare*.
- Sun, F.**, \*Mutlu, A., & Coon, D. (2014). Service barriers faced by Chinese American families with a dementia relative: Perspectives from family caregivers and service professionals. *Clinical Gerontologist*, 37(2),120-138.
- Sun, F.**, Waldron, V., Gitelson, R., & Ho, C. H. (2012). The effects of loss of loved ones on life satisfaction among residents in a Southwest retirement community: The mediating roles of social connectedness. *Research on Aging*, 34(2)-222-245.
- Voelkel, H. A., **LeCroy, C.W**, **Williams, L. R.**, & **Holschuh, J.** (2013). The full spectrum: Hispanic understanding of autism in southern Arizona. *Best Practices in Mental Health*, 9, 31-46.
- Williams, L. R.** (2014). Experiences with violence in Mexican American and European American high school dating relationships. *Children and Schools*, 36, 115-124.
- Williams, L. R.**, \***Adams, H. L.**, & \***Nagoshi, J. L.** (2014). Trust, cheating, and dating violence in Mexican American romantic relationships. *Journal of the Society for Social Work and Research*, 5, 339-360 doi: 10.1086/677174.

## **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**

		2010-11	2011-12	2012-13	2013-14	2014-15
<b>Total Undergraduate headcount (Fall)</b>		544	626	660	668	663
<b>% women</b>		86.9% (473)	85.9% (538)	85.5% (564)	83.2% (556)	84.5% (560)
<b>% Ethnicity</b>	<b>American Indian</b>	8.1% (44)	6.5% (41)	5.0% (33)	5.5% (35)	5.1% (34)
	<b>Asian American</b>	1.8% (10)	2.4% (15)	1.8% (12)	1.5% (10)	1.7% (11)
	<b>African American</b>	10.7% (58)	9.1% (57)	8.5% (56)	8.8% (59)	9.8% (65)
	<b>Latino</b>	27.6% (150)	31.5% (197)	34.5% (228)	35.2% (235)	37.6% (249)
	<b>2 or More Races</b>	0.9% (5)	1.1% (7)	2.0% (13)	3.0% (20)	3.3% (22)
	<b>White</b>	48.0% (261)	47.4% (297)	46.1% (304)	44.2% (295)	40.4% (268)
<b>% Students of Color</b>		49.1% (267)	50.6% (317)	52.1% (344)	54.0% (361)	57.6% (382)
<b>% International</b>		0.4% (2)	0.6% (4)	0.6% (4)	0.7% (5)	0.7% (5)

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**

<b>Master’s programs</b>		<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Total Graduate MSW headcount (Fall)</b>		698	651	649	633	711
<b>% women</b>		84.1% (587)	84.5% (550)	83.4 % (541)	82.0% (519)	82.6% (587)
<b>% Ethnicity</b>	<b>American Indian</b>	2.4% (17)	2.9% (19)	3.1% (20)	3.0% (19)	3.5% (25)
	<b>Asian American</b>	2.9% (20)	1.8% (12)	2.0% (13)	1.6% (10)	1.7% (12)
	<b>African American</b>	6.6% (46)	5.2% (34)	5.7% (37)	6.6% (42)	7.9% (56)
	<b>Latino</b>	17.3% (121)	17.7% (115)	22.0% (143)	20.1% (127)	23.9% (170)
	<b>2 or More Races</b>	1.3% (9)	1.5% (10)	2.8% (18)	3.0% (19)	3.0% (21)
	<b>White</b>	66.8% (466)	69.1% (450)	63.2% (410)	64.1% (406)	58.5% (416)
<b>% Students of Color</b>		30.7% (214)	29.5% (192)	35.7% (232)	34.4% (218)	39.9% (284)
<b>% International</b>		0.4% (3)	0.6% (4)	0.8% (5)	1.1% (7)	0.6% (4)

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.

**3.2.7: The program spells out how it informs students of its criteria for evaluating their academic and professional performance, including policies and procedures for grievance.**

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 B or C 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**

<b><u>PURPOSE:</u></b>	To define the appeals process
<b><u>SOURCE:</u></b>	School of Social Work Faculty Council
<b><u>APPLICABILITY:</u></b>	All faculty and students, School of Social Work
<b><u>POLICY:</u></b>	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. Assaultive 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.

**3.2.10: *The program demonstrates how it provides opportunities and encourages students to organize in their interests.***

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. Programs 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 from 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 interesting 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 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-lead a roundtable 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.

A few specific examples are worth noting. Dr. Flavio Marsiglia co-authored the text *Diversity, Oppression, and Change: Culturally Grounded Social Work*, published by Lyceum Books. The book is used widely in social work diversity courses and just came out in a new second edition. Dr. Martica Bacallao's recent book, *Navigating the Web of Worries: Using*

*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*,

published by Belmont: Brooks Cole/Cengage Learning. The text is entering its 5<sup>th</sup> edition, demonstrating its relevance to social work education.

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 4<sup>th</sup> 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 2<sup>nd</sup> 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.

**Table 3.1 MSW Practice Courses by Faculty and Faculty Credentials, 2014-2015**

<b>Practice Course</b>	<b>Teacher</b>	<b>MSW from:</b>	<b>Years Practice Experience Post MSW</b>
Foundation Practice I (SWG 510)	C. Bruno	Arizona State University	12
	K. Jackson	SUNY Buffalo	3
	T. Rounds	Univ Southern California	16
	D. Roe-Sepowitz	Arizona State University	5
	C. Risley-Curtiss	University of Tennessee	12
	P. Zorita	Case Western Reserve	6
	R. Sheade	Arizona State University	6

	F. Julien-Chinn	Arizona State University	8
	B. Meek	Boston University	30
	C. Lecroy	Western Michigan Univ	3
	S. Cohen	Arizona State University	25
Foundation Practice II (SWG 511)	P. Zorita (2 sections)	Case Western Reserve	6
	M. Klinker	West Virginia University	16
	M. Greenwell	University of Missouri	4
	M. Drinkman	Arizona State University	5
	K. Gutowski	Arizona State University	8
	J. Overmyer	Arizona State University	15
	B. Fitzharris	Arizona State University	6
	J. Daley	Arizona State University	13
	R. Olson	Arizona State University	6
	D. Demailo	Arizona State University	6
Macro SW Practice (SWG 585)	L. Salas (2 sections)	Arizona State University	18
	C. Fike	Arizona State University	3
	M. Drinkman	Arizona State University	5
	C. Thomas	Arizona State University	34
	E. Martinez-Brawley	Bryn Mawr College	3
	M Griebel (2 sections)	Arizona State University	3
	K. Steimer	Arizona State University	3
Health/Behavioral Health (SWG 603)	C. Bruno	Arizona State University	12



	R. Baldwin	Arizona State University	7
	K. Crowley	Arizona State University	17
	M. Pastorino	Arizona State University	5
	T. Rounds	Univ Southern California	16
	J. Holschuh	UC Berkeley	4
Advanced Practice in Health (SWG 604)	R. Bonifas	University of Washington	10
Children, Youth & Families Practice (SWG 608)	N. Caruso (2 sections)	Arizona State University	20
	M. Del-Colle	Arizona State University	7
	M. Greenwell	University of Missouri	4
	R. Olson	Arizona State University	6
Advanced Practice with Child Welfare Families (SWG 609)	T. Cronin	E. Washington Univ	8
	F. Julien-Chinn	Arizona State University	8
Advanced Practice in Behavioral Health (SWG 613)	C. Bruno (2 sections)	Arizona State University	12
	T. Rounds	Univ Southern California	16
	G. Marianetti	Arizona State University	10
	R. Baldwin	Arizona State University	7
Advanced Practice with Children and Adolescents (SWG 617)	E. Anthony	University of Denver	8
	K. Crowley	Arizona State University	17
	M. Klinker	West Virginia University	16
	G. Martinetti	Arizona State University	10
	C. Lecroy	Western Michigan Univ	3

Integrated Seminar (SWG 621)	C. Bruno (2 Sections)	Arizona State University	12
	K. Crowley (2 Sections)	Arizona State University	17
	M. Del-Colle	Arizona State University	7
	R. Sheade	Arizona State University	6
	N. Mendoza	University of Wyoming	2
	M. Greenwell	University of Missouri	4
	D. Haley	Arizona State University	5
	J. Holschuh (2 sections)	UC Berkeley	4
Cognitive Behavioral Therapy (SWG 661)	E. Anthony	University of Denver	8
	R. Sheade (2 sections)	Arizona State University	6
	J. Kingsley	San Diego State Univ	16
	K. Crowley	Arizona State University	17
	M. Catron	Arizona State University	6
Community Participation Strategies (SWG 682)	D. Androff	UC Berkeley	3
	C. Fike	Arizona State University	3
	A. Nichols	Columbia University	3

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**

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Ahumada, J.	1999	Latino		23			8	8	50%	50%
Androff, D.	2008	White		3			1	6	25%	75%
Anthony, E.	2008	White		8			1	6		100%
Ashford, J.B.	1984	Latino		4	2	2		31		100%
Ayers, S.L.	2012	White		N/A				3		100%
Ayón , C.	2008	Latino		4			5	2	75%	25%
Bacallao, M.	2013	Latino		7	2	6	1	1		100%
Becerra, D.	2011	Latino		4				4		100%
Bonifas, R.	2007	White		10			4	4	50%	50%
Bruno, C.	2013	White		12				2		100%
Cacciatore, J.	2007	White		3			2	6		100%
Carney, M.	2014	White	1	8	4	12	.5	.5	50%	50%
Crowley, K.	2006	White		17				9		100%

## FACULTY SUMMARY – PART 1

Full-time Faculty continued

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Crudup, C.	2010	Multiracial	1	6			4		100%	
Davidson, J.	2006	White		16			9		100%	
Del-Colle, M.	2010	White		7			3	2	50%	50%
Ealy, S.	2002	African/Am	10	14			13		100%	
Gonzalez-Santin, E.	1980	Latino		10			25	10	50%	50%
Gustavsson, N.S.	1994	White		13	4	5	7	14	50%	50%
Hodge, D.D.	2006	White		4			3	6	25%	75%
Holley, L.C.	2000	White		5	1	1	9	6	100%	
Holschuh, J.	2009	White		4	5	12				100%
Jackson, K.F.	2007	Multiracial		3			6	2	75%	25%
Kennedy, T.	1997	White		17			13	5	50%	50%
Klimek, B.G.	2006	White		16			2	7		100%
Krysik, J.	2005	White	3	5	4	4		10		100%
Lecroy, C.W.	1984	White	1	3	1		5	26		100%

## FACULTY SUMMARY – PART 1

Full-Time Faculty continued

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Lietz, C.A.	2004	White		10						100%
MacEachren, A.	1984	White		2		7	10	16	25%	75%
Marsiglia, F.F.	1994	Latino		8			5	16	25%	75%
Martinez-Brawley, E.	1992	Latino		3	19			23		100%
Mendoza, N.S.	2012	Latino		2			1	2	50%	50%
Messing, J.T.	2008	White		3				7		100%
Napoli, M.	1996	White		20			6	13	50%	50%
Perez-Freerks, L.	2004	Latino		5			3	8	75%	25%
Risley-Curtis, C.	1992	White		12	1	1	5	18		100%
Roe-Sepowitz, D.	2005	White		5			4	6		100%
Rounds, T.	2005	White	4	16				10		100%
Sangalang, C.C.	2014	Asian		4			.5	.5	50%	50%
Scala, P.	2008	White		16			5	2	75%	25%

## FACULTY SUMMARY – PART 1

Full-Time Faculty continued

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of Practice Experience*		Years of Employment as Full-Time Educator				Percentage of Time Assigned to Program	
					Previous Positions**		Current Position**			
			BSW	MSW	BSW	MSW	BSW	MSW	BSW	MSW
Segal, E.A.	1995	White		3	3	5	5	15	100%	
Shafer, M.S.	2006	White		N/A				9		100%
Sheade, R.	2013	White		6				2		100%
Smokowski, P.R.	2013	White		5		14		2		100%
Stromwall, L.	1996	White		11	8		15	4	100%	
Sun, F.	2008	Asian		1			2	5		100%
Williams, L.R.	2008	White		N/A				7		100%
Zayas, L.	2008	Latino		N/A				7		100%
Zorita, P.M.B.	1993	Latino		6	2		6	16		100%

**Table 3.3**  
**FACULTY SUMMARY – PART 1**

**Part-time Faculty**

Initials and Surname of Faculty Member	Date of Appointment	Ethnicity	Years of practice experience		Years of Employment as Full-time Educator in Previous Positions	Percentage of teaching time assigned to program	
			BSW	MSW		BSW	MSW
Alfrey, E.C.	2012	White		5			100%
Allen, J. C.	1995; 2014	White		35		100%	
Arp, J.	2008	White		10		100%	
Athens, E.	2012	White		4		50%	50%
Bagwell, M.	2013	White		3			100%
Baldwin-White, A.	2013	African-American		1		50%	50%
Baldwin, R.	2009	White		7			100%
Berceli, D.	2005	White		18			100%
Carlson, L.A.	2011	White		N/A		100%	
Caruso, N.	1995	White	1	20		50%	50%
Catron, M.A.	2013	White		6			100%
Chates, S.J	2013	White		2		100%	
Cohen, S.	2014	White		25			100%
Cox, L.R.	1995	White	2	30			100%
Cox, T.L.	1995	White		28		100%	
Cronin, T.	2013	White		8			100%
Daley, J.M.	2001	White		13		75%	25%
Davis, K.E.	2014	African American		5		100%	
DeMailo, D.L.	2012	White		6			100%
DeRosa, C.	2014	White		35		100%	
Dolence, S.	2012	White		6			100%
Drinkman, M.	2013	White	6	5			100%
Duryea, P.	2014	White		N/A		100%	
Estafano,A.	2014	Latino	23			100%	
Evilsizor, C.L.	2014	White		14			100%
Fike, C.	2013	White		3			100%
Fitzharris, B.	2012	White		6	2 - BSW	75%	25%
Gallagher, J.M.	2012	White		6		100%	
Galvin, L.	2014	Multi Racial		9		100%	
Gannis, D.	2007	White		17		100%	



Gao, X.	2011	Asian		1		50%	50%
Gardner, L.S.	2010	White		23			100%
Gray, A.	2012	White		1		100%	
Greenwell, M.	2014	White		4			100%
Griebel, M.	2014	White		3			100%
Guild, L.	1999	White		30		50%	50%
Gutowksi, K.	2014	White		8			100%
Haley, D.M.	2012	Native American		5			100%
Harper, D.	2014	White		8			100%
Hewitt, C.	2014	White		2			100%
Hoskins, R.D.	2012	White		N/A		100%	
Jacks, P.S.	2013	White		N/A			100%
James, S.	2011	White		N/A		100%	
Janich, N.	2015	White		3			100%
Julien-Chinn, F.	2013	White		8			100%
Kampfner, A.K.	2014	White		2		100%	
Kattau, K.	2013	White		15		100%	
Kawam, E.	2011	White		3		100%	
Kingsley, J.	2006	White		16			100%
Kish, M.	2014	White		31		100%	
Klein, J.	2010	White		14	21 - BSW		100%
Klinkner, M.W.	2010	White		16			100%
Kurker, S.F.	2005	Asian		7			100%
Lescoe, S.	2013	Latino		2			100%
Lewandowski, C.	2014	White		4		100%	
Linare, J.	2014	Latino		7		100%	
Lindsay, M.	2012	White		2		100%	
Madrid, L.	2011; 2015	White		9		100%	
Marianetti, G.	2013	White		10			100%
Matthews, P.M.	2014	White		N/A		100%	
McSpadden, K.	2013	White		5			100%
MEEK, B.	2012	White		30		100%	
Mitchell, D.	2010	White		28			100%
Moroney, R.	2011	White		6	40 - MSW		100%
Murden, L.	2013	White		23		100%	
Nichols, A.	2012	White		3	39 - MSW		100%
Olson, R.	2014	Latino		6			100%
Overmyer, J.M.	2006	White		15		75%	25%
Paige, C.	2014	White		N/A		100%	
Pastorino, M.	2014	White		5			100%
Peters, C.D.	2013	African American		21		100%	
Peterson, S.	2013	White		N/A		100%	
Phillips, C.	2013	White		30			100%

Plosker, J.A.	2014	White		6		100%	
Reyes, M.	2002	White		14		75%	25%
Richardson, K.K.	2013	White		5		50%	50%
Robinson, B.	2003	African American		12	17 - BSW	100%	
Salas, L.M.	2004	Latino		18		25%	75%
Schenk, L.D.	2011	White		7		100%	
Schimmel, A.	2014	White		3		100%	
Sharp, C.P.	2014	Native American		3		100%	
Sinema, K.	2003	White		15			100%
Steimer, K.A.P.	2011	White		3		50%	50%
Stott, T.	2005	White		15		75%	25%
Stuckwisch, K.L.	2007	White		18		100%	
Thieleman, K.	2013	White		4		100%	
Thomas, C.	1987	White		34			100%
Triana, P.R.	2015	Native American/ Latino		6			100%
Urbaeva, Z.	2013	Asian		6		100%	
Valderrama, J.	2011	White		N/A		100%	
Voelkel, H.	2014	White		2		100%	
Walruff, J.	2006	White		23		50%	50%
Wardian, J.	2014	White		4			100%
Woolley, J.	2012	White		11			100%
Worden, D.				N/A			100%

## Faculty Summary Part 2

Initials and Surname of Faculty Member	Current Rank or Title	(✓ One)		Tenure-Track (✓ One)		Tenure (✓ One)			Gender (✓ One)	
		Part-Time	Full-Time	Yes	No	Yes	No	NA	M	F
Ashford, J.B.	Professor		X	X		X			X	
Carney, M.	Professor		X	X		X				X
Hodge, D.D.	Professor		X	X		X			X	
Lecroy, C.W.	Professor		X	X		X			X	
MacEachcron, A.	Professor		X	X		X				X
Marsiglia, F.F.	Professor		X	X		X			X	
Martinez-Brawley, E.	Professor		X	X		X				X
Segal, E.	Professor		X	X		X				X
Shafer, M.S.	Professor		X	X		X			X	
Smokowski, P.R.	Professor		X	X		X			X	
Anthony, E.	Associate Professor		X	X		X				X
Ayón , C.	Associate Professor		X	X		X				X
Bonifas, R.	Associate Professor		X	X		X				X
Cacciatore, J.	Associate Professor		X	X		X				X
Gustavsson, N.S.	Associate Professor		X	X		X				X

Holley, L.C.	Associate Professor		X	X		X				X
Jackson, K.F.	Associate Professor		X	X		X				X
Krysik, J.	Associate Professor		X	X		X				X
Lietz, C.A.	Associate Professor		X	X		X				X
Messing, J.	Associate Professor		X	X		X				X
Napoli, M.	Associate Professor		X	X		X				X
Risley-Curtiss, C.	Associate Professor		X	X		X				X
Roe-Sepowitz, D.	Associate Professor		X	X		X				X
Stromwall, L.	Associate Professor		X	X		X				X
Sun, F.	Associate Professor		X	X		X			X	
Williams, L.R.	Associate Professor		X	X		X				X
Zorita, P.M.B.	Associate Professor		X	X		X				X
Androff, D.	Assistant Professor		X	X			X		X	
Bacallao, M.	Assistant Professor		X	X			X			X
Becerra, D.	Assistant Professor		X	X			X		X	
Mendoza, N.S.	Assistant Professor		X	X			X			X
Sangalang, C.C.	Assistant Professor		X	X			X			X
Zayas, L.	Assistant Professor		X	X			X		X	
Ahumada, J.	Senior Academic Professional		X		X			X		X
Gonzalez-Santin, E.	Senior Academic Professional		X		X			X	X	

Kennedy, T.	Senior Academic Professional		X		X			X		X
Perez-Freerks, L.	Senior Academic Professional		X		X			X		X
Ealy, S.	Associate Clinical Professor		X		X			X		X
Holschuh, J.	Associate Clinical Professor		X		X			X		X
Klimek, B.G.	Associate Clinical Professor		X		X			X		X
Rounds, T.	Associate Clinical Professor		X		X			X		X
Scala, P.	Associate Clinical Professor		X		X			X		X
Ayers, S.L.	Assistant Research Professor		X		X			X		X
Bruno, C.	Lecturer		X		X			X		X
Crowley, K.	Lecturer		X		X			X		X
Crudup, C.	Lecturer		X		X			X		X
Davidson, J.	Lecturer		X		X			X		X
Del-Colle, M.	Lecturer		X		X			X		X
Sheade, R.	Lecturer		X		X			X	X	
Alfrey, E.C.	Faculty Associate	X			X			X	X	
Allen, J. C.	Faculty Associate	X			X			X		X
Arp, J.	Faculty Associate	X			X			X	X	
Athens, E.	Faculty Associate	X			X			X		X
Bagwell, M.	Faculty Associate	X			X			X		X
Baldwin-White, A.	Faculty Associate	X			X			X		X

Baldwin, R.	Faculty Associate	X			X			X		X
Berceli, D.	Faculty Associate	X			X			X	X	
Carlson, L.A.	Faculty Associate	X			X			X		X
Caruso, N.	Faculty Associate	X			X			X	X	
Catron, M.A.	Faculty Associate	X			X			X		X
Chates, S.J	Faculty Associate	X			X			X	X	
Cohen, S.	Faculty Associate	X			X			X	X	
Cox, L.R.	Faculty Associate	X			X			X		X
Cox, T.L.	Faculty Associate	X			X			X	X	
Cronin, T.	Faculty Associate	X			X			X	X	
Daley, J.M.	Faculty Associate	X			X			X		X
Davis, K.E.	Faculty Associate	X			X			X		X
DeMailo, D.L.	Faculty Associate	X			X			X		X
DeRosa, C.	Faculty Associate	X			X			X		X
Dolence, S.	Faculty Associate	X			X			X		X
Drinkman, M.	Faculty Associate	X			X			X		X
Duryea, P.	Faculty Associate	X			X			X		X
Estafano,A.	Faculty Associate	X			X			X		X
Evilsizor, C.L.	Faculty Associate	X			X			X		X
Fike, C.	Faculty Associate	X			X			X	X	

Fitzharris, B.	Faculty Associate	X			X			X		X
Gallagher, J.M.	Faculty Associate	X			X			X	X	
Galvin, L.	Faculty Associate	X			X			X		X
Gannis, D.	Faculty Associate	X			X			X	X	
Gao, X.	Faculty Associate	X			X			X		X
Gardner, L.S.	Faculty Associate	X			X			X		X
Gray, A.	Faculty Associate	X			X			X		X
Greenwell, M.	Faculty Associate	X			X			X		X
Griebel, M.	Faculty Associate	X			X			X		X
Guild, L.	Faculty Associate	X			X			X		X
Gutowksi, K.	Faculty Associate	X			X			X		X
Haley, D.M.	Faculty Associate	X			X			X	X	
Harper, D.	Faculty Associate	X			X			X		X
Hewitt, C.	Faculty Associate	X			X			X		X
Hoskins, R.D.	Faculty Associate	X			X			X		X
Jacks, P.S.	Faculty Associate	X			X			X		X
James, S.	Faculty Associate	X			X			X	X	
Janich, N.	Faculty Associate	X			X			X		X
Julien-Chinn, F.	Faculty Associate	X			X			X		X
Kampfner, A.K.	Faculty Associate	X			X			X		X

Kattau, K.	Faculty Associate	X			X			X		X
Kawam, E.	Faculty Associate	X			X			X		X
Kingsley, J.	Faculty Associate	X			X			X	X	
Kish, M.	Faculty Associate	X			X			X		X
Klein, J.	Faculty Associate	X			X			X	X	
Klinkner, M.W.	Faculty Associate	X			X			X	X	
Kurker, S.F.	Faculty Associate	X			X			X		X
Lescoe, S.	Faculty Associate	X			X			X		X
Lewandowski, C.	Faculty Associate	X			X			X	X	
Linare, J.	Faculty Associate	X			X			X	X	
Lindsay, M.	Faculty Associate	X			X			X		X
Madrid, L.	Faculty Associate	X			X			X		X
Marianetti, G.	Faculty Associate	X			X			X	X	
Matthews, P.M.	Faculty Associate	X			X			X	X	
McSpadden, K.	Faculty Associate	X			X			X		X
Meek, B.	Faculty Associate	X			X			X	X	
Mitchell, D.	Faculty Associate	X			X			X	X	
Moroney, R.	Faculty Associate	X			X			X	X	
Murden, L.	Faculty Associate	X			X			X		X
Nichols, A.	Faculty Associate	X			X			X		X



Olson, R.	Faculty Associate	X			X			X	X	
Overmyer, J.M.	Faculty Associate	X			X			X	X	
Paige, C.	Faculty Associate	X			X			X	X	
Pastorino, M.	Faculty Associate	X			X			X		X
Peters, C.D.	Faculty Associate	X			X			X		X
Peterson, S.	Faculty Associate	X			X			X	X	
Phillips, C.	Faculty Associate	X			X			X		X
Plosker, J.A.	Faculty Associate	X			X			X	X	
Reyes, M.	Faculty Associate	X			X			X		X
Richardson, K.K.	Faculty Associate	X			X			X		X
Robinson, B.	Faculty Associate	X			X			X	X	
Salas, L.M.	Faculty Associate	X			X			X		X
Schenk, L.D.	Faculty Associate	X			X			X		X
Schimmel, A.	Faculty Associate	X			X			X		X
Sharp, C.P.	Faculty Associate	X			X			X	X	
Sinema, K.	Faculty Associate	X			X			X		X
Steimer, K.A.P.	Faculty Associate	X			X			X		X
Stott, T.	Faculty Associate	X			X			X		X
Stuckwisch, K.L.	Faculty Associate	X			X			X		X
Thieleman, K.	Faculty Associate	X			X			X		X

Thomas, C.	Faculty Associate	X			X			X	X	
Triana, P.R.	Faculty Associate	X			X			X		X
Urbaeva, Z.	Faculty Associate	X			X			X		X
Valderrama, J.	Faculty Associate	X			X			X		X
Voelkel, H.	Faculty Associate	X			X			X		X
Walruff, J.	Faculty Associate	X			X			X		X
Wardian, J.	Faculty Associate	X			X			X		X
Woolley, J.	Faculty Associate	X			X			X		X
Worden, D.	Faculty Associate	X			X			X		X

## **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

Community Partnership of Arizona: Higher Education Initiative Committee.

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

National Association of Social Workers (NASW) Arizona Chapter

Trainer: 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
  - Co-chair 2013-2014; committee member, 2011-2014
- Committee on Human Rights, Commission on Global Social Work Education
  - Founding member 2013-present

International Consortium for Social Development (ICSD)

- 19<sup>th</sup> Biennial Symposium – Singapore
  - Scientific Program Committee Member
- Asia Pacific Branch Conference - Yogyakarta, Indonesia
  - 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
  - Chair of the Promotion and Public Support of Macro Leaders and Practitioners Working Group, 2013

- Award Selection Committee, 2012-13

Arizona Refugee Behavioral Health Taskforce

- Best practice for behavioral health in refugee communities, 2013-14

*Ad-hoc peer reviews*

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

**Community Presentation**

TERROS - 10<sup>th</sup> 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 Somali American United Council Arizona	2013
Frank Turner Prize for Best Article <i>International Social Work 54(2), 209-222</i>	2011
ACOSA Emerging Scholar Award Association for Community Organization and Social Administration	2011
Centennial Professor Award Nominee Arizona State University	2012

**Public Speaking**

Bandung College of Social Welfare  
*Qualitative Research in Social Work: A Case Study of Narrative Healing in a Truth and Reconciliation Commission.* June 2012, Bandung, Indonesia  
 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) Arizona Department of Economic Security, Refugee Resettlement Program	2014-15
---	---------

\$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)*

- Androff, D. & \*Rorke, J. (2015). *Building global estimates of child domestic workers: A new social indicator of human rights violations*. 19<sup>th</sup> Conference of the Society for Social Work and Research. January, 2015. New Orleans, LA.
- \*Fike, C., \*Shimansky, S., Androff, D. & Klimek, B. (2015). *Empowering refugee communities: A qualitative analysis of a grassroots capacity-building model*. 19<sup>th</sup> Conference of the Society for Social Work and Research. January, 2015. New Orleans, LA.
- Androff, D., \*Fike, C. & \*Rorke, J. (2014). *Greening social work education: Teaching environmental rights and sustainability in community practice*. 60<sup>th</sup> Annual Program Meeting of the Council on Social Work Education. October 25, 2014. Tampa, Florida.
- Bailey, D., Mizrahi, T., Homan, M., \*Norton, J., \*Baier, M., Soska, T., Roll, S., Burghardt, S., Rome, S. & Androff, D. (2014). *Macro matters: The Special Commission to Advance Macro Practice in Social Work*. 60<sup>th</sup> Annual Program Meeting of the Council on Social Work Education. October 26, 2014. Tampa, Florida.
- Androff, D. & Klimek, B. (2014). *Promoting empowerment and capacity-building with grassroots refugee communities*. 3<sup>rd</sup> Joint World Conference on Social Work and Social Development. July 10, 2014. Melbourne, Australia.
- Androff, D., Becerra, D., \*Booth, J. & Ayón, C. (2014). *Restrictive state immigration policies and immigrant population shifts: Using geospatial mapping techniques to inform policy and practice*. 18<sup>th</sup> Conference of Society for Social Work and Research. January 19, 2014. San Antonio, TX.
- Messing, J., Becerra, D., & Androff, D. (2014). *Latinas & law enforcement: The impact of fear of deportation on confidence in law enforcement and willingness to report violent crimes*. 18<sup>th</sup> Conference of Society for Social Work and Research. January 18, 2014. San Antonio, TX.
- Libal, K., Androff, D., Berthold, M. & \*McPherson, J. (2013). *Human rights-based practice: Beyond the micro/macro binary in social work*. 59<sup>th</sup> Annual Program Meeting - Council on Social Work Education. November 3, 2014. Dallas, TX.
- Androff, D., Agbenyiga, D., Norward, J., Jayasundara, D. & Rodenborg, N. (2013). *It matters – Water and human rights: Relevance and implications for global social work*. 59<sup>th</sup> Annual Program Meeting - Council on Social Work Education. November 2, 2014. Dallas, TX.
- Becerra, D., Androff, D., Ayon, C. & Castillo, J. (2013). *Examining the economic impact of undocumented immigrants in the United States*. 59<sup>th</sup> Annual Program Meeting - Council on Social Work Education. November 1, 2013. Dallas, TX.



- Gatenio Gabel, S., Harding S., Libal, K., Mapp, S. & Androff, D. (2013). *A rights-based approach to social policies* – Symposia on Human Rights and Social Policy. Global Health and Well-Being: The Social Work Response. June 19, 2013. New York University, NY.
- Androff, D. (2013). *A framework for human rights-based approaches to social work practice*. International Federation of Social Workers / Asia-Pacific Association of Social Work Educators Regional Conference. June 6, 2013. Manila, Philippines.
- Androff, D. & \*McPherson, J. (2013). *Can human rights-based social work practice bridge the micro/macro divide?* Working Seminar in Advancing Human Rights in Social Work Education. May 16, 2013. Hartford, CT.
- Becerra, D., Androff, D., Messing, J., Castillo, J. & Wagaman, A. (2013). *Fear of deportation and perceptions of law enforcement among Latinos in the United States*. Society for Social Work and Research. January 19, 2013. San Diego, CA.
- Androff, D. (2012). *Decolonizing strategies: Addressing colonial and social work legacies with indigenous populations*. Joint World Conference on Social Work and Social Development. July 9, 2012. Stockholm, Sweden.
- Androff, D. & Popescu, M. (2012). *Language and its role in advancing human rights*. Joint World Conference on Social Work and Social Development. July 10, 2012. Stockholm, Sweden.
- Androff, D. (2012). *Integrating human rights into social work practice and social development: Towards rights-based social work practice*. International Consortium for Social Development, Asia Pacific Region. June 27, 2012. Yogyakarta, Indonesia.
- Becerra, D., Androff, D., Messing, J., Castillo, J. & \*Cimino, A. (2012). *Health care for Latinos in the United States: Perceptions of quality, discrimination, and access*. Society for Social Work and Research. January 13, 2012. Washington D.C.
- Androff, D. & \*McPherson, J. (2011). *Human rights-based social work: A new framework for social justice*. 57<sup>th</sup> Annual Program Meeting Council on Social Work Education. October 28, 2011. Atlanta, GA.
- Androff, D. (2011). *Adaptations of Truth and Reconciliation Commissions in the North American context*. 3rd National Conference on Restorative Justice. June 8, 2011. Raleigh, NC.
- Androff, D. (2011). *Decolonizing strategies for addressing social work legacies with indigenous populations: Implications for the US from Canada, Australia, and South Africa*. 4<sup>th</sup> Conference on International Social Work. March 26, 2011. University of Southern California, Los Angeles, CA.
- Becerra, D., Androff, D., \*Cimino, A., \*Wagaman, M. & \*Blanchard, K. (2011). *The impact of perceived discrimination and U.S. immigration policies upon perceptions of wellbeing among Latinos in the U.S.* Society for Social Work and Research. January 14, 2011, Tampa, FL.
- Moya-Salas, L., Gurrola, M., Ayón, C. & Androff, D. (2011). *Intended and unintended consequences of employer sanction laws on Latino families*. Society for Social Work and Research. January 14, 2011, Tampa, FL.
- Gerdes, K., Segal, E., \*Mullins, J., \*Wagaman, M. & Androff, D. (2011). *Social empathy attitudes and Latino culture*. Society for Social Work and Research. January 14, 2011, Tampa, FL.
- Androff, D. (2011). *Truth and Reconciliation Commissions and narrative healing*. 17<sup>th</sup> International Consortium for Social Development Symposium. January 7, 2011, Dhaka, Bangladesh.
- Androff, D., (2010). *Truth and Reconciliation Commissions: An international human rights intervention and its connection to social work*. 2010 Joint World Conference on Social Work and Social Development: The Agenda. June 2010, Hong Kong.
- Androff, D., Messing, J. & Segal, E. (2009). *The deleterious consequences of US immigration policy upon Mexican immigrant children's well-being*. 16<sup>th</sup> International Consortium of Social Development Symposium. July 2009, Monterrey, Mexico.

Androff, D. (2009). *Community reconciliation and welfare: Victims' perspectives on the Greensboro Truth and Reconciliation Commission*. The 2<sup>nd</sup> National Conference on Restorative Justice. May 2009, San Antonio, TX.

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.

Androff, D. (*in press*). A case study of a grassroots Truth and Reconciliation Commission from a community practice perspective. *Journal of Social Work*.

Albrithen, A., & Androff, D. (*in press*). The convergence of social work and human rights: Exploring the historical and ethical foundations of allied disciplines. *Indian Journal of Social Work*.

Messing, J.T., Campbell, J.C., Brown, S., Patchell, B., Androff, D.K., & Wilson, J.S. (2014). The association between protective actions and homicide risk: Findings from the Oklahoma Lethality Assessment Study. *Violence & Victims*, 29(4), 543-563.

Androff, D. & \*McPherson, J. (2014). Can human rights-based social work practice bridge the micro/macro divide? In Libal, K., Healy, L., Thomas, R. & Berthold, M. (eds.) *Advancing Human Rights in Social Work Education* (pp. 23-40). Washington DC: Council on Social Work Education.

Androff, D. (2014). Human rights and the war on immigration. In Furman, R. & A. Akerman (eds.) *Criminalization of Immigration: Contexts and Consequences* (pp. 147-162). Durham, NC: Carolina Academic Press.

Becerra, D., Ayón, C., Gurrola, M., Androff, D. & Segal, E. (2014). Poverty among immigrants and refugees. In E. Giffords & K. Garber (eds.) *New Perspectives on Poverty: Policies, Programs, and Practice* (pp. 388-445). Chicago: Lyceum Books.

Becerra, D., Androff, D., \*Cimino, A., \*Wagaman, M. & \*Blanchard, K. (2013). The impact of perceived discrimination and immigration policies upon perceptions of quality of life among Latinos in the U.S. *Race & Social Problems* 5(1), 65-78.

Androff, D. (2013). Truth and Reconciliation Commissions and Transitional Justice in a Restorative Justice Context. In K. van Wormer & L. Walker (eds.) *Restorative Justice Today: Practical Applications* (pp. 205-213). Thousand Oaks, CA: Sage Publications.

Androff, D. (2012). Narrative healing among victims of violence: The impact of the Greensboro Truth and Reconciliation Commission. *Families in Society*, 93(1), 10-16.

Androff, D. (2012). Can civil society reclaim the truth? Results from a community-based Truth and Reconciliation Commission. *International Journal of Transitional Justice*, 6(2), 296-317.

Androff, D. (2012). Reconciliation in a community based restorative justice intervention: Victim assessments of the Greensboro Truth and Reconciliation Commission. *Journal of Sociology and Social Welfare*, 39(4), 73-96.

Androff, D. (2012). Adaptations of Truth and Reconciliation Commissions in the North American context: Local examples of a global restorative justice intervention. *Advances in Social Work: Special Issue on Global Problems and Local Solutions*, 13(2), 408-419.

Androff, D. (2012). The scourge of slavery: The contemporary reality of an international human rights challenge. *Global Dialogue*, 14(2), 22-30.

Androff, D. & \*Tavassoli, K. (2012). Deaths in the desert: The human rights crisis on the US-Mexico border. *Social Work*, 57(2), 165-173.

Becerra, D., Androff, D., Ayón, C. & Castillo, J. (2012). Fear vs. Facts: Examining the economic impact of undocumented immigrants in the U.S. *Journal of Sociology and Social Welfare*, 39(4), 111-134.

Benton, A., Androff, D., Barr, B., & Taylor, S. (2012). Of quant jocks and qual outsiders: Doctoral student narratives on the quest for training in qualitative research. *Qualitative Social Work*, 11(3), 232-248.

- Ayón, C., Moya-Salas, L., Gurrola, M. & Androff, D. (2012). Intended and unintended consequences of employer sanction laws on Latino families. *Qualitative Social Work*, 11(6), 587-603.
- \*Benson, G. O., Sun, F., Hodge, D. & Androff, D. (2012). Religious coping and acculturation stress among Hindu Bhutanese: A study of newly-resettled refugees in the United States. *International Social Work*, 55(4), 538-553.
- Androff, D. (2011). The problem of contemporary slavery: An international human rights challenge for social work. *International Social Work*, 54(2), 209-222.
- Androff, D., Ayón, C., Becerra, D., Gurrola, M., Salas, L., Krysik, J., Gerdes, K., & Segal, E. (2011). US immigration policy and immigrant children's well-being: The impact of policy shifts. *Journal of Sociology and Social Welfare*, 38(1), 77-98.
- Ayón, C., Krysik, J., Gerdes, K., Androff, D., Becerra, D., Gurrola, M., Moya-Salas, L., & Segal, E. (2011). The mental health status of Latino children in the public child welfare system: A look at generation and origin. *Child and Family Social Work*, 16(4), 369-379.
- Segal, E., Gerdes, K., \*Mullins, J., \*Wagaman, M. & Androff, D. (2011). Social empathy attitudes: Do Latino students have more? *Journal of Human Behavior in the Social Environment*, 21(4), 438-454.
- Androff, D. (2011). [Review of the book *Social work and social development: Theories and skills for developmental social work*, J. Midgley & A. Conley (eds.)] *Social Development Issues*, 33(3).
- Androff, D. (2010). 'To not hate': Reconciliation among victims of violence and participants of the Greensboro Truth and Reconciliation Commission. *Contemporary Justice Review*, 13(3), 269-285.
- Androff, D. (2010). Truth and Reconciliation Commissions (TRCs): An international human rights intervention and its connection to social work. *British Journal of Social Work*, 40(6), 1960-1977.
- Becerra, D., Gurrola, M., Ayón, C., Androff, D., Krysik, J., Gerdes, K., Moya-Salas, L., & Segal, E. (2010). Poverty and other factors affecting migration intentions among adolescents in Mexico. *Journal of Poverty*, 14, 1-16.

10. Include any other relevant information below

*Book*

Androff, D. (under contract; expected 2015). *Practicing rights: Human rights based approaches to social work*. Routledge Press.

*Book Chapters*

Androff, D. (under contract, expected 2015). Good governance, human rights, and social development. In Midgley, J. & M. Pawar (eds.). *Future Directions in Social Development*. Palgrave.

*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  
2004-2006, High-Risk Client Consultant, Developmental Disabilities Resource Center, Jefferson County, 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

Anthony, E. (2014, June). *Using Research to Highlight Youth Voices: Resilience in Action*. Arizona State University Preparatory Academy- Summer Bridge for Middle Students Transition to High School, Phoenix, AZ

Anthony, E. (2014, April). *Resilience: Using Mixed Methods Research to Understand a Multidimensional Concept*. Arizona State University Preparatory Academy- College Prep Talk, Phoenix, AZ

Anthony, E. (2012, February). *Measuring Risk and Resilience among Early Adolescents Living in Urban Poverty*. Southwest Interdisciplinary Research Center Health Disparities Lecture, Phoenix, AZ

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

*Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency*. (2011). Early Career Fellow in Health Disparities. National Institute on Minority Health and Health Disparities

(NIMHD)—P20MD112316. P.I., Flavio Marsiglia, Arizona State University. Amount awarded: \$3000.

*Validating Typologies of Risk and Resilience among Youth.* (2010). Principal Investigator. Arizona State University, Office of the Vice President for Research and Economic Affairs. Amount awarded: \$14,562.

8. List your professional presentations presented during the last 5 years.  
Anthony, E., Williams, L. R., & Marsiglia, F. F. (2014, January). *Recent trends in adolescent development impacting research with Mexican American Youth: How can we catch up?* Roundtable accepted for presentation at the Annual Meeting of the Society for Social Work and Research. San Antonio, TX.

Nicotera, N., Forrest-Bank, S., Gonzales, B., Jenson, J., & Anthony, E. (2013, November). *Risk, protection, and resilience among youth residing in public housing neighborhoods.* Paper presentation at the Annual Meeting of the Council on Social Work Education. Dallas, TX.

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.

Hickle, K., & Anthony, E. (2013, April). *Transactional stress and anxiety-control beliefs among low-income early adolescents.* Poster presentation at the Biennial Meeting of the Society for Research in Child Development. Seattle, WA.

Anthony, E., & Booth, J. (2013, January). *Acculturation and stress experiences among Mexican-Heritage adolescents and parents living in poverty.* Paper presentation at the Annual Meeting of the Society for Social Work and Research. San Diego, CA.

Anthony, E., & Hickle, K. (2012, March). *Measuring risk and resilience among early adolescents living in poverty.* Poster presentation at the Biennial Meeting of the Society for Research on Adolescence. Vancouver, BC, Canada.

Williams, L., & Anthony, E. (2012, March). *A model of positive family and peer socialization processes in adolescence.* Poster presentation at the Biennial Meeting of the Society for Research on Adolescence. Vancouver, BC, Canada.

Anthony, E., & Jackson, K. (2012, January). *Research with Mexican-heritage youth and adults in a politically charged environment: Lessons from the field.* Paper presented at the Annual Meeting of the Society for Social Work and Research. Washington, DC.

Nicotera, N., Anthony, E., & Williams, L. (2011, January). *The ecology of youth collective socialization.* Paper presented at the Annual Meeting of the Society for Social Work and Research. Tampa, FL.

Forrest-Bank, S., Nicotera, N., Gonzales, B., Anthony, E., & Jenson, J. (2011, January). *A qualitative study of adaptation and resilience in the context of public housing neighborhoods.* Paper presented at the Annual Meeting of the Society for Social Work and Research. Tampa, FL.

Jenson, J., Anthony, E., & Bender, K. (2010, January). *A theoretically-based afterschool program for high-risk youth in public housing communities*. Paper presented at the Annual Meeting of the Society for Social Work and Research. San Francisco, CA.

Bender, K., Brisson, D., Powell, A., Forrest-Bank, S., & Anthony, E. (2010, January). *Effects of an urban afterschool program on behavior and academic performance among high-risk youth*. Paper presented at the Annual Meeting of the Society for Social Work and Research. San Francisco, CA.

Taylor, S., Anthony, E., Cohen, E., & Haber, M. (2009, January). *Alcohol and other drug prevention for transition-age youth with mental illnesses*. Paper presented at the Annual Meeting of the Society for Social Work and Research. New Orleans, LA.

Berrick, J., Cohen, E., Anthony, E., Wilder, E., & Harrington, P. (2009, January). *Partnering with parents in child welfare: A promising practice for reunification in public child welfare*. Paper presented at the Annual Meeting of the Society for Social Work and Research. New Orleans, LA.

9. Refereed Journal Articles:

Booth, J. M., & Anthony, E. K. (2014). The differential relationship between parental worry and adolescent outcomes by linguistic preference among low-income Mexican American families. *Journal of Child and Family Studies*. doi: 10.1007/s10826-014-9931-6

Anthony, E. K., Williams, L. R., & LeCroy, C. W. (2014). Trends in adolescent development impacting practice: How can we catch up? *Journal of Human Behavior in the Social Environment*, 24, 487-498. doi: 10.1080/10911359.2013.849220

Forrest-Bank, S., Nicotera, N., Anthony, E. K., Gonzales, B., & Jenson, J. M. (2014). Risk, protection, and resilience among youth residing in public housing neighborhoods. *Child and Adolescent Social Work*, 31(4), 295-314. doi: 10.1007/s10560-013-0325-1

Williams, L. R., & Anthony, E. K. (2013). A model of positive family and peer relationships in adolescence. *Journal of Child and Family Studies*. doi:10.1007/s10826-013-9876-1

Nicotera, N., Williams, L. R., & Anthony, E. K. (2013). The ecology of youth collective socialization. *Social Work Research*, 37(3), 227-236. doi:10.1093/swr/svt022

Anthony, E. K., & Robbins, D. (2013). A latent class analysis of resilient development among early adolescents living in public housing. *Children and Youth Services Review*, 35(1), 82-90. <http://dx.doi.org/10.1016/j.childyouth.2012.10.012>

Hickle, K. E., & Anthony, E. K. (2013). Transactional stress and anxiety control beliefs among low-income early adolescents. *Children and Youth Services Review*, 35(2), 353-357. <http://dx.doi.org/10.1016/j.childyouth.2012.11.010>



Berrick, J. D., Cohen, E., & Anthony, E. (2011). Partnering with parents: Promising approaches to improve reunification outcomes for children in foster care. *Journal of Family Strengths*, 11(1), 1-13. <http://digitalcommons.library.tmc.edu/jfs/vol11/iss1/14>

Anthony, E. K., King, B., & Austin, M. J. (2011). Reducing child poverty by promoting child well-being: Identifying best practices in a time of great need. *Children and Youth Services Review*, 33(10), 1999-2009. <http://dx.doi.org/10.1016/j.childyouth.2011.05.029>

Berrick, J. D., Young, E. W., Cohen, E., & Anthony, E. (2011). 'I am the face of success': Peer mentors in child welfare. *Child & Family Social Work*, 16(2), 179-191. doi:10.1111/j.1365-2206.2010.00730.x

Taylor, S. A., & Anthony, E. K. (2011). Infusing early intervention for substance use into community mental health services for transitioning youth. *Social Work in Mental Health*, 9(3), 163-180. doi:10.1080/15332985.2010.540509.

Anthony, E. K., Taylor S. A., & Raffo, Z. (2011). Early intervention for substance abuse among youth and young adults with mental health conditions: An exploration of community mental health practices. *Administration and Policy in Mental Health and Mental Health Services Research*, 38(3), 131-141. doi:10.1007/s10488-010-0308-x

Anthony, E. K., Samples, M., de Kervor, D. N., Ituarte, S., Lee, C., & Austin, M. J. (2010). Coming back home: The reintegration of formerly incarcerated youth with service implications. *Children and Youth Services Review*, 32(10), 1271-1277. <http://dx.doi.org/10.1016/j.childyouth.2010.04.018>

Anthony, E. K., & Stone, S. I. (2010). Individual and contextual correlates of adolescent health and well-being. *Families in Society*, 91(3), 225-233. doi:10.1606/1044-3894.3999

Anthony, E. K., Austin, M. J., & Cormier, D. (2010). Early detection of prenatal substance exposure and the role of child welfare. *Children and Youth Services Review*, 32(1), 6-12. <http://dx.doi.org/10.1016/j.childyouth.2009.06.006>

Vu, C. M., Anthony, E. K., & Austin, M. J. (2009). Strategies for engaging adults in welfare-to-work activities. *Families in Society*, 90(4), 359-366. doi:10.1606/1044-3894.3929

Anthony, E. K., Lehning, A. J., Austin, M. J., & Peck, M. D. (2009). Assessing elder mistreatment: Instrument development and implications for Adult Protective Services. *Journal of Gerontological Social Work*, 52(8), 815-836. doi:10.1080/01634370902918597

Anthony, E. K., Alter, C. F., & Jenson, J. M. (2009). Development of a risk and resilience-based out-of-school time program for children and youths. *Social Work*, 54(1), 45-55. doi:10.1093/sw/54.1.45

Kimberlin, S. E., Anthony, E. K., & Austin, M. J. (2009). Re-entering foster care: Trends, evidence, and implications. *Children and Youth Services Review*, 31(4), 471-481. <http://dx.doi.org/10.1016/j.childyouth.2008.10.003>

Book Chapters:

Anthony, E. K. (2014). Risk and resilience. In H. Montgomery (Ed.), *Oxford Bibliographies in Childhood Studies*. New York: Oxford University Press. doi: 10.1093/OBO/9780199791231-0147

Anthony, E. K., & Nicotera, N. (2012). Neighborhoods. In R. J. R. Levesque (Ed.), *Encyclopedia of Adolescence* (pp.1869-1881). New York: Springer. doi: 10.1007/978-1-4419-1695-2\_338

Jenson, J. M., Anthony, E. K., & Howard, M. O. (2011). Policies and programs for adolescent substance abuse. In J. M. Jenson & M. W. Fraser (Eds.), *Social policy for children and families: A risk and resilience perspective* (2<sup>nd</sup> ed., pp. 270-305). Thousand Oaks, CA: Sage Publications. [first edition 2006]

LeCroy, C. W., & Anthony, E. K. (2009). Youth at risk. *Oxford Bibliographies in Social Work*. New York: Oxford University Press. doi: 10.1093/OBO/9780195389678-0112

Books:

LeCroy, C. W., & Anthony, E. K. (Eds.) (2014). *Case studies in child, adolescent, and family treatment* (2<sup>nd</sup> ed.). New Jersey: Wiley.

Jenson, J. M., Alter, C. A., Nicotera, N., Anthony, E. K., & Forrest-Bank, S. (2012). *Risk, resilience, and positive youth development: Developing effective community programs for at-risk youth. Lessons from the Denver Bridge Project*. New York: Oxford University Press.

10. Include any other relevant information below

Professional Service:

Consulting Editor, *Social Work Research*, 2009-Present

Editorial Review Board, *Social Work Dictionary*, NASW Press, 2012

Ad Hoc Reviewer, *Columbia University Press*, 2012

Ad Hoc Reviewer, *Oxford University Press*, 2011

Ad Hoc Reviewer, *John Wiley & Sons, Inc.*, 2011

Ad Hoc Reviewer, *Journal of Research on Adolescence*, 2011-present

Ad Hoc Reviewer, *Children and Youth Services Review*, 2010- present

Ad Hoc Reviewer, *Journal of Social Work Values & Ethics*, 2009

Ad Hoc Reviewer, *Journal of Children and Poverty*, 2009-present

Ad Hoc Reviewer, *Journal of Teaching in Social Work*, 2011-present

Ad Hoc Reviewer, *American Journal of Community Psychology*, 2012-present

Dissertation Award Reviewer, *Society for Social Work and Research*, 2008-2013

Conference Abstract Reviewer, *Society for Research on Adolescence*, 2009, 2011, 2012, 2013

Conference Abstract Reviewer, *Society for Social Work and Research*, 2012, 2013

Conference Abstract Reviewer, *Society for Prevention Research*, 2008

## 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. (May, 2013). Principal Investigator. Maricopa County Department of Human Services Workforce Investment Act at-risk-youth study, \$200,000.

**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. Proyecto "Niñez sin Rejas: En América Latina, construcción de sistemas de justicia juvenil en acuerdo con la CDN y orientados por las reinserción socio-familiar, funded by BICE (Bureau International Catholique de l'Enfance and Generalitat 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.**

July, 2014. Co-presented with J. M. Gallagher. *Short, Reliable, and Population Tested: Support for using the brief version of the Buss-Perry Aggression Questionnaire with Assaultive Offenders*. National Organization of Forensic Social Work. New York, NY.

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 moderator. Reflexión sobre los avances y desafíos del proyecto Niñez Sin Rejas en los cinco países de intervención: Restitución de las conclusiones de la evaluación. Sponsored by BICE: Bureau International Catholique de l'Enfance. Guatemala City, Guatemala.

October, 2011. Invited presentation "Desafíos en la evaluación de las iniciativas socio-educativas: Un

metodo teorica" , Metodologia de evaluation de experiences de reinsercion de delinquentes ,  
Semenario III: Proyecto Niñez Sin Rejas, Guatemala City, Guatemala.

May, 2010. Invited lecture on Managing violence and criminal risk. Universidad de Santiago de Compostela. Clinical Psychology and Psychobiological Department

April, 2009. Co-presented with L.C. Maddox & K.O. Sternbach, *Managing violence and criminal risk among mentally ill offenders: A cognitive skills training approach* at the National Organization of Forensic Social Work Annual Conference, San Francisco: California.

February, 2009. Invitational lecture at the Annual Meeting of Forensic Faculty of the Royal College of Psychiatrists titled: *Psychosocial treatments in California prisons*. Barcelona: Spain.

January, 2009. Invited by Professor Sheilagh Hodgins to give the key note address titled: *Generic cognitive skills training for mentally ill offenders: Prospects for recidivism prevention* at the Institute of Psychiatry at the Maudsley, King's College London, University of London, London, England.

## 9. Professional Publications

Ashford, J.B. (In press) (Associate Editor). *Social Workers' Desk Reference*. (3rd edition). Forensic Social Work Section. New York: Oxford University Press.

Ashford, J.B. (In press). Making a case for life: Methods of investigation in death penalty mitigation. In K. Corcoran (Editor-in-Chief). *Social workers' desk reference*. (New York: Oxford University Press.

Ashford, J.B. (In Press). The changing face of forensic social work practice. In K. Corcoran (Editor). *Social workers' desk reference*. New York: Oxford University Press.

Shaffer, M. S. & Ashford, J.B.(In press). Social workers in offender diversion. In K. Corcoran (Editor). *Social workers' desk reference*. New York Oxford University Press.

Ashford, J.B., & Gallagher, J. M. (January, 2014). *Evaluation of the Maricopa County Community Justice Support Service Program: Experimental intervention for older juvenile probationers*. Phoenix: Maricopa County Department of Human Services Department.

Ashford, J.B., & Gallagher, J. M. (July, 2014). *Maricopa County WIA-Youth Program Evaluation: Phase I Process Evaluation*. Maricopa County Human Services Department.

Ashford, J.B., (2013). *Death penalty mitigation: A handbook for mitigation specialists, investigators, social scientist, and lawyers*. (With M. Kupferberg). New York: Oxford University Press.

Ashford, J.B. (2013). Forensic social work. *Oxford Bibliography: Social Work*. New York: Oxford University Press. (peer-reviewed).

Ashford, J. B., & Gallagher, J. M. (September, 2013). *Interim data validation report: Community Justice Support Services Program*. Phoenix, Maricopa County.

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.

Ashford, J. B. & Gallagher, J. M. (October, 2012). Maricopa County Community Justice Support Services Program. Outcome evaluation report. Maricopa County Human Services Department: Phoenix, Arizona.

Ashford, J.B., & LeCroy, C. W. (2013). *Human Behavior in the Social Environment: A Multidimensional Perspective* (5th Edition). Belmont: Brooks Cole/Cengage Learning.

Ashford, J.B. & LeCroy, C. W. (2010). *Human Behavior in the Social Environment: A Multidimensional Perspective* (4<sup>th</sup> edition). Belmont: Brooks Cole/Cengage Learning.

Ashford, J.B., Fitzharris, B., Diggs, N. (2010). Case management relationships and a recovery orientation: A consumer survey of class members in the *Arnold* case. *American Journal of Orthopsychiatry*. 80:317-326.

Ashford, J.B., Sternbach, K. O, & Balaam, M. (2009). Treatment and management of violence and criminal risk among mentally ill offenders. In J. T. Andrade (Ed.), *Handbook of violence risk assessment and treatment: New approaches for forensic mental health professionals*. (291-310) New York: Springer Publishing

Ashford, J.B., Sternbach, K. & Balaam, M. (2009). Criminal justice. In S. Allen and E. Tracy (Eds.), *Delivering home-based services: A social work perspective*. (pp.189-214). New York: Columbia University Press.

Ashford, J.B. & Roberts, A. R. (2009). Risk assessment guidelines for dually diagnosed offenders and civil patients. In A. R. Roberts (Editor-in-Chief) (2<sup>nd</sup> edition) *Social Workers' Desk Reference*. (1091-1097). New York: Oxford University Press.

Ashford, J. B.(2009). Overview of forensic social work: Broad and narrow definitions. In A. R. Roberts (Editor-in-Chief) (2<sup>nd</sup> edition) *Social Workers' Desk Reference*. (1055-1060) New York: Oxford University Press.

## **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.

- Arizona State University
  - Sociology
  - 05/2008
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  
P20MD002316, Marsiglia, F. (PI). Title: "Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency" 06/01/2012 to 01/31/2017. Role: Co-Investigator. Amount awarded: \$6,400,000.

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.

- Ayers, S. L., \*Bagwell, M., \*Nielsen, K., \*Wright, M., Marsiglia, F. F., & \*Salamone, D. (2014, March). *Tanzanian healthcare providers' awareness of the problematic nature of HIV/AIDS*. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.
- Ayers, S., & \*Suell, S. N. (2014, July). *Examining a paradox: The differential effect of years lived in the United States on birth outcomes for Latina women*. Paper presentation at the International Sociological Association meeting, Yokohama, Japan.
- Ayers, S. L., \*Suell, S. N., Coonrod, D., & Marsiglia, F. F. (2014, March). *Examining the differential effect of years lived in the United States on birth outcomes for Latina women*. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.
- Ayers, S. L., Williams, L. R., Marsiglia, F. F., & \*Baldwin, A. (2014, August). *The unintended effects of reducing youth substance use: Decreasing heavy drinking in parents*. Paper presented at the American Sociological Association annual meeting, San Francisco, CA.
- \*Huang, C., Yabiku, S. T., Ayers, S. L., & Kronenfeld, J. J. (2014, August). *Overweight/obesity penalties in economic outcomes: A longitudinal study of Chinese adults, 1991-2009*. Paper presented at the American Sociological Association annual meeting, San Francisco, CA.
- Kulis, S. S., & Ayers, S. (2014, May). *Ecodevelopmental influences on substance use among urban American Indian youth*. Paper presented at the annual conference of the Society for Prevention Research, Washington, DC.
- Kulis, S. S., Ayers, S., Deschine, N. A., & \*Baker, T. (2014, January). *Increasing parental self-efficacy and parenting practices in urban American Indian parents: Pilot results from a culturally tailored parenting curriculum*. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
- Kulis, S. S., Deschine, N. A., Ayers, S. L., & \*Baker, T. (2014, June). *Parenting in 2 Worlds: Pilot and preliminary RCT results of a culturally adapted parenting program for urban American Indians*. Paper presented at the 2014 Native Health Research Conference, Phoenix, AZ.
- Kulis, S. S., Marsiglia, F. F., & Ayers, S. L. (2014, August). *Effects of the keepin' it REAL model program among Guadalajara, Mexico middle school students*. Paper presented at the American Sociological Association annual meeting, San Francisco, CA.
- Marsiglia, F. F., Ayers, S., \*Baldwin, A. & \*Booth, J. (2014, May). *Increasing the effects of keepin' it REAL: How a culturally-specific Mexican American parenting intervention can mediate long-term adolescent substance use outcomes*. Paper presented at the annual conference of the Society for Prevention Research, Washington, DC.
- Marsiglia, F. F., Ayers, S., & Robbins, D. (2014, January). *Examining the long-term effects of a culturally-specific Mexican American parenting intervention on the substance use behaviors of their*

- adolescent children*. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
- Marsiglia, F. F., Kulis, S. S., Nuño-Gutiérrez, B. L., \*Booth, J. & Ayers, S. (2014, January). The long and short term effects on substance use behaviors of keepin' it REAL adapted for Mexico. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
- Marsiglia, F. F., Kulis, S. S., Nuño-Gutiérrez, B. L., \*Booth, J. & Ayers, S. (2014, May). Adapting keepin' it REAL for Mexico: The long-term effects on substance use behaviors. Paper presented at the annual conference of the Society for Prevention Research, Washington, DC.
- Marsiglia, F. F., Williams, L. R., & Ayers, S. (2014, January). *The efficacy of Familias: Preparando la Nueva Generación in strengthening parenting and communication of Mexican heritage families in the Southwest US*. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
- Williams, L. R., Ayers, S., \*Baldwin, A., & Marsiglia, F. F. (2014, March). *Delayed initiation of alcohol use: A RCT of the parenting intervention Familias: Preparando la Nueva Generación*. Poster presentation at the Society for Research on Adolescence Biennial Meeting, Austin, TX.
- Williams, L. R., Ayers, S., \*Baldwin, A., & Marsiglia, F. F. (2014, March). *The unexpected effects of a culturally based substance use prevention program for Mexican heritage youth on parents heavy drinking*. Poster presentation at the Society for Research on Adolescence Biennial Meeting, Austin, TX.
- Ayers, S. L., Kulis, S., \*Baker, T., & Deschine, N. (2013, August). *Using longitudinal confirmatory factor analysis to understand how urban American Indian parents conceptualize parenting*. Paper presentation at the annual meeting of the American Sociological Association, New York, NY.
- Ayers, S. L., Williams, L. R., & Marsiglia, F. F. (2013, May). *The efficacy of a culturally-based parenting intervention: Strengthening open communication between Mexican heritage parents and their adolescents*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- \*Baker, T., Ayers, S. L., Kulis, S., & Deschine, N. (2013, April). *Strengthening parental self-efficacy and parenting practices in urban American Indian parents: Pilot results from a culturally adapted curriculum*. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
- \*Baker, T., Ayers, S. L., Kulis, S., & Deschine, N. A. (2013, August). *Strengthening parental self-efficacy and parenting practices in urban American Indian parents: Pilot results from a culturally adapted curriculum*. Poster presentation at the 2013 American Indian Research Center for Health Conference, Chandler, AZ.
- \*Bala, S., Coonrod, D., Ayers, S. L., & Marsiglia, F. F. (2013, November). *Assessing the role of acculturation, social support, and stress on birth outcomes among Hispanic women enrolled in Familias Sanas*. Poster presented at the annual meeting of the American Public Health Association, Boston, MA.
- \*Bala, S., Coonrod, D., Ayers, S. L., & Marsiglia, F. F. (2013, April). *Assessing the role of acculturation, social support, and stress on birth outcomes among Hispanic women enrolled in Familias Sanas*. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
- \*Baldwin, A., Ayers, S. L., Robbins, D., & Marsiglia, F. F. (2013, April). *Latinas and substance use: The influence of parenting and cultural norms on smoking behaviors*. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
- Kulis, S., Ayers, S. L., Deschine, N., & \*Baker, T. (2013, May). *Using a culturally tailored curriculum to increase parental self-efficacy and parenting practices in urban American Indian parents: Pilot study*

- results*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Marsiglia, F. F., Ayers, S. L., & Robbins, D. (2013, May). *Long-term effects of a culturally-specific Mexican American parenting intervention on the substance use behaviors of their adolescent children*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- Marsiglia, F. F., Ayers, S. L., & Robbins, D. (2013, October). *Examining the long-term effects of Familias: Preparando la Nueva Generación, a culturally-specific Mexican American parenting intervention*. Paper presented at the National Hispanic Science Network 13<sup>th</sup> Annual International Conference, Bethesda, MD.
- Marsiglia, F. F., \*Booth, J., Ayers, S., Nuño-Gutierrez, B., Kulis, S., & \*Hoffman, S. (2013, June). *Short term effects of the implementation of 'keepin'it REAL' on substance use in Jalisco, Mexico*. Poster presentation at the 2013 NIDA International Forum, San Diego, CA.
- Marsiglia, F. F., \*Booth, J., Ayers, S. L., Nuño-Gutierrez, B. L., & Kulis, S. (2013, August). *Short-term effects of keepin'it REAL pilot prevention program: Linguistically adapted for youth in Jalisco, Mexico*. Paper presentation at the American Sociological Association annual meeting, New York, N.Y.
- Marsiglia, F. F., Kulis, S., Nuño-Gutiérrez, B., \*Booth, J., & Ayers, S. L. (2013, October). *Examining the long and short term effects of keepin' it REAL adapted for Mexico*. The National Hispanic Science Network 13th Annual International Conference. Bethesda, MD.
- Marsiglia, F. F., Williams, L. R., Ayers, S. L., & \*Booth, J. (2013, May). *The effects of a culturally specific parenting program in strengthening positive parenting practices of Mexican origin families in the Southwest US*. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- \*Martinez, M., Marsiglia, F. F., & Ayers, S. L. (2013, April). *Drug use intentions: Gender differences in the protective effects of religiosity among a sample of Mexican adolescents*. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
- \*Martinez, M., Marsiglia, F. F., & Ayers, S. L. (2013, May). *Mexican adolescents intentions to use drugs: Gender differences in the protective effects of religiosity*. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
- \*Salamone, D., \*Bagwell, M., \*Nielsen, K., \*Wright, M., Ayers, S. L., & Marsiglia, F. F. (2013, April). *Health care providers' views on HIV in Tanzania: Barriers and challenges to quality care*. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
- Ayers, S. L., & Hedberg, E. C. (2012, May). *The variance decomposition for use in power analyses of school-based intervention studies*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- \*Garvey, M. M., Marsiglia, F. F., Ayers, S. L., & Williams, L. R. (2012, April). *The impact of Families Preparing the New Generation and keepin' it REAL on adolescent intentions to drink*. Poster presented at the Southwest Interdisciplinary Research Center 10th Annual Research Conference, Phoenix, AZ.
- \*Garvey, M., Marsiglia, F. F., Gonzales, N., & Ayers, S. L. (2012, May). *The role of traditional cultural values, parental expectations, and ethnic identity in Hispanic adolescent substance use intentions*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Kulis, S., Ayers, S. L., \*Booth, J., & Hoffman, S. (2012, April). *The impact of keepin' it REAL on Mexican adolescents' hypothetical use of REAL strategies*. Poster presented at the Southwest Interdisciplinary Research Center 10th Annual Research Conference, Phoenix, AZ.

- Kulis, S. S., Ayers, S. L., \*Booth, J., & Hoffman, S. (2012, May). *The impact of implementing keep'n it REAL in Jalisco, Mexico: Examining adolescents intentions to use REAL strategies when offered alcohol*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Marsiglia, F. F., Ayers, S. L., Robbins, D. E., & \*Nagoshi, J. (2012, May). *The immediate effects of a parenting curriculum, Familias: Preparando a la Nueva Generación, on adolescent substance use*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- \*Martinez, M., Ayers, S. L., Kulis, S. S., & Brown, E. F. (2012, March). *Assessing cultural influences on drug norms and the intent to use drug resistance strategies among American Indian youth*. Paper presented at the annual meeting of the Pacific Sociological Association, San Diego, CA.
- \*Martinez, M., Ayers, S. L., Kulis, S., & Brown, E. (2012, April). *The relationship between ethnic identity, permissive drug norms, and drug use intentions among American Indian youth*. Poster presented at the Southwest Interdisciplinary Research Center 10th Annual Research Conference, Phoenix, AZ.
- Marsiglia, F. F., Kulis, S. S., Ayers, S., \*Booth, J., & Nuño-Gutiérrez, B. L. (2012, January). *Drug resistance strategies and substance use among youth in Guanajuato, Mexico*. Paper presented at the annual meeting of the Society for Social Work Research, Washington, DC.
- Marsiglia, F. F., Kulis, S. S., Yabiku, S. T., \*Weller, N., & Ayers, S. (2012, January). *An efficacious intervention to reduce the effects of acculturation as a risk factor for substance use among Latino adolescents*. Paper presented at the annual meeting of the Society for Social Work Research, Washington, DC.
- Williams, L., Marsiglia, F. F., & Ayers, S. L. (2012, October). *The efficacy of a culturally-based parenting intervention: Strengthening parenting practices between Mexican heritage parents and adolescents*. Paper presented at the Center for Latino Family Research on Adapting Interventions for Diverse Ethnocultural Families, St. Louis, MO.
- Ayers, S., Marsiglia, F., \*Hoffman, S., & \*Urbaeva, Z. (2011, June). *The impact of desiring to emigrate to the United States on adolescent risky sexual behavior in Mexico*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Ayers, S. L., \*Wagaman, M. A., \*Mullins, J. L., Bermudez-Parsai, M., & Hedberg, E. C. (2011, August). *Examining school-based bullying interventions using multilevel discrete time hazard modeling*. Paper presented at the American Sociological Association, Las Vegas, NV.
- Ayers, S. L., \*Wagaman, M. A., \*Mullins, J. L., Bermudez-Parsai, M., & Hedberg, E. C. (2011, March). *Evaluating school-based bullying interventions using multilevel discrete time hazard modeling*. Paper presented at the annual meeting of the Pacific Sociological Association, Seattle, WA.**
- \*Booth, J., & Ayers, S. (2011, March). *The relationship between perceptions of neighborhood safety and mental health: An exploration of mediating factors*. Paper presented at the annual meeting of the Pacific Sociological Association, Seattle, WA.**
- Kulis, S., Ayers, S., \*Martinez, M., & Brown, E. (2011, June). *Short-term results from Living in Two Worlds: A culturally adapted substance use prevention program for urban American Indian middle school students*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Kulis, S., Hodge, D., \*Wagaman, M., Ayers, S., & Brown, E. (2011, June). *Spirituality, religiosity, and cultural practices among urban American Indian youth: Risk and protective factors for substance use*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.

- Kulis, S., Marsiglia, F., Ayers, S., & \*Booth, J. (2011, June). *Drug resistance strategies of low income youth in Mexico and their relationship to substance use*. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Kulis, S., Marsiglia, F., Yabiku, S., \*Weller, N., & Ayers, S. (2011, June). *Addressing acculturation as a risk factor for substance use with an enhanced version of keepin' it REAL for Latino youth in middle school*. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
- Marsiglia, F. F., Gance-Cleveland, B., Ayers, S., Mettler, K., & \*Nagoshi, J. (2011, January). *A culturally specific small group intervention for vulnerable Latino preadolescents: A companion to a classroom-based drug abuse prevention program*. Poster presented at the annual meeting of the Society for Social Work Research, Tampa, FL.**
- Ayers, S. L., & Kronenfeld, J. J. (2010, August). *Delays in seeking conventional medical care as a factor for CAM utilization*. Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA.
- Ayers, S. L., & Kronenfeld, J. J. (2010, November). *Linkages between conventional medical care and ACHP utilization*. Poster presented at the annual meeting of the American Public Health Association, Denver, CO.
- Ayers, S., Parsai, M., \*Wagaman, A., & \*Mullins, J. (2010, June). *Bullying interventions that work*. Paper presented at the annual meeting of the Society for Prevention Research, Denver, CO.
- Ayers, S. L., Kulis, S., & Marsiglia, F. (2010, August). *The impact of ethnoracial appearance on substance use in Mexican adolescents*. Paper presented at the annual meeting of the American Sociological Association, Atlanta, GA.
- Ayers, S. L., Kulis, S., & Marsiglia, F. (2010, April). *Understanding how Latino ethnic appearance impacts substance abuse through generational status*. Paper presented at the annual meeting of the Pacific Sociological Association, Oakland, CA.
- Ayers, S. L., Marsiglia, F., & Kulis, S. (2010, November). *Testing the effectiveness of a small group substance use prevention component using propensity score matching*. Poster presented at the annual meeting of the American Public Health Association, Denver, CO.
- 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.
- \*Booth, J., Marsiglia, F., Krysik, F., & Ayers, S. (2010, April). *Perception of neighborhood safety and its association with levels of mental health in Arizona adults*. Poster presented at the Southwest Interdisciplinary Research Center 8th Annual Research Conference on Health Disparities, Phoenix, AZ.
- Kulis, S., & Ayers, S. (2010, April). *Social factors in Latino youths' vulnerability to substance use: Acculturation stress, ethnic discrimination, and ethnic appearance*. Paper presented at the Southwest Interdisciplinary Research Center 8th Annual Research Conference on Health Disparities, Phoenix, AZ.
- Kulis, S., Marsiglia, F., Ayers, S., & \*Calderon-Tena, C. (2010, June). *Drug resistance strategies of adolescents in Guanajuato, Mexico*. Poster presented at the annual meeting of the National Institute of Drug Abuse International Forum, Scottsdale, AZ.
- Kulis, S., Marsiglia, F., \*Calderon-Tena, C., & Ayers, S. (2010, June). *Drug resistance skills of youth in Guanajuato, Mexico*. Poster presented at the annual meeting of the Society for Prevention Research, Denver, CO.
- Marsiglia, F., Ayers, S., & \*Hoffman, S. (2010, June). *Religiosity and substance use in Mexico: Exploring the interaction between internal and external religiosity*. Poster presented at the annual meeting

- of the National Institute of Drug Abuse International Forum, Scottsdale, AZ.
- Marsiglia, F., Ayers, S., & \*Hoffman, S. (2010, April). *Religion and adolescent substance use in Mexico: Exploring the interaction between internal and external religiosity*. Poster presented at the Southwest Interdisciplinary Research Center 8th Annual Research Conference on Health Disparities, Phoenix, AZ.
- Ayers, S. & Kronenfeld, J. J. (2009, November). *Using zero-inflated models to understand how chronic conditions and chronic pain impact CAM utilization*. Poster presented at the annual meeting of the American Public Health Association, Philadelphia, PA.
- \*Kopak, A. M., Ayers, S., Lopez, V., & Stevenson, P. (2009, November). *Explaining substance use in Arizona's adolescent population: The role of parents*. Paper presented at the annual meeting of the American Society of Criminology, Philadelphia, PA.
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)

- \*Hoffman, S., Marsiglia, F. F., & Ayers, S. L. (in press). Religiosity and migration aspirations among Mexican youth. *Journal of International Migration and Integration*. DOI 10.1007/s12134-014-0342-8
- Kulis, S., Ayers, S. L., & \*Baker, T. (in press). Parenting in 2 Worlds: Pilot results from a culturally adapted parenting program for urban American Indians. *The Journal of Primary Prevention*.
- Marsiglia, F. F., Ayers, S. L., Robbins, D., \*Nagoshi, J., L., \*Baldwin, A., & Castro, F. G. (in press). The initial assessment of a community-based intervention with Mexican-heritage parents in boosting the effects of a substance use prevention intervention with youth. *Journal of Community Psychology*.
- \*Martinez, M., Ayers, S. L., Kulis, S., & Brown, E. F. (in press). The relationship between peer, parent and grandparent norms and intentions to use substances for urban American Indian youth. *Journal of Child & Adolescent Substance Abuse*.
- Williams, L. R., Marsiglia, F. F., \*Baldwin, A., & Ayers, S. L. (in press). Unintended effects of an intervention supporting Mexican-heritage youth: Decreased parent heavy drinking. *Research on Social Work Practice*. DOI: 10.1177/ 1049731514524030.
- Marsiglia, F. F., \*Booth, J. M., Ayers, S. L., Nuño-Gutierrez, B. L., Kulis, S., & \*Hoffman, S. (in press). Short-term effects on substance use of the keepin' it REAL pilot prevention program: Linguistically adapted for youth in Jalisco, Mexico. *Prevention Science*. doi:10.1007/s11121-013-0421-7
- Marsiglia, F. F., Williams, L., Ayers, S. L., & \*Booth, J. M. (2014). *Familias: Preparando la Nueva Generación: A randomized control trial testing the effects on positive parenting practices*. *Research on Social Work Practice*, 24(3), 310-320.
- Ayers, S. L., Kulis, S., & Marsiglia, F. F. (2013). The impact of ethnoracial appearance on substance use in Mexican heritage adolescents. *Hispanic Journal of the Behavioral Sciences*, 3, 227-240. doi:10.1177/10739986312467940
- Marsiglia, F. F., \*Booth, J. M., \*Baldwin, A., & Ayers, S. L. (2013). Acculturation and life satisfaction among immigrant Mexican adults. *Advances in Social Work*, 14, 49-64.
- Ayers, S. L., & Kronenfeld, J. J. (2012). Delays in seeking conventional medical care and complementary and alternative medicine utilization. *Health Services Research*. Advance online publication. doi: 10.1111/j.1475-6773.2012.01406.x
- Ayers, S., Marsiglia, F., \*Hoffman, S., & \*Urbaeva, Z. (2012). Understanding the gendered patterns of

- substance use initiation among adolescents living in Mexico. *International Journal of Drug Policy*, 23, 251-254. doi:10.1016/j.drugpo.2012.01.005.
- Ayers, S. L., Marsiglia, F. F., \*Hoffman, S., \*Urbaeva, Z., & \*Booth, J. (2012). Mexican adolescents' risky sexual behavior and migration intentions. *International Journal of Migration Health & Social Care*, 8, 56-71. doi:10.1108/17479891211249997
- Ayers, S. L., \*Wagaman, M. A., \*Geiger, J. M., Bermudez-Parsai, M., & Hedberg, E. C. (2012). Examining school-based bullying interventions using multilevel discrete time hazard modeling. *Prevention Science*. Advance online publication. doi:10.1007/s11121-012-0280-7
- \*Booth, J. M., Marsiglia, F. F. & Ayers, S. L. (2012). Neighborhood safety and psychological distress: Exploring protective factors. *Journal of Sociology & Social Welfare*, 39, 137-156.
- Kulis, S., Hodge, D. R., Ayers, S. L., Brown, E. F., & Marsiglia, F. F. (2012). Spirituality and religion: Intertwined protective factors for substance use among urban American Indian youth. *American Journal of Drug and Alcohol Abuse*. Advance online publication. doi: 10.3109/00952990.2012.670338
- Kulis, S., Marsiglia, F. F., Ayers, S. L., \*Booth, J., & Nuño-Gutierrez, B.L. (2012). Drug resistance and substance use among male and female adolescents in alternative secondary schools in Guanajuato, Mexico. *J Stud Alcohol Drugs*, 73, 111-119.
- Marsiglia, F. F., Ayers, S., Gance-Cleveland, B., Mentler, K., & \*Booth, J. (2012). Beyond universal prevention of alcohol use: A culturally specific secondary prevention program for Mexican heritage adolescents. *Prevention Science*, 13, 241-251.
- Marsiglia, F. F., Ayers, S. L., & \*Hoffman, S. (2012). Religiosity and adolescent substance use in central Mexico: Exploring the influence of internal and external religiosity on cigarette and alcohol use. *American Journal of Community Psychology*, 49, 87-97. doi:10.1007/s10464-011-9439-9
- Williams, L. R., Ayers, S. L., \*Garvey, M., Marsiglia, F. F., & Castro, F. G. (2012). The efficacy of a culturally-based parenting intervention: Strengthening open communication between Mexican-heritage parents and their adolescent children. *Journal of the Society for Social Work and Research*, 3, 4, 296-307. doi:10.5243/jsswr.2012.18ng
- Ayers, S. L., & Kronenfeld, J. J. (2011). Using zero-inflated models to explain chronic illness, pain and complementary and alternative medicine use. *American Journal of Health Behavior*. 2011 Jul;35(4):447-57.
- \*Kopak, A. M., Ayers, S., Lopez, V., & Stevenson, P. (2011). Parental monitoring, alcohol, and marijuana use among Hispanic and non-Hispanic White adolescents: Findings from the Arizona Youth Survey. *Journal of Drug Issues*. *Journal of Drug Issues*, 41, 461 – 486.
- Kulis, S., Marsiglia, F.F., Ayers, S.L., \*Calderón-Tena, C.O., Nuño-Gutierrez, B.L. (2011). Gender differences in drug resistance skills of youth in Guanajuato, Mexico. *Journal of Primary Prevention*, 32, 113-127. doi: 10.1007/s10935-011-0239-7
- Ayers, S. L. & Kronenfeld, J. J. (2010). Using factor analysis to create complementary and alternative medicine modalities." *Health*, 14, 1-19.
- Lee, C., Ayers, S., Kronenfeld, J. J., Frimpong, J., Rivers, P. A., & Kim, S. (2010). Specialty care utilization: The importance of examining sequential movements within the US health care system. *BMC Health Services Research*, 10, 269-276, doi: 10.1186/1472-6963-10-269.
- Lee, C., Ayers, S., Kronenfeld, J. J. (2009). The association between perceived provider discrimination, health care utilization, and health status in racial and ethnic minorities. *Ethnicity & Disease*, 19, 330-337.

#### NON-PEER REVIEWED PUBLICATIONS

- \*Connors, K., Coonrod, D., Habak, P., Ayers, S. L., & Marsiglia, F. F. (2013). Birth outcomes of patients

enrolled in "Familias Sanas" research project. in Jennie Jacobs Kronenfeld (ed.) *Social Determinants, Health Disparities and Linkages to Health and Health Care (Research in the Sociology of Health Care, Volume 31)*, Emerald Group Publishing Limited, pp.143-159. doi: [10.1108/S0275-4959\(2013\)0000031009](https://doi.org/10.1108/S0275-4959(2013)0000031009)

Kronenfeld, J. J., Keith, V., \*Bishop, N., & Ayers, S. L. (2010). Health and society: Report on survey of sociologists with interests in mental health and medical sociology regarding health policy issues. *The American Sociological Association Mental Health Newsletter, Spring*, 6-7.

Ayers, S. L. & Kronenfeld, J. J. (2009). Social sources of disparities in use of CAM. In J. J. Kronenfeld (Eds.), *Research in the Sociology of Health Care: Social Sources of Disparities in Health and Health Care and Linkages to Policy, Population Concerns, and Providers of Care* (pp.83-107). Bingley, UK: Emerald.

Kronenfeld, J. J., Keith, V., \*Bishop, N., & Ayers, S. L. (2009). Report on survey of medical sociologists regarding health policy issues. *The American Sociological Association Medical Sociology Newsletter, 45*, 12-14.

Marsiglia, F. F., Wolfersteig, W. L., Ayers, S., \*Booth, J., & \*Wagaman, A. (2009). *Adults: Mental health issues and disparities in Arizona*. St. Luke's Health Initiatives, Arizona Health Survey. Phoenix, AZ: Southwest Interdisciplinary Research Center.

Marsiglia, F. F., Wolfersteig, W. L., Ayers, S., \*Wagaman, A., \*Booth, J. & Lewis, H. (2009). *Adults: Substance use and abuse issues and disparities in Arizona*. St. Luke's Health Initiatives, Arizona Health Survey. Phoenix, AZ: Southwest Interdisciplinary Research Center.

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

Reviewer for: *American Journal of Public Health, Ethnicity & Disease, Journal of the American Psychiatric Nurses Association, Journal of the International AIDS Society, Health, Prevention Science, Journal of Adolescence*

#### 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**



- 2008            **University of Washington, Seattle, WA**  
PhD in Social Welfare
- 2004            **California State University, Long Beach, CA**  
Master of Social Work
- 2001            **California State University, Long Beach, CA**  
Bachelors in Arts, Psychology
- 1999            **Pasadena City College, Pasadena, CA**  
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)
  - 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)
  - 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, Child Welfare Journal (2014)  
Ad Hoc Reviewer, Journal of Child and Family Issues (2014)  
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)  
Ad Hoc Reviewer, Child and Family Social Work (2009-2013)  
Abstract Reviewer, Council of Social Work Education, APM (2014)  
Abstract Reviewer, Society for Social Work and Research, Annual Conference (2009-2011,2014)  
Reviewer, Society for Social Work and Research, Outstanding SW Doctoral Dissertation (2008-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  
\*(See Ayón & Bou Ghosn, 2013; Ayón & Quiroz, 2013; Ayón & Becerra, 2013; Ayón, 2014)

### **Peer Reviewed Paper Presentations**

Gurrola, M., & **Ayón, C.** (January 2015). Immigration Policies and Discrimination within the Framework of Social Determinants of Health. Presented in symposium Discrimination and Stigma: Antecedents and Impacts of Diverse Populations in the U.S. *Society for Social Work Research 2015 Annual Conference*, New Orleans, LA

Gurrola, M., & **Ayón, C.** (October 2014). Hope in anti-immigrant environment: Perspectives of first/second generation youth and parents. National Latino/a Psychological Association (NLPA) 2014 Biennial Conference, Albuquerque, NM.

**Ayón, C.** & Gurrola, M. (January 2014). Service needs among Latino immigrant families: Implications for social work practice. Presented in symposium Using Research to Promote Social Change Among Latino Communities. *Society for Social Work Research 2014 Annual Conference*. San Antonio, TX.

Androff, D.K., Becerra, D., Booth, J., & **Ayón, C.** (January 2014). Restrictive state immigration policies and immigrant population shifts: Using geospatial mapping techniques to inform policy and practice. *Society for Social Work Research 2014 Annual Conference*. San Antonio, TX.

**Ayón, C.** (November 2013). Promoting Mexican immigrant families' well-being: Learning from parents. *2013 Annual Program Meeting, Council on Social Work Education*, Dallas, TX.

Gurrola, M., & **Ayón, C.** (January 2013). Impact of immigration policy tightening on California Latino residents. *Society for Social Work Research 2013 Annual Conference*. San Diego, CA.

Moya Salas, L., **Ayón, C.**, & Gurrola, M. (January 2012). *Estamos Traumados*: The impact of anti-immigrant sentiment and policies on the mental health of Mexican immigrant families. *Society for Social Work Research 2012 Annual Conference*. Washington, DC.

**Ayón, C.** (October, 2011). Latino child welfare: Parents' well-being at the time of entry. *2011 Annual Program Meeting, Council on Social Work Education*. Atlanta, GA.

Krysiak, J., **Ayón, C.**, Mullins, J., & Cimino, A. (January 2011). Ethnic variations in service use among new mothers participating in home visitation. *Society for Social Work Research 2011 Annual Conference*. Tampa, FL.

Moya Salas, L., Gurrola, M., **Ayón, C.**, & Androff, D. (January 2011). Intended and unintended consequences of employer sanction laws on Latino families. *Society for Social Work Research 2011 Annual Conference*. Tampa, FL.

**Ayón, C.** (October, 2010). Latino families' access to child welfare mandated services. Presented at: *2010 Annual Program Meeting, Council on Social Work Education*. Portland, OR.

### Invited Presentations

**Ayón, C.** (2013). *“Agarra el momento”*: Developing parent-child communication activities through CBPR. Presented in the session *All in the Family: Inter-Generational Research and CBPR* at the Southwest Interdisciplinary Research Center (SIRC) 11<sup>th</sup> annual research conference. Phoenix: Arizona.

**Ayón, C.** (2014). *Latino Families and Social Justice*. Presented at *Promoting social Justice: Addressing Race and Ethnicity in a Changing World*. ASU School of Social Work 50<sup>th</sup> Anniversary Event.

### Peer Reviewed Poster Presentations

**Ayón, C.**, Williams, L. R., Marsiglia, F. F., & Ayers, S. L. (January 2015). A latent profile analysis of Latino parenting on family conflict. *Society for Social Work Research 2015 Annual Conference*. New Orleans, LA.

Ayers, S. L., **Ayón, C.**, Williams, L. R., & Marsiglia, F. F. (December 2014). A latent profile analysis of Latino parenting on family conflict. *National Institute on Minority Health & Health Disparities Grantees' Conference*, National Harbor, MD.

Garcia, D., Bi, X., & **Ayón, C.** (October 2014). Sensitivity and specificity in three commonly used depression measures: Results from a Latina sample. National Latino/a Psychological Association (NLPA) 2014 Biennial Conference, Albuguerque, NM.

Bou Ghosn, M. & **Ayón, C.** (2014). Predictors of psychotropic medication use in a nationally representative sample of Latino and Asian American adults: Findings from the NLAAS. *Southwest Interdisciplinary Research Center (SIRC) 12<sup>th</sup> Annual Research Conference*. Phoenix, AZ.

Becerra, D., Androff, D.K., **Ayón, C.**, & Castillo, J. (November 2013). Examining the economic impact of undocumented immigrants in the United States. *2013 Annual Program Meeting, Council on Social Work Education*, Dallas, TX.

Bou Ghosn, M., **Ayón, C.**, & Peña, V. (2013). *Promotoras'* efforts to reduce alcohol use among Latino youth: Engaging Latino parents in prevention efforts. *Southwest Interdisciplinary Research Center (SIRC) 11<sup>th</sup> annual research conference*. Phoenix: Arizona.

Carlson, B.E. & **Ayón, C.** (2012). A pilot study on cultural aspects of relapse and recovery in drug-abusing mothers: Preliminary findings. Poster presentation at the Southwest Interdisciplinary Research Center (SIRC) 10<sup>th</sup> annual research conference. Phoenix: Arizona.

### Articles in Refereed Journals

(Order of authorship represents relative contributions, \*student co-authors)

Gurrola, M., **Ayón, C.**, & Moya Salas, L., (*in press*). Latino adolescents' education and hopes in an anti-immigrant environment: The perspectives of first and second generation youth and parents. *Journal of Family Issues*.

Becerra, D., Castillo, J., & **Ayón, C.**, & Blanchard, K.N. (2014). The moderating role of parenting practices on the influence of peer drug norms on alcohol and cigarette use among adolescents in Mexico. *Journal of Child and Adolescent Substance Abuse*, 23(5), 297-306.

**Ayón, C.**, Peña, V., & \*Bou Ghosn, M. (2014). Promotoras' efforts to reduce alcohol use among Latino youth: Engaging Latino parents in prevention efforts. *Journal of Ethnic and Cultural Diversity in Social Work*, 23(2), 129-147.

Free Access:

<http://www.tandfonline.com/eprint/9V4yYC4eBNrAMwWQQndB/full>

**Ayón, C.** (2014). Service needs among Latino immigrant families: Implications for social work practice. *Social Work*, 59(1), 13-23.

Free access link: <http://sw.oxfordjournals.org/cgi/content/full/swt031?ijkey=m7IXPjryd9YsvzF&keytype=ref>

**Ayón, C.** & Carlson, B. (2014). A family affair: Latinas narratives of substance use and recovery. *Journal of Ethnic and Cultural Diversity in Social Work*, 23(1), 55-77.

Free access link:

<http://www.tandfonline.com/eprint/ZRUJFlqUwXNmDadCekDj/full>

Salas, L., **Ayón, C.**, Gurrola, M. (2013). *Estamos traumatados*: The impact of anti-immigrant sentiment and policies on the mental health of Mexican immigrant families. *Journal of Community Psychology*, 41(8), 1005-1020.

**Ayón, C.** & Becerra, D. (2013). Latino immigrant families under siege: The impact of SB1070, discrimination, and economic crisis. *Advances in Social Work, Special Issue: Latinos/Latinas in the U.S.*, 14(1), 206-228.

- Ayón, C., & \*Quiroz, A. (2013).** Promoting Mexican immigrant families' well-being: Learning from parents what is needed to have a strong family. *Families in Society, 94*(3), 194-202.
- Ayón, C., & \*Bou Ghosn, M. (2013).** Latino immigrant families' social support networks: Strengths and limitations during a time of stringent immigration legislation and economic insecurity. *Journal of Community Psychology, 41*(3), 359-377.
- Ayón, C., Aisenberg, E., & \*Cimino, A. (2013).** Latino families in the nexus of child welfare, welfare reform, and immigration policies: Is kinship care a lost opportunity? *Social Work, 58*(1), 91-94.
- Becerra, D., Androff, D., **Ayón, C.**, & Castillo, J. (2012). Fear vs. Facts: The economic impact of undocumented immigrants in the U.S. *Journal of Sociology & Social Welfare, 39*(4), 111-135.
- Ayón, C., Gurrola, M., Moya-Salas, L., Androff, D., & Krysik, J. (2012).** Intended and unintended consequences of the employer sanction law on Latino families. *Qualitative Social Work, 11* (6), 587-603.
- \*O'Neill, M., Risley-Curtiss, C., **Ayón, C.**, & Williams, L. (2012). Placement stability in the context of child development. *Children and Youth Services Review, 34*, 1251-1258.
- Ayón, C. (2011a).** Latino Child Welfare: Parents' well-being at time of entry. *Families in Society, 92*(3), 295-300.
- Ayón, C., Krysik, J., Gerdes, K., Androff, D., Becerra, D., Gurrola, M., Moya-Salas, L., Segal, E.A. (2011).** The mental health status of Latino children in the public child welfare system: A look at the role of generation and origin. *Child and Family Social Work, 16*, 369-379.
- Ayón, C. (2011b).** Latino families and the public child welfare system: Examining the role of social support networks. *Children and Youths Services Review, 33*, 2061-2066.
- Androff, D., **Ayón, C.**, Becerra, D., Gurrola, M., Salas, L., Krysik, J., Gerdes, K., & Segal, E. (2011). US immigration policy and immigrant children's well-being: The impact of policy shifts. *Journal of Sociology & Social Welfare, 38*, 77-98.
- Ayón, C., Aisenberg, E., & Erera, P. (2010).** Learning how to dance with the public child welfare system: Mexican parent's efforts to exercise their voice. *Journal of Public Child Welfare, 4*(3), 263-286.
- Free access link:  
<http://www.tandfonline.com/eprint/kK4ncTTqUvFmNpDI4tn2/full>
- Republished in:** Dettlaff, A. & Fong, R. (Eds.) (2012). *Child welfare practice with immigrant children and families*. New York: Taylor & Francis Books.

- Ayón, C.**, & Aisenberg, E. (2010). Negotiating cultural values and expectations in the public child welfare system: A look at *familismo* and *personalismo*. *Child and Family Social Work, 15*, 335-344.
- Ayón, C.**, Marsiglia, F., & Bermudez Parsai, M. (2010). Latino family mental health: Exploring the role of discrimination and *familismo*. *Journal of Community Psychology, 38*(6), 742–756.
- Becerra, D., Gurrola, M., **Ayón, C.**, Androff, D., Gerdes, K., Krysik, J., Moya-Salas, L., & Segal, E., (2010). Poverty and other factors affecting migration intentions among adolescents in Mexico. *Journal of Poverty, 14*, 1-16.
- Ayón, C.** (2009). Shorter time-lines, yet higher hurdles: Mexican families access to child welfare mandated services. *Children and Youth Services Review, 31*, 609-616.
- Ayón, C.**, & Lee, C.D. (2009). Building strong communities: An evaluation of a neighborhood leadership program in a diverse urban area. *Journal of Community Psychology, 37*(8), 975-986.



## **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

08/92

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). Becoming bicultural: Resilience and risk in Latino youth. University of Wisconsin - Madison, School of Education, Department of Counseling Psychology.
- 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.
- Smokowski, P.R., Robertson, C.I.B., Cotter, K.L., Guo, S., & Bacallao, M. (2014, January). Differential effects of episodic and chronic bullying: How victimization affects school experiences, social support, and mental health. Society for Social Work Research: San Antonio, TX.
- Cotter, K.L., Smokowski, P.R., Robertson, C.I.B., & Guo, S., (2014, January). Contextual predictors of school danger for rural youth: Baseline results from the rural adaptation project. Society for Social Work Research: San Antonio, TX.
- Robertson, C.I.B., Smokowski, P.R., Cotter, K.L., Guo, S., & Bacallao, M. (2014, January). Giving a voice to victims of middle school bullying: A qualitative study. Society for Social Work Research: San Antonio, TX.
- Bacallao, M. (2012, April). Entering the Diamond of Opposites to integrate wholeness. American Society of Group Psychotherapy and Psychodrama Conference: Tampa, Florida.
- Bacallao, M. (2001-2011). Provided workshops on Latino Mental Health and Acculturation issues at Area Health Education Centers continuing education programs across the state of North Carolina.
- Bacallao, M. (1999-2011). Invited guest lectures on culturally competent social work practice, University of North Carolina at Chapel Hill, School of Social Work. Spoke to social work classes titled: Family Centered Social Work Practice, Family Stress, Individual and Family Development, Group Work.
- Bacallao, M. (1999-2011). Invited guest lectures on psychodrama techniques and philosophy, University of North Carolina at Chapel Hill, School of Social Work. Spoke to social work classes entitled: Group Work, and Social Work Practice with Children and Adolescents.
- 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.
- Bacallao, M. & Smokowski, P.R. (2010, March). *Becoming bicultural: Working with Latino adolescents and their families to promote cultural adaptation, mental health, and educational success*. Invited workshop at the Oregon Department of Youth Services, Eugene, Oregon.
- Bacallao, M. & Smokowski, P.R. (2010, March). *Entre Dos Mundos: A bicultural skills program for Latino immigrant families*. Invited workshop at the Center for Family Development. Eugene, Oregon.
- Bacallao, M. & Smokowski, P.R. (2009, June). *Becoming bicultural: Working with Latino families*. Central Area Health Education Center, Henderson, NC.
- Smokowski, P.R., Buchanan, R., & Bacallao, M. (2009, April). *Acculturation and adjustment in Latino adolescents: How risk factors and cultural assets influence mental health*. Presented at the Society for Research on Child Development Conference, Denver, CO.
- Smokowski, P.R., Buchanan, R., & Bacallao, M. (2009, April). *Pathways to the development of aggression in Latino adolescents: Ecological mediators of acculturation stress*. Presented at the Society for Research on Child Development Conference, Denver, CO.
- Smokowski, P.R., Rose, R., & Bacallao, M. (2009, January). *Acculturation and aggression in Latino adolescents: Modeling longitudinal trajectories from the Latino Acculturation and Health Project*. Presented at the 13th Annual Meeting of the Society for Social Work and Research, New Orleans, LA.

## Professional Publications

### *Books/Book Chapters*

- Bacallao, M. (2014). *Navigating the web of worries: Using psychodrama techniques to help Latino immigrant families manage acculturation stress*. Nova Science Publishers, Inc.: Hauppauge, NY.
- Bacallao, M., Smokowski, P.R., & Cotter, K.L. (2012). *Bullying and harassment prevention (including cyberbullying)*. In D.C. Wiley & A.C. Cory (Eds.), *Encyclopedia of school health*. Thousand Oaks, CA: Sage Publications.
- Smokowski, P.R., & Bacallao, M. (2010). *The relationship between acculturation and violence in minority adolescents*. In T.M. Johnson (Ed.) *Acculturation: Implications for individuals, families and societies*. Nova Science Publishers Inc: Hauppauge, NY.
- Bacallao, M., & Smokowski, P.R. (2010). *Worlds apart: Bicultural identity development in Latino adolescents*. In T.M. Johnson (Ed.) *Acculturation: Implications for individuals, families and societies*. Nova Science Publishers Inc: Hauppauge, NY.
- Smokowski, P.R., & Bacallao, M. (2010). *Acculturation*. In R. Levesque (Ed.) *Encyclopedia of adolescence*. Springer: New York, NY.

Smokowski, P.R., & Bacallao, M. (2010). Assimilation. In R. Levesque (Ed.) *Encyclopedia of adolescence*. Springer: New York, NY.

Smokowski, P.R., Buchanan, R., & Bacallao, M. (2010). Personal and interpersonal mediators linking acculturation stress to aggressive behavior in Latino adolescents. In N. A. Ramsay & C. Morrison (Eds.). *Youth violence and juvenile justice: Causes, intervention and treatment programs*. Nova Science Publishers Inc: Hauppauge, NY.

Bacallao, M., & Smokowski, P.R. (2010). Sociometric status and bullying in school: Peer relationships, power, and victimization. In N. A. Ramsay & C. Morrison (Eds.). *Youth violence and juvenile justice: Causes, intervention and treatment programs*. Nova Science Publishers Inc: Hauppauge, NY.

Bacallao, M., & Smokowski, P.R. (2010). Entre Dos Mundos/Between Two Worlds: Youth violence prevention for acculturating Latino adolescents. In N. A. Ramsay & C. Morrison (Eds.). *Youth violence and juvenile justice: Causes, intervention and treatment programs*. Nova Science Publishers Inc: Hauppauge, NY.

Bacallao, M., & Smokowski, P.R. (2009). Assimilation and social anxiety in undocumented Mexican immigrant families. In T. Robinson (Ed.) *Social anxiety: Symptoms, causes, and techniques* (pp. 1-28). Nova Science Publishers Inc: Hauppauge, NY.

#### Articles

Morrell-Samuels, S., Bacallao, M., Brown, S., Bower, M., & Zimmerman, M. (In Press). Community engagement in youth violence prevention: Crafting methods to context. *Journal of Primary Prevention*.

Kingston, B., Bacallao, M., Smokowski, P.R., Sullivan, T. & Sutherland, K. (In Press). Constructing "Packages" of Evidence-based Programs to Prevent Youth Violence: Processes and Illustrative Examples from the CDC's Youth Violence Prevention Centers. *Journal of Primary Prevention*.

Bacallao, M. & Smokowski, P.R. (In Press). Bicultural skills training for acculturating Latino families: Evidence-base for the Entre Dos Mundos/Between Two Worlds prevention program *International Journal of Hispanic Psychology*.

Smokowski, P.R. Bacallao, M., & Buchanan, R. (In Press). Mediation pathways from acculturation stressors to adolescent internalizing problems: An ecological structural model for Latino youth. *Journal of Community Psychology*.

Smokowski, P.R. Bacallao, M., & Buchanan, R. (In Press). Mediation pathways from acculturation stressors to adolescent internalizing problems: An ecological structural model for Latino youth. *Journal of Community Psychology*.

Smokowski, P.R., Rose, R., Evans, C.I.B., Cotter, K.L., Bower, M. & Bacallao, M. (In Press). Familial Influences on Internalizing Symptomatology in Latino Adolescents: A Social Learning Analysis of Parent Mental Health and Acculturation Dynamics. *Development and Psychopathology*.

- Smokowski, P.R., Buchanan, R., & Bacallao, M. (In Press). Acculturation stress and aggressive behavior in Latino adolescents: Examining mediation pathways in the Latino Acculturation and Health Project. *International Journal of Child Health and Human Development*.
- Bacallao, M. & Smokowski, P.R. (In Press). The importance of sociometric status and peer relationships for assessing and intervening in bullying and victimization. *International Journal of Child Health and Human Development*.
- Cotter, K.L., Bacallao, M., Smokowski, P.R., & Robertson, C. (2013). Implementation science for parenting interventions: How delivery format impacts the Parenting Wisely program. *Research on Social Work Practice, 23*(6), 239-250. DOI 10.1177/ 1049731513490811
- Bacallao, M. & Smokowski, P.R. (2013). Obstacles to getting ahead: How assimilation mechanisms impact Mexican immigrant families. *Social Work in Public Health, 28*, 1-20. DOI: 10.1080/19371910903269687.
- Smokowski, P.R., Bacallao, M., & Rose, R. (2010). Influence of risk factors and cultural assets on Latino adolescents' trajectories of self-esteem and internalizing symptoms. *Child Psychiatry and Human Development, 41*(2), 133-158.
- Smokowski, P.R., Rose, R., & Bacallao, M.L. (2009). Acculturation and Aggression in Latino Adolescents: Modeling Longitudinal Trajectories from the Latino Acculturation and Health Project. *Child Psychiatry and Human Development*. Online First, available: <http://www.springerlink.com.libproxy.lib.unc.edu/content/105587>
- Smokowski, P.R. David-Ferdon, C., & Bacallao, M. (2009). Acculturation and adolescent health: Moving the field forward. *Journal of Primary Prevention*. Online First, available: <http://www.springerlink.com.libproxy.lib.unc.edu/content/105378>
- Bacallao, M., & Smokowski, P.R. (2009). Entre Dos Mundos /Between Two Worlds: Bicultural development in context. *Journal of Primary Prevention*. Online First, available: <http://www.springerlink.com.libproxy.lib.unc.edu/content/105378>
- Smokowski, P.R. & Buchanan, R.L., & Bacallao, M. (2009). Acculturation and adjustment in Latino Adolescents: How cultural risk factors and assets influence multiple domains of adolescent mental health. *Journal of Primary Prevention*. Online First, available: <http://www.springerlink.com.libproxy.lib.unc.edu/content/105378>
- Smokowski, P.R., & Bacallao, M. (2009). Entre Dos Mundos/Between Two Worlds youth violence prevention for acculturating Latino families: A randomized trial comparing psychodramatic and support group delivery formats one-year after program participation. *Small Group Research, 40*(1), 3-27.



## **David Becerra**

**PhD**, Arizona State University.

Major: Social Work. Specialization: Social Policy. Dissertation: *Differences in Perceptions to Barriers in Education Among Latinos in the U.S.*  
July, 2008

**MSW**, Arizona State University.

Major: Social Work. Advanced Generalist. Applied Project: *Lost in Paradise: A Needs Assessment for an Hispanic Community in the Paradise Valley School District.*  
May 2004

**BA**, Arizona State University.

Major: Education. Specialization: Secondary Education: History.  
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

San Diego, California  
February 1999 – June 2000

#### **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

**Consultant** (2008 – 2011): Colorado Asset Building Coalition

**Advisory Council Member** (2009 – 2011): Prevention, Empowerment, and Resiliency Collaborative (PERC)

#### **PROFESSIONAL PRESENTATIONS**

**Becerra, D.**, Wagaman, M.A., Quijano, L., Castillo, J., & Valle, L. (January, 2014). *The impact of anti-immigration policies on migrant dairy workers*. Paper presented at the Using Research to Promote Social Change among Latino Communities Symposium. 18<sup>th</sup> Annual Conference of the Society for Social Work and Research, San Antonio, Texas.

Androff, D.K., **Becerra, D.**, Booth, J., & Ayón, C. (January, 2014). *Restrictive state immigration policies and immigrant population shifts: Using geospatial mapping techniques to inform policy and practice*. Paper presented at 18<sup>th</sup> Annual Conference of the Society for Social Work and Research, San Antonio, Texas.

Messing, J.T., **Becerra, D.**, & Androff, D.K. (January, 2014). *Latinas & law enforcement: The impact of fear of deportation on confidence in law enforcement and willingness to report violent crimes*. Paper presented at the Using Research to Promote Social Change among Latino Communities Symposium. 18<sup>th</sup> Annual Conference of the Society for Social Work and Research, San Antonio, Texas.

**Becerra, D.**, Androff, D., Ayón, C., & Castillo, J. (October, 2013). *Fear vs. facts: The economic impact of undocumented immigrants in the U.S.* Poster presented at the 59<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, Dallas, Texas.

**Becerra, D.**, Androff, D.K., Messing, J.T., Castillo, J.T., & Cimino, A. (January, 2013). *Fear of deportation and perceptions of law enforcement among Latinos in the United States*. Paper presented at The Impact of Immigration Policies within Latino Communities Symposium. 17<sup>th</sup> Annual Conference for the Society for Social Work and Research, San Diego, California.

**Becerra, D.** (April, 2012). *Preventing adolescent substance use in Mexico through Mantente REAL (keepin' it REAL)*. Paper presented at the 10<sup>th</sup> Annual SIRC Conference, Phoenix, Arizona.

**Becerra, D.**, Androff, D.K., Messing, J., Castillo, J., & Cimino, A. (January, 2012). *Health care for Latinos in the United States: Perceptions of quality, discrimination, and access*. Paper presented

at the Promoting Social Justice for Latinos in an Anti-Immigrant Climate Symposium. 16<sup>th</sup> Annual Conference of the Society for Social Work and Research, Washington, D.C.

Gurrola, M. & **Becerra, D.** (January, 2012). *The relationship between socioeconomic status and perceived discrimination on mental health issues in Latino children.* Paper presented at the 16<sup>th</sup> Annual Conference of the Society for Social Work and Research, Washington, D.C.

**Becerra, D.** (January, 2011). *Examining the relationship of gender and pre-migration acculturation on drug offers among adolescents in Mexico.* Poster presented at the 15<sup>th</sup> Annual Conference of the Society for Social Work and Research, Tampa Bay, Florida.

**Becerra, D.,** Androff, D., Cimino, A., & Wagaman, M.A. (January 2011). *Perceived discrimination and the impact of U.S. immigration policies on Latinos in the U.S.* Paper presented at the Consequences of Immigration Status on Latinos: Implications for Policy, Practice, and Research Symposium. 15<sup>th</sup> Annual Conference for the Society for Social Work and Research, Tampa Bay, Florida.

Castillo, J. & **Becerra, D.** (January, 2011). *Social work students' perceptions of poverty and social welfare programs in the United States.* Paper presented at the 15<sup>th</sup> Annual Conference of the Society for Social Work and Research, Tampa Bay, Florida.

Castillo J. & **Becerra, D.** (January, 2011). *The role of government in addressing social issues: Perceptions of social work students.* Poster presented at the 15<sup>th</sup> Annual Conference of the Society for Social Work and Research, Tampa Bay, Florida.

**Becerra, D.,** Gurrola, M., & Castillo, J. (November, 2010). *Perceived discrimination and fear of deportation among Latino Immigrants in the U.S.* Poster presented at the 138<sup>th</sup> Annual American Public Health Association (APHA) Conference, Denver, Colorado.

**Becerra, D.** & Castillo, J. (July, 2010). *The impact of U.S. immigration policies on Latinos in the U.S.* Paper presented at the 3<sup>rd</sup> Annual National Research Conference on Child and Family Programs and Policy, Bridgewater, Massachusetts.

**Becerra, D.** & Castillo J. (July, 2010). *Academic achievement and migration intentions among adolescents in Mexico.* Paper presented at the 3<sup>rd</sup> Annual National Research Conference on Child and Family Programs and Policy, Bridgewater, Massachusetts.

**Becerra, D.** (January, 2010). *The relationship between pre-migration acculturation and substance use among adolescents in Mexico.* Paper presented at the 14<sup>th</sup> Annual Conference of the Society for Social Work and Research, San Francisco, California.

Yabiku, S.T., Marsiglia, F.F., Kulis, S., Parsai, M.B., **Becerra, D.,** & del Colle, M. (August, 2009). *Parental monitoring and changes in substance use among Latino/a and non-Latino/a pre-adolescents in the Southwest.* Paper presented at the 104<sup>th</sup> Annual Meeting of the American Sociological Association (ASA), San Francisco, California.

Marsiglia, F.F. Kulis, S., Hoffman, S.G., Calderon, C., **Becerra, D.,** & Alvarez, D. (June, 2009). *Exploring migration intentions and illicit drug use, offers, and exposure, among youth in*

*central Mexico*. Poster presented at the 2009 National Institute on Drug Abuse (NIDA) Forum, Reno, Nevada.

Marsiglia, F.F. Kulis, S., Hoffman, S.G., Calderon, C., **Becerra, D.**, & Alvarez, D. (May, 2009). *Alcohol use among youth in central Mexico*. Poster presented at the 17<sup>th</sup> Annual Society for Prevention Research, Washington D.C.

Marsiglia, F.F. Kulis, S., Hoffman, S.G., Calderon, C., **Becerra, D.**, & Alvarez, D. (March, 2009). *Exploring migration intentions and illicit drug use, offers, and exposure, among youth in central Mexico*. Poster presented at the 7<sup>th</sup> Annual SIRC Research Conference, Phoenix, Arizona.

**Becerra, D.** (January, 2009). *Differences in perceptions of barriers in higher education among Latinos in the U.S.* Paper presented at the 13<sup>th</sup> Annual Conference of the Society for Social Work and Research, New Orleans, Louisiana.

**Becerra, D.** (January, 2009). *Perceptions of barriers to K-12 academic achievement among Latinos in the U.S.* Poster presented at the 13<sup>th</sup> Annual Conference of the Society for Social Work and Research, New Orleans, Louisiana.

Marsiglia, F.F., Kulis, S., Yabiku, S.T., Nieri, T., Parsai, M., & **Becerra, D.** (January, 2009) *Linguistic acculturation and the initiation of substance use among Mexican-heritage children from 5<sup>th</sup> to 7<sup>th</sup> grade*. Paper presented at the Acculturation and Health Behavior Among Latino Adolescents: Advances in Statistical Modeling of Mediation Processes and Longitudinal Trajectories Symposium at the 13<sup>th</sup> Annual Conference of the Society for Social Work and Research, New Orleans, Louisiana.

## PROFESSIONAL PUBLICATIONS

**Becerra, D.**, Androff, D., Messing, J.T., Castillo, J., & Cimino, A. (in press). Linguistic acculturation and perceptions of quality, access, & discrimination in health care among Latinos in the U.S. *Social Work in Health Care*.

Castillo, J., Asante, S., **Becerra, D.**, Dwumah, P., & Asamanin, Barnie, J. (in press). The Role of the Government in Addressing Social Issues in Ghana: The Perceptions of Ghanaian Undergraduate Social Work Students. *Journal of Social Work*.

**Becerra, D.** Quijano, L.M., \*Wagaman, M.A., \*Cimino, A.M., & \*Blanchard, K.N. (in press). How U.S. immigration policies impact older Latinos. *Journal of Poverty*.

Castillo, J., Tian, T., **Becerra, D.**, & Anish, K.R. (in press). The perceptions of poverty and social welfare policies among undergraduate and graduate social work students in India. *Indian Journal of Social Work*.

**Becerra, D.**, Castillo, J., Ayón, C. & \*Blanchard, K.N. (2014). The moderating role of parental monitoring on the influence of peer pro-drug norms on alcohol and cigarette use among adolescents in Mexico. *Journal of Child and Adolescent Substance Abuse*, 23, 297-306.

- Castillo, J.T., **Becerra, D.**, Kwangyeop, L., & Anish, K.R. (2014). The role of government in addressing social issues in India: Perceptions of Indian undergraduate and graduate social work students. *Social Work Education, 33*(1), 31-48.
- Ayón, C. & **Becerra, D.** (2013). Mexican immigrant families under siege: The impact of anti-immigrant policies, discrimination, and the economic crisis. *Advances in Social Work, 14*(1), 206-228.
- Castillo, J.T., Assante, S., Swumah, P., Asamanin Barnie, J., & **Becerra, D.** (2013). Ghanaian BSW students' perceptions of poverty and social welfare policies in Ghana. *Advances in Social Work, 14*(2), 477-500.
- Becerra, D.**, Androff, D.K., \*Cimino, A., \*Wagaman, M.A., & \*Blanchard, K.N. (2013). The impact of perceived discrimination and U.S. immigration policies upon perceptions quality of life among Latinos in the United States. *Race & Social Problems, 5*(1), 65-78.
- Becerra, D.** (2012). Perceptions of educational barriers impacting the academic achievement of Latino K-12 students. *Children & Schools, 43*(3), 167-177.
- Becerra, D.**, Androff, D., Ayón, C., & Castillo, J. (2012). Fear vs. facts: The economic impact of undocumented immigrants in the U.S. *Journal of Sociology & Social Welfare, 39*(4), 111-134.
- Becerra, D.** (2012). The impact of anti-immigration policies and discrimination in the U.S. on migration intentions among Mexican adolescents. *International Migration, 50*(4), 20-32.
- Castillo, J. & **Becerra, D.** (2012). The perception of poverty and social welfare policies among undergraduate and graduate social work students in the United States. *Journal of Human Behavior in the Social Environment, 22*(4), 375-391.
- Ayón, C., Krysik, J., Gerdes, K., Segal, E., Androff, D., **Becerra, D.**, Gurrola, M., & Moya-Salas, L. (2011). Latino children's mental health and the public child welfare system: A look at the role of generation and origin. *Child & Family Social Work, 16*, 369-379.
- Marsiglia, F.F., Kulis, S., Hoffman, S., Calderón-Tena, C.O., **Becerra, D.**, & Alvarez, D. (2011). Migration intentions and illicit substance use among youth in central Mexico. *Substance Use & Misuse, 46*, 1619-1627.
- Becerra, D.** & Castillo, J. (2011). Culturally protective parenting practices against substance use among adolescents in Mexico. *Journal of Substance Use, 16*(2), 136-149.
- Marsiglia, F.F., Yabiku, S.T., Kulis, S., Nieri, T., Parsai, M., & **Becerra, D.** (2011). The influence of linguistic acculturation and gender on the initiation of substance use among Mexican heritage preadolescents in the borderlands. *Journal of Early Adolescence, 31*(2), 271-299.

- Androff, D., Ayón, D., **Becerra, D.**, Gurrola, M., Moya-Salas, L., Krysik, J., Gerdes, K., & Segal, E. (2011). U.S. immigration policy and immigrant children's well-being: The impact of policy shifts. *Journal of Sociology & Social Welfare*, 38(1), 77-98.
- Yabiku, S.T., Marsiglia, F.F., Kulis, S., Parsai, M.B., **Becerra, D.**, & del Colle, M. (2010). Parental monitoring and changes in substance use among Latino/a and Non-Latino/a pre-adolescents in the Southwest. *Substance Use & Misuse*, 45(14), 2524-2550.
- Becerra, D.** (2010). Differences in perceptions of barriers to college enrollment and the completion of a degree among Latinos in the U.S. *Journal of Hispanic Higher Education*, 9(2), 187-201.
- Becerra, D.**, Gurrola, M., Ayón, C., Androff, D., Krysik, J., Gerdes, K.,... Segal, E. (2010). Poverty and other factors affecting migration intentions among adolescents in Mexico. *Journal of Poverty*, 14(1), 1-16.
- Marsiglia, F.F., Kulis, S., FitzHarris, B., & **Becerra, D.** (2010). Acculturation gaps and problem behaviors among U.S. Southwestern Mexican youth. *Social Work Forum: Special Issue on Social Work Practice with Latino Children and Families*, 43, 6-26.
- Marsiglia, F.F., Kulis, S., Hussaini, S.K., Nieri, T.A., & **Becerra D.** (2010). Gender differences in the effect of linguistic acculturation on substance use among Mexican-origin youth in the Southwest U.S. *Journal of Ethnicity in Substance Abuse*, 9(1), 40-63.
- Marsiglia, F. F., Kulis, S., Martínez Rodríguez, G., **Becerra, D.** & Castillo, J. (2009). Cultural specific youth substance abuse resistance skills: Applicability and generalizability on both sides of the US-Mexico border. *Research on Social Work Practice*, 19(2) 152-164.

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
- 2004-2007 **Teaching Associate**, University of Washington School of Social Work, Seattle, Washington
- 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

Gerontological Society of America	Council on Social Work Education
Society for Social Work Research	National Association of Social Workers
Arizona Geriatrics Society	Assoc. for Gerontology Education in Social Work
American Society on Aging	American Medical Directors Association

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**

02/26/14 Invited presentation for Extendicare Canada's National Meeting on Strengthening Psychosocial Care and the Social Work Role in Long Term Care: *Best practices in psychosocial care: Managing resident-to-resident aggression*; Toronto, Ontario.

02/07/14 Presentation for the National Association of Social Workers, Arizona Chapter: *Latino perspectives on living with diabetes: Implications for social work practice*. With Dr. Luis Zayas; Mesa, Arizona

04/12/13 Presentation for the National Association of Social Workers, Arizona Chapter *Navigating ethical tensions in elder abuse situations*.

12/19/12 Webinar for Nursing Home Social Workers *Behavioral Care Planning for Psychotropic medications*; hosted by University of Iowa School of Social Work.

09/19/12 Presentation at the 1st Annual Behavioral Health Symposium *Aggressive behavior and bullying: How to handle it*. Archie Hendriks, Sr. Skilled Nursing Facility, Sells, Arizona.

12/21/11 Webinar for the American Association of Service Coordinators; *Understanding bullying among older adults: Knowledge for intervention*

09/21/11 Webinar for Iowa Association of Housing Services for the Aging; *Motivational Interviewing*



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  
Nov 2012 Honorable Mention (2nd place), Rose DoBrof Award for influential peer-reviewed journal article: Multi-level factors related to deficiencies in psychosocial care in skilled nursing facilities. *Journal of Gerontological Social Work, 54*, 203-223.  
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. (February, 2014). *Best practices in psychosocial care: Managing resident-to-resident aggression*. Invited presentation at Ontario Long Term Care Association's Long Term Care Applied Research Day, Toronto, Ontario.

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

Bonifas, R. P. (August, 2013). *"Mean old girls and guys": Understanding and addressing bullying behaviors in late-life*. Invited presentation at the National Service Coordinator Conference, Indianapolis, Indiana.

Bonifas, R. P. (May, 2013). *"Mean old girls and guys": Understanding and addressing bullying behaviors in late-life*. Presentation at the Southwest Service Coordinator Symposium, Las Vegas, Nevada.

Bonifas, R. P. (April, 2013). *Recognizing and curtailing relationship bullying among older adults*. Presentation at the 6<sup>th</sup> Annual Spring Geriatric Mental Health and Aging Conference, Phoenix and Tucson, Arizona.

Bonifas, R. P., & Kramer, C.\* (March, 2013). *Insights for understanding bullying in late-life*. Presentation for the Social, Health, and Alzheimer's Committee of the Governor's Advisory Council on Aging, Phoenix, Arizona.

Bonifas, R. P. (October, 2012). *Insights for understanding and preventing senior bullying*. Presentation at the 38<sup>th</sup> Annual Fall Aging Conference of the Minneapolis Area Senior Workers Association, Minneapolis, Minnesota.

Bonifas, R. P. (May, 2012). *Senior bullying and other challenging social relationships in assisted living: Residents' perspectives on incidence, impact, and intervention*. Presentation at the Arizona Assisted Living Federation Association 15th Anniversary Conference and Expo, Scottsdale, Arizona.

Bonifas, R. P. (October, 2011). *The importance of good relationships*. Presentation at Community Stakeholders' Conference, Phoenix, Arizona.

Bonifas, R. P., Anderson, K., & Morrow-Howell, N. (November, 2010). *Transitioning from doctoral student to faculty member*. Panel presentation for John A. Hartford Geriatric Social Work Doctoral Fellows Cohort IX at the 63<sup>rd</sup> Annual Scientific Meeting of the Gerontological Society of American, New Orleans, Louisiana.

Bonifas, R. P. (January, 2009). "Nursing home work environment characteristics: Associated outcomes in psychosocial care." An example of the use of OSCAR data in research. Preconference intensive session in S. Zimmerman, M. Bern-Klug, D. Downs, & R. Bonifas *Building capacity and linkages for long-term care research* at the 13<sup>th</sup> Annual Conference of the Society for Social Work Research, New Orleans, Louisiana.

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

- Bonifas, R. P. (2014). *Mean old girls and guys: Recognizing and curtailing bullying and relational aggression in late life*. Poster presentation at the American Society on Aging Conference, San Diego, California.
- Capsi, E., & Bonifas, R. P. (March, 2014). *Preventing aggression between residents in long-term care: Research findings and a new care planning guidebook*. Workshop presentation at the American Society on Aging Conference, San Diego, California.
- Benson, J., Bonifas, R. P., & Frankel, M. (March, 2014). [TITLE] Roundtable presentation at the American Society on Aging Conference, San Diego, California
- Bonifas, R. P. (January, 2014). *Relational aggression in assisted living facilities: Insights into an under-recognized phenomenon*. Paper presentation at the 18<sup>th</sup> Annual Conference of the Society for Social Work Research, San Antonio, Texas.
- Hodge, D., Bonifas, R. P., & Sun, F. (January, 2014). *Older hospitalized African Americans: A model for addressing spiritual needs*. Poster presentation at the 18<sup>th</sup> Annual Conference of the Society for Social Work Research, San Antonio, Texas.
- Bonifas, R. P., & Kennedy, T. (November, 2013). *Supporting optimal aging through geriatric interprofessional education and practice*. Poster presentation at the 66<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America, New Orleans, Louisiana.
- Simons, K., & Bonifas, R. P. (November, 2013). *Aging and place in long-term care settings: Influences on social relationships*. Poster presentation at the 66<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America, New Orleans, Louisiana.
- Bonifas, R. P., & Napoli, M. (November, 2013). *Mindfully increasing quality of life: A promising curriculum for MSW students*. Paper presentation at the 59<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, Dallas, Texas.
- Bonifas, R. P., & Hector, P. (March, 2013). *Senior bullying in assisted living: Insights into an underrecognized phenomenon*. Poster presentation at the American Medical Directors' Long-term Care Medicine Conference, Washington D. C.
- Bonifas, R. P., & Hector, P. (March, 2013). *Organizational climate matters: Preventing resident- to-resident aggression in nursing homes*. Poster presentation at the American Medical Directors' Long-term Care Medicine Conference, Washington D.C.
- Bonifas, R. P. (November, 2012). *Interprofessional and uniprofessional approaches to prepare students for interprofessional collaboration in gerontology*. Paper presentation at the 58<sup>th</sup> Annual Program Meeting of the Council of Social Work Education, Washington D. C.
- Kramer, C.\*, James, M.\*, & Bonifas, R. P. (November, 2012). *Senior bullying in assisted living: Residents' perspectives*. Poster presentation at the Arizona Geriatrics Society Fall Symposium, Phoenix, Arizona.
- Bonifas, R. P., & Frankel, M. (March, 2012). *Is it bullying? Strategies for assessing and intervening with older adults*. Workshop presentation at the Aging in America Conference of the American Society on Aging, Washington, D. C.
- Bonifas, R. P. (January, 2012). *Preparation for interprofessional practice: A brief curriculum model for interprofessional education*. Symposium paper presentation at the 16<sup>th</sup> Annual Conference of

- the Society for Social Work Research, Washington, D.C.
- Bonifas, R. P., & Kramer, C.\* (November, 2011). *Senior bullying in assisted living: Residents' perspectives*. Poster presentation at the 64<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America, Boston, Massachusetts.
- Bonifas, R. P., Gray, A. K.\*, Johnston, C., Lundy, M., Morris, B., & Schneider, P. (November, 2011). *Preparation for interprofessional practice: A brief curriculum model for interprofessional education*. Paper presentation at the 3<sup>rd</sup> Annual Collaborating Across Borders Conference, Tucson, Arizona.
- Napoli, M., & Bonifas, R. P. (October, 2011). *From theory toward empathic self care: Creating a mindful social work classroom*. Workshop presentation at the 57<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, Atlanta, Georgia.
- Bonifas, R. P., Simons, K., & Gammonley, D. (January, 2011). *Commitment of licensed social workers to aging practice*. Paper presentation at the 15<sup>th</sup> Annual Conference of the Society for Social Work Research, Tampa, Florida.
- Bonifas, R. P., Simons, K., & Gammonley, D. (November, 2010). *Workforce comparisons: Licensed social workers in nursing homes and other gerontological settings*. Symposium paper presentation at the 63<sup>rd</sup> Annual Scientific Meeting of the Gerontological Society of America, New Orleans, Louisiana.
- Bailey, K.\*, Bonifas, R. P., & Hector, P. (November, 2010). *Skilled nursing facility administrators' values and perceptions of social work services in Arizona*. Symposium paper presentation at the 63<sup>rd</sup> Annual Scientific Meeting of the Gerontological Society of America, New Orleans, Louisiana.
- Bonifas, R. P., & Kennedy, T. (June, 2010). *Meeting the challenges of changing demographics in social work education in health and mental health: Enhancing MSW students' competencies in gerontology*. Paper presentation at the 6<sup>th</sup> International Conference on Social Work in Health and Mental Health, Dublin, Ireland.
- Bonifas, R. P., & Kennedy, T. (January, 2010). *Advancing competency-based gerontological social work education: Expanding the world of possibilities for social work practitioners*. Paper presentation at the 14<sup>th</sup> Annual Conference of the Society for Social Work Research, San Francisco, California.
- 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 62<sup>nd</sup> Annual Scientific Meeting of the Gerontological Society of America, Atlanta, Georgia.
- Bonifas, R. P., & Kennedy, T. (November, 2009). *Creative approaches to aging curricular infusion: Building student gerontological competencies*. Paper presentation at the 62<sup>nd</sup> 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 62<sup>nd</sup> Annual Scientific Meeting of the Gerontological Society of America, Atlanta, Georgia.
- Kennedy, T., & Bonifas, R. P. (November, 2009). *Preparing geriatric health professionals for the future: The use of case studies in linking the importance of gerontology and student careers in aging*. Poster presentation at the Arizona Geriatrics Society Fall Symposium, Phoenix, Arizona.
- Bonifas, R. P., & Kennedy, T. (November, 2009). *Change through curricular infusion: Bridging aging demographics and professional preparation for practice*. Paper presentation at the 55<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, San Antonio, Texas.
- Bonifas, R. P., & Kennedy, T. (November, 2009). *Bridging aging and curriculum development: Gerontological social worker as curricular change agent*. Workshop presentation at the 55<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, San Antonio, Texas.
- Bonifas, R. P. & Bailey, K.\* (January, 2009). *Factors related to psychosocial outcomes in skilled nursing*

*facilities*. Poster presentation at the 13<sup>th</sup> Annual Conference of the Society for Social Work Research, New Orleans, Louisiana.

#### **FORTHCOMING PEER-REVIEWED PRESENTATIONS**

- Nelson, E., Babcock, E., Bonifas, R. P., Coplan, B., Hartmark-Hill, J., Lundy, M., Saylas, J., & Shepard, C. (October, 2104). *Cultural sensitivity, communication and the interprofessional healthcare team: An inter-institutional collaboration*. Poster presentation at the 44<sup>th</sup> Anniversary Meeting of the Association for the Behavioral Sciences and Medical Education, Newport Beach, California.
- Bonifas, R. P. (October, 2014). *Examining the factor structure of the Hartford Geriatric Social Work Competency Scale-II*. Paper presentation at the 60<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, Tampa, Florida.
- Bonifas, R. P., & Kennedy, T. (October, 2014). *Advancing social work education through interprofessional education and practice (IPEP)*. Paper presentation at the 60<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, Tampa, Florida.
- Bonifas, R. P. (November, 2014). *Resident-to-resident aggression in nursing homes: Social work involvement and collaboration with nursing colleagues*. Symposium presentation at the 67<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America, Washington, D. C.
- 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
- Zayas, L. E., Bonifas, R. P., Wisniewski, A. M., & McKnight, L.\* (November, 2014). *Experiences managing T2 diabetes shortly after diagnosis among adults of Mexican ethnicity in the U.S. southwest border*. Paper presentation at the 142<sup>nd</sup> Annual Meeting of the American Public Health Association, New Orleans, Louisiana.

#### 9. Journal publications for last 5 years

#### **PEER-REVIEWED PUBLICATIONS** \*Indicates student collaborators

- Berceli, D., Salmon, M., **Bonifas, R. P.**, & Ndefo, N. (In press). Effects of self-induced unclassified therapeutic tremors on quality of life among non-professional caregivers: A pilot study. *Global Advances in Health and Medicine*.
- Bonifas, R. P.** (In press). Social work roles in addressing resident-to-resident aggression in nursing homes: The importance of interprofessional collaboration. *Health and Social Work*. (Impact factor 1.538)
- Bonifas, R. P.**, Simons, K., Biel, B., & Kramer, C.\* (In press). Aging and place in long-term care settings: Influences on social relationships. *Journal of Aging and Health*. (Impact factor 1.847)
- Bonifas, R. P.**, & Simons, K. (2014). An examination of the factor structure of the Hartford Geriatric Social Work Competency Scale II assessment and intervention subscales. *Educational Gerontology*, 40(9), 700-712. DOI: 10.1080/03601277.2013.875378 (h-index 41)
- Hodge, D. R., **Bonifas, R. P.**, Sun, F., & Wolosin, R. J. (2014). Developing a model to address African Americans' spiritual needs during hospitalization. *Clinical Gerontologist*. DOI: 10.1080/07317115.2014.907593 (h-index 15)
- Bonifas, R. P.**, & Mehrotra, G. (2014). Faculty reflections on the Institute for Aging and Social Work experience. *Educational Gerontology*, 40(4), 301-314. DOI:10.1080/03601277.2014.852940 (Invited manuscript; h-index 41)
- Bonifas, R. P.**, & Napoli, M. (2013). Mindfully increasing quality of life: A promising social work

- curriculum. *Social Work Education: An International Journal*. DOI: 10.1080/02615479.2013.838215. (h-index 29)
- Hodge, D. R., **Bonifas, R. P.**, Wolosin, R. J. (2013). Addressing the spiritual needs of hospitalized Asian Americans: Predictors of satisfaction among a national sample of inpatients. *Families in Society*, 94(4), 284-291. DOI 10.1606/1044-3894.4326 (h-index 50; impact factor 0.467)
- Napoli, M., & **Bonifas, R. P.** (2013). Becoming culturally competent: Mindful engagement with American Indian students and clients. *Journal of Ethnic and Cultural Diversity in Social Work*. 22(3/4), 198-212. (h-index 8)
- Hodge, D. R., Wolosin, R. J., & **Bonifas, R. P.** (2013). Addressing older Latinos' spiritual needs in hospital settings: Identifying predictors of satisfaction. *Advances in Social Work*, 14(1), 65-81. (h-index 3)
- Bonifas, R. P.**, Hedgpeth, J.\* & Kramer, C.\* (2013). Evidence of empowerment in resident council groups: An examination of two leadership models in assisted living. *Journal of Gerontological Social Work*, 56(4), 281-298. (h-index 41)
- Bonifas, R. P.**, & Gray, A. K.\* (2013). Preparing social work students for interdisciplinary practice in geriatric health care: Insights from two approaches. *Educational Gerontology*, 39(7), 476-490. (h-index 41; impact factor 0.554)
- Bonifas, R. P.**, Gammonley, D., & Simons, K. (2012). Gerontological social workers' perceived efficacy for influencing client outcomes. *Journal of Gerontological Social Work*, 55(6), 519-536. (h-index 41)
- Simons, K., Connolly, R., **Bonifas, R.**, Allen, L., Bailey, K.,\* Downes, D., & Galambos, C. (2012). Psychosocial assessment of nursing home residents via MDS 3.0: Recommendations for social service training, staffing, and roles in interdisciplinary care. *Journal of the American Medical Directors' Association*, 13, 190.e9-190e15; doi:10.1016/j.jamda.2011.07.00 (impact factor 4.645)
- Bonifas, R. P.** (2011a). Multi-level factors related to deficiencies in psychosocial care in skilled nursing facilities. *Journal of Gerontological Social Work*, 54, 203-223. (h-index 41)
- Bonifas, R. P.** (2011b). Nursing home social workers and allied professionals: Enhancing geriatric mental health knowledge. *Educational Gerontology*, 37, 1-24. (h-index 41; impact factor 0.554)
- Simons, K., **Bonifas, R. P.**, & Gammonley, D. (2011). Commitment of licensed social workers to aging practice. *Health and Social Work*, 36(3), 183-195. (impact factor 1.538)
- Napoli, M., & **Bonifas, R. P.** (2011). From theory toward empathic self care: Creating a mindful classroom for social work students. *Social Work Education: An International Journal*, 30(6), 635-649. (h-index 29)
- Hodge, D. R., & **Bonifas, R. P.** (2010). Using spiritually modified cognitive behavioral therapy to help clients wrestling with depression: A promising choice for some older adults. *Journal of Religion & Spirituality in Social Work: Social Thought*, 29(3), 185-206. (h-index 15)
- Hodge, D. R., **Bonifas, R. P.**, & Chou, R. (2010). Spirituality and older adults: Ethical guidelines to enhance service provision in social work practice. *Advances in Social Work*, 11(1), 1-16. (h-index 3)
- Bonifas, R. P.**, Fredriksen-Goldsen, K. I., & Bailey, K. A.\* (2009). Recognizing the importance of aging skills and knowledge in social work practice: Effective strategies for MSW students. *Gerontology and Geriatrics Education*, 30(3), 205-225. (h-index 20)
- Simons, K., & **Bonifas, R.P.** (2009). Social work student interest in nursing home employment: A North American study. *Journal of Gerontological Social Work*, 52(3), 294-314. (h-index 14)

## **BOOK CHAPTERS**

- Fredriksen-Goldsen, K. I., & **Bonifas, R. P.** (2013). Long-term care: The global impact on women, pp. 1515-1526. In M. B. Goldman, R. Rroisi, & K. M. Rexrode (Eds.) *Women and health*, 2<sup>nd</sup> edition.

San Diego, CA: Elsevier.

Napoli, M., & Bonifas, R. P. (2012). From theory toward empathic self care: Creating a mindful classroom for social work students. In B. R. Crisp and L. Beddoe (Eds.) *Promoting health and well-being in social work education*. Boston, MA: Routledge.

Bonifas, R. P. (2010). Qualitative research. In J. L. Krysik & J. Finn. *Research for effective social work practice, 2<sup>nd</sup> edition*. Boston, MA: Taylor & Francis.

### **BOOK REVIEWS**

Bonifas, R. P. (2011). Review of "Delivering Home-Based Services: A Social Work Perspective." *Social Service Review, 84*(4), 693-697.

### **PUBLISHED CONFERENCE PROCEEDINGS (ABSTRACTS ONLY)**

Bonifas, R. P., & Hector, P. (2013). Senior bullying in assisted living: Insights into an underrecognized phenomenon. *Journal of the American Medical Directors' Association, 14*(3), B25-26.

Bonifas, R. P., & Hector, P. (2013). Organizational processes matter: Addressing resident-to-resident aggression in nursing homes. *Journal of the American Medical Directors' Association, 14*(3), B24.

Bonifas, R. P., Johnston, C., Lundy, M., Morris, B., & Schneider, P. (2013). Preparation for interprofessional practice: A brief curriculum model for interprofessional education *Journal of Interprofessional Care, 27*(S1), 103.

Bailey, K. A.\*, Hector, P., & Bonifas, R. P. (2010). Skilled nursing facility administrators' values and perceptions of social work services in Arizona. *The Gerontologist, 50*(S1), 9.

Bonifas, R. P., Simons, K., & Gammonley, D. (2010). Workforce comparisons: Licensed social workers in nursing homes and other gerontological settings. *The Gerontologist, 50*(S1), 10.

Bonifas, R. P. (2009). The link between social work role identity and positive outcomes in psychosocial care: Implications for the social culture of skilled nursing facilities. *The Gerontologist, 49*(S2), 256.

Bonifas, R. P., & Kennedy, T. (2009). Creative approaches to aging curricular infusion: Building student gerontological competencies. *The Gerontologist, 49*(S2), 511.

### **COMMUNITY-BASED RESEARCH DISSEMINATION**

Bonifas, R. P. (May 22, 2013). Bullying and aggression among older adults: An introduction to a surprising phenomenon. *The Phoenix Senior Advocate E-Newsletter*.

Bonifas, R. P. (May 28, 2012). *Mean girls at 70: Bullying among residents at assisted living facilities*. University of Buffalo School of Social Work Living Proof Podcast Series #97, available at <http://www.socialwork.buffalo.edu/podcast/>

Bonifas, R. P. & Frankel, M. (May 4, 2012). *Senior bullying, part 6: Strategies for the targets of bullying*. My Better Nursing Home, <http://www.mybetternursinghome.com/senior-bullying-part-6-strategies-for-targets-of-bullying/>

Bonifas, R. P., & Frankel, M. (April 12, 2012), *Senior bullying, part 5: Intervention strategies for bullies*. My Better Nursing Home. <http://www.mybetternursinghome.com/senior-bullying-part-5-intervention-strategies-for-bullies/>

- Bonifas, R. P., & Frankel, M. (March 23, 2012). *Senior bullying, part 4: Potential organizational level interventions to reduce bullying*. My Better Nursing Home, <http://www.mybetternursinghome.com/senior-bullying-part-4-potential-organizational-level-interventions-to-reduce-bullying/>
- Bonifas, R. P., & Frankel, M. (March 06, 2012). *Senior bullying, part 3: What is the impact of bullying?* <http://www.mybetternursinghome.com/senior-bullying-part-3-what-is-the-impact-of-bullying/>
- Bonifas, R. P., & Frankel, M. (February 21, 2012). *Senior bullying, part 2: Who bullies and who gets bullied?* My Better Nursing Home, <http://www.mybetternursinghome.com/senior-bullying-part-2-who-bullies-and-who-gets-bullied/>
- Bonifas, R. P., & Frankel, M. (February 8, 2012). *Senior bullying: What is bullying? Guest post by Robin Bonifas and Marsha Frankel*. My Better Nursing Home, <http://www.mybetternursinghome.com/senior-bullying-guest-post-by-robin-bonifas-phd-msw-and-marsha-frankel-licsw/>
- Arizona State University (2009). *Interview and assessment of ethnic elders: Mexican American elders*. Phoenix, AZ: Arizona State University. The development of this video was made possible through a gero innovations grant from CSWE's Gero-Ed Centers and the John A. Hartford Foundation. Featured at the Gero-Ed Center Film Festival of Masters Advanced Curriculum (MAC) Project Highlights, CSWE Annual Program meeting, San Antonio, Texas, November 2009.

10.

### **Educational Resources Developed**

- Bonifas, R. P. (2009). *Advanced directives and end-of-life decision making: The Five Wishes*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37522.aspx>
- Bonifas, R. P. (2009). *Cultural change in long-term care facilities*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37477.aspx>
- Bonifas, R. P. (2009). *Ethical issues in discharge planning for older adults*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37517.aspx>
- Bonifas, R. P. (2009). *Grief, loss, and bereavement in older adults: Reactions to death, chronic illness, and disability*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37528.aspx>
- Bonifas, R. P. (2009). *Mental health needs of persons residing in skilled nursing facilities*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37488.aspx>
- Bonifas, R. P. (2009). *Polypharmacy in older adults*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37498.aspx>
- Bonifas, R. P. (2009). *Social work interventions for dementia, depression, delirium and other mental health conditions*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37467.aspx>
- Bonifas, R. P. (2009). *The three D's: Depression, dementia, and delirium*. Available at <http://www.cswe.org/CentersInitiatives/CurriculumResources/MAC/GIG/Arizona/37459.aspx>

### **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-present Co-facilitator, Hartford Geriatric Social Work Initiative (HGSWI) Alumni Networking Group: Long-term Supportive Services Network
- 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 emphase 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
- Dec ember1998

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-IINACLC 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. (2014). *When the unthinkable happens: Families facing traumatic grief*. Jewish Family and Children's Services. Scottsdale, Arizona.
  - Cacciatore, J. (2013). *The Body Bears the Burden: The biophysiological effects of trauma and grief*. Four Corners Indian Country Conference. Scottsdale, Arizona.
  - Cacciatore, J. (2013). *When a Baby Dies: The changing landscape of perinatal death*. University of British Columbia/Still Life Canada. Vancouver, B.C.
  - Cacciatore, J. & Thieleman, K. (2012). *Is it Bereavement or Mental Illness: Dilemmas in the DSM5*. Mental Health Tomorrow: Advancing the Paradigm Shift. University of Texas Pan-American. San Padre Island, Texas.
  - Cacciatore, J. (2012). *The Grief Journey: Body, mind, and spirit*. National Parents of Murdered Children Conference. Tempe, Arizona.
  - Cacciatore, J. & Fox, M. (2012). A Parents TEARS: Primary results from the Traumatic Experiences and Resiliency Study. MISS Foundation International Conference, Tempe, Arizona.
  - Cacciatore, J. (2012). *How Learning about Death Teaches about Life*. Northern Arizona University, Associated Students for Women's Issues Annual Conference. Flagstaff, Arizona.
  - Cacciatore, J. (2012). *Mindfulness and Caring during Human Suffering: A critical examination of psychopharmacological interventions for traumatic bereavement*. Empathic Therapy National Conference. Syracuse, New York.
  - Cacciatore, J. (2011). *Mindfully Caring for Suffering Families*. SANDS New Zealand National Conference. Wanganui, New Zealand.
  - Cacciatore, J. (2011). *Of the Soul and Suffering: Loss and legacy*. Massachusetts Institute of Technology's Gathering of the Titans Conference. Boston, Massachusetts.
  - Cacciatore, J. (2010). *ATTEND: The Economy of Patient-centered Clinical Care*. MISS Foundation's International Conference: Experiencing mindful grieving. Tempe, Arizona.
  - Cacciatore, J. (2010). *Suicide and Traumatic Death: Psychosocial Care Following Traumatic Death*. Kara's 27<sup>th</sup> Annual Professional Caregiver's Conference. Palo Alto, California.
  - Cacciatore, J. (2014). Pediatric Grand Rounds, Cook Children's Healthcare System: *Attending to Grief: The gift of full presence*. Fort Worth, Texas.
  - Cacciatore, J. (2014). Hematology/oncology Grand Rounds, Cook Children's Healthcare System: *The Neuroscience of Traumatic Loss*. Fort Worth, Texas.
  - Cacciatore, J. (2012). Obstetric, neonatal, pediatric, and oncology, grand rounds, Cook Children's Healthcare System: *Mindfulness, Psychosocial Care, and Bereaved Parents*. Fort Worth, Texas.
  - Farales, L., Nanson, J., Cacciatore, J. (2014). *Breaking the Silence of Stillbirth: Community-Based Participatory Research Project*. New York, N.Y. North American Primary Care Research Group Annual Meeting.
  - Thieleman, K. & Cacciatore, J. (2014). *Braving Human Suffering: Death education and its relationship to empathy and mindfulness*. American Association of Behavioral and Social Sciences (AABSS) Conference.
  - Cacciatore, J. & Umphrey, L. (2013). *Sex and Death: Intimacy and relationships after the death of a child*. Association for Death Education and Counseling. Los Angeles, California.

- Cacciatore, J. (2012). *Through the Touch of God: Child Death and Sustenance on a Hutterian Colony*. Paper presented at the Society for Cross-Cultural Research. Las Vegas, Nevada.
- Wonch, T. & Cacciatore, J. (2012). *Silent No More: Reproductive justice and recognizing stillbirth*. Paper presented at the Eastern Sociological Society. New York, New York.
- Cacciatore, J. (2011). *The Zen of Death: A mindfulness-based bereavement care model*. Paper presented at the International Society for Ethical Psychiatry and Psychology Annual Conference. Los Angeles, California.
- Umphrey, L., & Cacciatore, J. (2011). *Coping with the ultimate deprivation: Narrative themes in a parental bereavement support group*. Paper presented at the Health Communication Division of the Eastern Communication Association Conference. Washington, D.C.
- Killian, M., Cacciatore, J., & Lacasse, J. (2011). *The Effects of Self-Blame On Anxiety and Depression Among Women Who Have Experienced a Stillbirth*. Paper presented at the Society for Social Work and Research. Tampa, Florida.
- Cacciatore, J. (2010). *Examining Perinatal Death in the 21<sup>st</sup> Century*. Arizona State University New College's New Approaches to Trauma: Bridging Theory and Practice. Phoenix, Arizona.
- Cacciatore, J. (2010). *Transforming Suffering into Human Achievement*. Pan-African Family Strengths International Conference. Kenyatta University, Nairobi, Kenya.
- Hill, T., Shreffler, K., & Cacciatore, J. (2009). *The Effect of Perinatal Loss on Marital Dissolution*. Paper presented at the Society for the Study of Social Problems. San Francisco, California.
- Cacciatore, J. (2014). Medical Bereavement Symposium, Cook Children's Healthcare System: *When Children Die: Individual, familial, and provider effects*. Fort Worth, Texas.
- Cacciatore, J. (2014). Hematology/oncology Retreat, Cook Children's Healthcare System: *When Your Patient Dies: The inevitable pain of provider loss*. Fort Worth, Texas.
- Cacciatore, J. (2014). *On Being a Bereaved Parent*. Los Angeles Chapter of the MISS Foundation.
- Cacciatore, J. (2013). *Crisis Intervention with Grieving Families*. Maricopa County Medical Examiner's Office.
- Cacciatore, J. (2013). *Grief: What is normal, vicarious, complicated, and otherwise*. Flagstaff Medical Center.
- Cacciatore, J. (2013). *The Psychosocial Effects of Perinatal Death*. *Still Life Canada*. Vancouver, B.C.
- Cacciatore, J. (2012). *What Can We Learn from the Hutterites?* MISS Foundation International Conference, The Transformative Nature of Grief. Tempe, Arizona.
- Duncan, C. & Cacciatore, J. (2012). *Shameless Grief: The role of shame in bereavement*. MISS Foundation International Conference, The Transformative Nature of Grief. Tempe, Arizona.
- Hoffman, C. & Cacciatore, J. (2012). *Suicide and Grief*. MISS Foundation International Conference, The Transformative Nature of Grief. Tempe, Arizona.
- Cacciatore, J. (2012). *The Neuroscience of Traumatic Loss: Effects of trauma on the brain*. National Parents of Murdered Children Annual Conference. Tempe, Arizona.
- Cacciatore, J. (2011). *Mindfulness-based bereavement and self care for medical professionals: a two-day workshop*. Flagstaff Medical Center. Flagstaff, Arizona.

- Cacciatore, J. (2011). *Conversations about Death*. Pennsylvania State University. York, Pennsylvania.
- Cacciatore, J. (2011). *Posttraumatic growth in bereaved parents*. Sweet Pea Community Outreach Project at the Mulberry Arts Studio. Lancaster, Pennsylvania.
- Cacciatore, J. (2011). *ATTEND Model of Psychosocial Intervention: A lecture to psychology students*. University of Memphis. Memphis, Tennessee.
- Cacciatore, J. (2010). *Mediating Grief: The role of postmortem ritualization*. MISS Foundation International Conference. Tempe, Arizona.
- Cacciatore, J. (2010). *The Dying Child: Helping families facing a fatal diagnosis*. Arizona Bereavement Alliance. Phoenix, Arizona.
- Cacciatore, J. (2010). *Trauma Narratives in the Lives of Foster Children*. Sunshine Residential Homes. Phoenix, Arizona.
- Cacciatore, J. (2010). *From Heartbreak to Hope: Perinatal and Pediatric Hospice*. Arizona Bereavement Alliance. Phoenix.
- Cacciatore, J. (2010). Parents of Murdered Children. *Traumatic Loss*. Meeting presentation. Phoenix, Arizona.
- Cacciatore, J. (2009). *Working with Families in Crisis*. Valle de Sol, Phoenix, Arizona.
- Cacciatore, J. (2009). *Ethical and Spiritual Dilemmas in Hospice End-of-Life-Care*. Arizona State University West. Glendale, Arizona.

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.

Huberty, J., Lieferman, J., Gold, K., Rowedder, L., Cacciatore, J., McClain, D. (in press). Physical activity and depressive symptoms after stillbirth: Informing future interventions. *BMC Pregnancy and Childbirth*.

Flenady, V., Boyle, F., Koopmans, L., Wilson, T., Stones, W., & Cacciatore, J. (in press). Meeting the needs of parents after stillbirth or neonatal death. *British Journal of Obstetrics and Gynecology*.

Cacciatore, J., Thieleman, K.\*, Killian, M., & Tavasolli, K.\* (in press). Braving human suffering: Death education and its relationship to empathy and mindfulness. *Social Work Education*.

Blood, C., & Cacciatore, J. (2014). "I didn't realize it was normal": Qualitative analysis of bereavement photography after perinatal death. *BMC Pregnancy and Childbirth*, 2:15.

Umphrey, L., & Cacciatore, J. (in press) Love and death: Relational metaphors following the death of a child. *Journal of Relationship Research*.

Duncan, C., & Cacciatore, J. (in press). Self-blame, guilt, and shame in bereaved parents: A systematic review of the literature. *Omega Journal of Death and Dying*.

Thieleman, K\*., Cacciatore, J., & Wonch, T. (in press). Traumatic bereavement and mindfulness: A preliminary study of mental health outcomes. *Clinical Social Work Journal*.

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 Journal of Death & Dying*.

Fox, M., Cacciatore, J., & Lacasse, J. (in press). *The economic burden of child death in the U.S*. *Death Studies*.

Lacasse, J., & Cacciatore, J. (in press). *TEARS: A retrospective, observational study of psychiatric medication in treating bereaved mothers*. *Death Studies*.

Koopmans, L., Wilson, T., Cacciatore, J., & Flenady, V. (2013). Support for mothers, fathers, and families after perinatal death. *Cochrane Database of Systematic Reviews*, 6, Art. CD000452.

Cacciatore, J., Thieleman, K.\*, Osborn, J., & Orłowski, K. (in press). Of the soul and suffering: Mindfulness based interventions and bereavement. *Clinical Social Work Journal*.



- Thieleman, K.\* & Cacciatore, J. (in press). A witness to suffering: Mindfulness and compassion fatigue amongst traumatic bereavement volunteers and professionals. *Social Work*.
- Blood, C.,\* & Cacciatore, J. (in press). Parental grief and memento mori photography: Narrative, meaning, culture, and context. *Death Studies*.
- Thieleman, K.\* & Cacciatore, J. (2014). When a child dies: A critical analysis of grief-related controversies in the DSM5. *Research on Social Work Practice*, 24(1), 114-122.
- Cacciatore, J., Froen, F., & Killian, M. (2014). The effects of self-blame on anxiety and depression among women who have experienced stillbirth. *Journal of Mental Health Counseling*, 35(4), 342-359.
- Cacciatore, J., Lacasse, J., Lietz, C., & McPherson, J. (2013-2014). A parent's TEARS: Primary results from the Traumatic Experiences and Resiliency Study. *Omega Journal of Death and Dying*, 68(3), 183-205.
- Cacciatore, J., Erlandsson, K., & Radestad, I. (2013). Fatherhood and suffering: Men's experiences of care after the death of a baby. *International Journal of Nursing*, 50(5), 664-670.
- Cacciatore, J. (2013). The dead lay still: Psychological effects of perinatal death. *Seminars in Fetal and Neonatal Medicine*, 18, 76-82.
- Thieleman, K.\* & Cacciatore, J. (2013). DSM5, bereaved parents, and the bereavement exclusion. *Social Work*, 58(3), 277-280.
- Erlandsson, K., Warland, J., Cacciatore, J., & Radestad, I. (2013). Seeing and holding a stillborn baby: Mothers' feelings in relation to how their baby was presented at birth. *Midwifery*, 29(3), 246-250.
- Nordlund, E., Börjesson, A., Cacciatore, J., & Radestad, I. (2012). When a baby dies: Motherhood, psychosocial care, and negative affect. *British Journal of Midwifery*, 20(11), 780-784.
- Pullen, S.,\* Golden, M., & Cacciatore, J. (2012). Death notification following the stillbirth of a baby. *Journal of End of Life in Palliative Care*, 8(4), 339-355.
- Carlson, B., Cacciatore, J., & Klimek, B. (2012). Unaccompanied refugee minors: A call to action for trauma intervention. *Social Work*, 57(3), 259-269.
- Cacciatore, J. & Thieleman, K\*. (2012). The use of psychiatric medications in treating acute traumatic bereavement: A case series. *Journal of Loss and Trauma*, 17(6), 557-579.
- Cacciatore, J. & Flint, M. (2012). Mediating Grief: Postmortem ritualization after a child's death. *Journal of Loss and Trauma*, 17(2), 158-172.

**1. Michele Mohr Carney**

2. Doctor of Philosophy, Social Work, 1996  
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  
Professor (Tenured). Teaching macro social work practice.

2014-present

- 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.

#### 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**

**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 1990 - 1991  
Financial Development Director.

**THE EAGLES-United Way Services**, Cleveland, Ohio 1989 - 1990  
Executive Director.

**SOUTHWEST GENERAL HOSPITAL**, Middleburg Heights, Ohio 1988-1989  
Family Liaison.

## 5. Memberships

### **Board Membership**

National Family Violence Legislative Resource Center, Board Member 2008-Present. Partner Abuse, Published by Springer Publications. Member Editorial Board 2008-Present.

Research on Social Work Practice, Published by Sage Publications. Member Editorial Board 2008-2012.

## 6. Community Service

**Georgia Department of Education, 21<sup>st</sup> 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**

1. October, 2009-October 2011. Administration for Children and Families 2009 Stimulus grant funding. Building Community Services That Grow Local Economies. \$1,000,000 awarded to partnership of lead agencies - ACTION, Inc., Institute for Nonprofit Organizations, and Community Connections, Inc. Institute for Nonprofit Organizations awarded \$72,000.
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
3. September, 2001-September, 2002. Office of Population Affairs, Adolescent Family Life 2001 grant. Community Alliance for Pregnancy Prevention Education Program. \$437,978.
4. September, 2000- September, 2001. Office of Population Affairs, Adolescent Family Life 2000 grant. Community Alliance for Pregnancy Prevention Education Program. \$242,033.
5. September, 2000-September, 2001. US Department of Health and Human Services, Office for Public Health and Science. Community Alliance for Pregnancy Prevention Education Program. \$79,699

#### 8. Professional Presentations

Carney, M, & Meehan, J. 2014 (November). Increasing Nonprofit Organizational

Capacity: An evaluation of the impact of training and individualized technical assistance. Paper presentation. ARNOVA's 2014 Conference, November 20-22. Denver, CO.

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.

Tetloff, M. & Carney, M. 2012 (October). *Assessing the Role of the Professional Organizer within Sustainable Engagement*. Paper presentation. 13th Annual National Outreach Scholarship Conference. Tuscaloosa, AL.

## 9. Professional Publications

### **Peer Reviewed (In Print/In Press)**

Carney, M. & Barner, J. R. (In Press). Prevalence of partner abuse: Rates of emotional abuse and control. Partner Abuse.

Mellinger, M. & Carney, M. (In Press). Interpersonal Dependency Constructs and Male Perpetrators of Intimate Partner Violence. Journal of Forensic Social Work.

Okech, D., Barner, J., Segoshi, M., & Carney, M. (2012). MSW student experiences in on-line vs. face-to-face teaching formats. Social Work Education: The International Journal. DOI: 10.1080/02615479.2012.738661.

Barner, J. & Carney, M. (2011). Interventions for Intimate Partner Violence: A Historical Review. Journal of Family Violence, 26(3), 235-244.

### **Book Chapters**

Carney, M. (Invited). Forensic Social Work with Women Who Use Violence in Intimate Relationships. In K. Corcoran & J. Ashford, Social Workers' Desk Reference (3<sup>rd</sup> Edition). New York: Oxford Press.

Carney, M. & Young, P. (In Press). Attachment Theory. In K. Sowers & C. Dulmus (Series Ed.) & B. Thyer (Vol. Ed.), The comprehensive handbook of social work and social welfare: Volume 2 Human behavior in the social environment. New York: Wiley.

Carney, M. (In Press). Forensic Social Work with Female Batterers: Assessment, Treatment, and Outcome Measures. In A. Roberts, Social Workers' Desk Reference (2<sup>nd</sup> Edition). New York: Oxford Press.

### **Monographs and Technical Reports**

Carney, M. (2014). Summative Evaluation Report: Year 2, Department of Education, 21<sup>st</sup> Century

Community Learning Centers Program. PEAK, Greene County, Georgia. June, 2014

Carney, M. (2014). Formative Evaluation Report: Year 2, Department of Education, 21<sup>st</sup> Century Community Learning Centers Program. PEAK, Greene County, Georgia. January, 2014

Carney, M. (2013). Summative Evaluation Report, Department of Education, 21<sup>st</sup> Century Community Learning Centers Program. PEAK, Greene County, Georgia. June, 2013

Carney, M. (2013). Formative Evaluation Report, Department of Education, 21<sup>st</sup> Century Community Learning Centers Program. PEAK, Greene County, Georgia. February, 2013

Carney, M. (2011). Final Evaluation Report, Administration for Children and Families 2009 Stimulus grant funding. Building Community Services That Grow Local Economies. December, 2011

Carney, M. (2010). Year 1 Evaluation Report, Administration for Children and Families 2009 Stimulus grant funding. Building Community Services That Grow Local Economies. December, 2010

## **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 (June1989)  
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:**

Case Studies in Child, Adolescent, and Family Treatment, 2<sup>nd</sup> Edition, Case 1.4, "What a Few CBT Sessions Can Do: The Case of a Motivated Young Adult" pg. 64 (2014): Wiley, New Jersey.



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  
 Master of Ceremonies for Annual Social Work Month Branch 1 Awards for NASW (2012, 2013, 2014)  
 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.
- Crudup, C.** (2014, November). *Utilizing Mixed Race Research Beyond Academia*. Presented and moderated a round table discussion at the Critical Mixed Race Studies Conference, DePaul University, Chicago, IL.
- Crudup, C.** (2014, November). One Big Mixed Race Classroom: Global Mixed Race Pedagogy and Cross-Disciplinary Methodologies. Presented at a round table discussion at the Critical Mixed Race Studies Conference, DePaul University, Chicago, IL.

**Crudup, C. & Fike, C. (2013, May).** *Critical Mixed Race Pedagogy: Analyzing the Children's Museum of Phoenix*. Poster presented at the Hawaii International Conference on Social Sciences, Honolulu, HI.

**Crudup, C. (2013, March).** *Supporting Multiracial Students in Schools*. Facilitated a 2-hour presentation at the National School Social Work Conference, San Diego, CA.

**Crudup, C. (2012, July).** *Reaching At-Risk Youth: Therapeutic Uses of Movement and Performing Arts*. Facilitated a 15-hour continuing education workshop to 18 mental health care professionals. Sponsored by Idaho State University, Pocatello, ID.

**Crudup, C. (2012, February).** *Supporting Multiracial Students in Schools*. Facilitated a 2-hour presentation at the annual School Social Work Association of Arizona Conference, Tempe, 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.
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

- Arizona State Department of Veteran's Services
  - Human Services Specialist II, Fiduciary
  - Phoenix, Arizona
  - 06/2003
  - 09/2004
  - Arizona Human Service Providers AmeriCorps Program
  - Program Coordinator
  - Phoenix, Arizona
  - 11/2000
  - 07/2001
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.  
 Lacasse, J.R., Leo, J. Cimino, A.N., Bean, K. & **Del-Colle, M.** (2012). Knowledge of undisclosed corporate authorship (“ghostwriting”) reduces the perceived credibility of antidepressant research: A randomized vignette study of experienced nurses. *BMC Research Notes*, 5(90).

## **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
		<b>Phoenix, Arizona</b>

### **Arizona State University - School of Social Work**

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**

Lietz, C, Ealy, S., Cheung, J. (2010) Strengths-Based Supervision: A Model of Supervision with Implications for Field Instruction *Council on Social Work Education at the annual meeting, 2010*

#### **SERVICE:**

**National** – Council on Social Work Education 2014 Annual Program Meeting:

2<sup>nd</sup> Facilitator *Connecting with Field Education: Sharing Best Practices*.

Council on Social Work Education – Reappointment to Council on Field Education 2014-2017

Field Council Connect Session planning team 2014

Council on Social Work Education – Field Council Member 2011-2014.

Council on Social Work Education – Field Council Work Group, Chair 2012-2013

Field Council Connect Session planning team 2013

Council on Social Work Education – APM Phase 1 Proposal Reviewer – 2011, 2014

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

Co-Presenter, "Integrating Early Childhood Home Visiting into a System of Family Support Services", National Indian Child Welfare Association 32nd Annual Protecting Our Children National American Indian Conference on Child Abuse and Neglect, Fort Lauderdale, FL  
April 13-16, 2014

Co-Presenter, "Indian Child Welfare Act Seminar", Inter Tribal Council of Arizona, Phoenix, AZ  
February 25, 2014

Co-Presenter, "Facilitation Skills For Fatherhood & Healthy Relationship Program-Culturally Appropriate Strategies For Working With Fathers & Families" and "Understanding & Enhancing System's Impact On Father Inclusive Policies & Practices-Emphasis On Behavioral Health & Child Welfare", 15th Annual National Fatherhood & Families Conference, Las Vegas, NV  
February 11-14, 2014

Co- presenter, "Working with American Indian Communities" on "Native Talk Arizona" radio show, Phoenix, AZ  
December 11, 2013

Co-presenter, "On The Journey Through Wellness" session "Understanding Research in Indian Country", Salt River Pima-Maricopa Indian Community conference, Scottsdale, AZ  
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

Co-Presenter, "Federal American Indian Alaska Native Indian Child Welfare Practice with Families", "Cultural Sensitivity and Practice with Families", "Federal Policy Impact on American Indian Families", and "Cultural Competencies for Working with American Indian Families" Inter Tribal Council of Arizona Child Protective Services Academy, Phoenix, AZ  
May 7, 2013

Co-Presenter, National Indian Child Welfare Association National Conference, "Strengthening the Next Generation: The National Tribal Home Visiting Initiative" Catoosa, OK  
April 7 – 10, 2013

Presenter, "Cultural Considerations When Working with American Indian Fathers and Families", 14th Annual National Fatherhood & Families Conference, San Francisco, CA  
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  
January 30-31, 2012.

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

Co-Presenter, 29th Annual National Indian Child Welfare Association Conference, "Protecting Our Children", presentation: "Reclaiming the Promise of the Indian Child Welfare Act: Evolving Legal Standards and Protections for American Indian Status Offenders", Anchorage, Alaska  
April 18, 2011

Plenary Session Panel Member, "Role of Fathers in the Child Welfare System and Services" at the 11th Annual National Fatherhood and Families Conference, "Celebrating Diversity, Celebrating Fatherhood", San Francisco, CA  
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

Gonzalez-Santin, E., et al ICWA: Legal Mandate for Social Justice and Preservation of American Indian/Alaska Native Heritage, "Social issues in contemporary Native America: Reflections from Turtle Island". Ashgate Publishing Ltd. Surrey, England. 2013.

González-Santin, E., et. al., Navajo Nation Division of Social Services Family Conferencing and Family Group Conferencing Evaluation Report. Arizona State University, 2013.

González-Santin, E., et. al., Gila River Indian Community Tribal Social Services Assessment Report. Arizona State University, 2013.

González-Santin, E., et. al., Navajo Nation Division of Social Services Promoting Safe and Stable Families Evaluation Report, 2011. Arizona State University, 2012.

Co-Author, Council on Social Work Education, Ethics Care Examples: "What's Medically Wrong with This?", "When an Internship Experience Goes Wrong", "Decisions, Decisions, Decisions", Pearson Press online via Pearson's website: [www.MySocialWorkLab.com](http://www.MySocialWorkLab.com), Spring 2011.

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)

A.B. Hunter College, New York, NY (1970)

### **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

Child Protective Services, San Bernardino, CA, 1977-1984

### **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**

Gustavsson, N. & MacEachron, A. (in press). Positive youth development and foster youth: A digital perspective. *Journal of Human Behavior in the Social Environment*.

Gustavsson, N. & MacEachron, A. (2014). Ethics and schools of social work. *Social Work, 59*, 355-357.

Gustavsson, N. & MacEachron, A. (2014). Gay divorce. *Social Work, 59*, 283-285.

Gustavsson, N. & MacEachron, A. (2013). The virtual ecomap: A diagrammatic tool for assessing the digital world of clients. *Families in Society, 94*, 243-250.

Gustavsson, N. & MacEachron, A. (2013). Managing child welfare in turbulent times. *Social Work, 58*, 86-89

MacEachron, A. & Gustavsson, N. (2012). Peer support, self-efficacy, and combat-related symptoms among returning OIF/OEF veterans. *Advances in Social Work, 13*, 586-602.

Gustavsson, N. & MacEachron, A. (2012). Educational policy and foster youth: The risks of change. *Children & Schools, 34*, 83-91.

Gustavsson, N. & MacEachron, A. (2011). No foster child left behind: Child welfare and educational policy perspectives. *Families in Society, 92*, 276-281.

Gustavsson, N. & MacEachron, A. (2011). Lessons from Nebraska. *Social Work*, 56(2), 181-184

Gustavsson, N. & MacEachron, A. (2010). Sibling connections and reasonable efforts. *Families in Society*, 91(1), 39-44.

Gustavsson, N. & MacEachron A. (2010). Poverty and child welfare: 100 years later. *Social Work*, 55(3), 279-280.

Stott, T.C. & Gustavsson, N. (2010). Balancing permanency and stability for youth in foster care. *Children & Youth Services Review*, 32, 619-625.

*Chapter in edited book*

Gustavsson, N. & MacEachron, A. (in press). Gay youth and safe spaces. In C. LeCroy and E. Anthony (Eds.). *Case Studies in Child & Adolescent Family Treatment*, 2<sup>nd</sup> ed. Wiley, San Francisco.



## 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**

Speaker. (2012, June 8). "Assessing spirituality related to diverse religious beliefs." Caring Senior Service of Maricopa County. Peoria, AZ.

Speaker. (2012, June 4). "Assessing spirituality related to diverse religious beliefs." Caring Senior Service of Maricopa County. Mesa, AZ.

Inaugural Lecture. (2011, January 19). "Best practices in spiritual assessment: A critical dimension of service provision for older adults." Office of Gerontology. ASU Downtown Campus, Phoenix, AZ.

### **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.

**Hodge, D. R.** (2010, September 15). Providing spiritual support: Tools for assessing and operationalizing clients' spiritual assets. [3<sup>rd</sup> Annual Facing Cancer with the Faith Community]. The Wellness Community, Cancer Support, Education and Hope. Phoenix, AZ.

### **SELECTED AWARDS & HONORS**

Asked to write the entry "Spirituality/Religion and Mental Health" for *The SAGE Encyclopedia of Abnormal and Clinical Psychology* by SAGE Publications, 2014.

Ranked #7 among top contributors to international social work scholarship in the study: Agbényiga, D. L. & Huang, L. (2014). Quantifying globalization in social work research: A 10-year review of American social work journals. *Journal of Social Work Education*, 50(2), 274-291.

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**

Principal Investigator—Understanding and meeting the needs of victims of human trafficking: Survivors' perspective on enhancing service provision. \$40,000. The Lois and Samuel Silberman Fund. (2013-2015).

Principal Investigator—Addressing older adults’ spiritual needs in health care settings: An analysis of national inpatient satisfaction data. \$100,000. John A. Hartford Foundation. (2009-2012).

## CONFERENCE PRESENTATIONS

### Refereed Presentations (\* denotes graduate student co-author)

**Hodge, D. R.**, Bonifas, R. P., & Sun F. (2014, January 15-19). Older hospitalized African Americans: A model for addressing spiritual needs. [Eighteenth annual conference meeting]. Society for Social Work and Research. San Antonio, TX.

Sun, F. & **Hodge, D. R.** (2013, November 20-24). Developing a model of spiritual care for addressing the spiritual needs of older hospitalized Asians. [Sixty-sixth annual scientific meeting]. Gerontological Society of America. New Orleans, LA.

**Hodge, D. R.** (2013, October 31-November 3). Globalization and religious conflict: Human rights as a path to peaceful coexistence. [Fifty-ninth annual program meeting]. Council on Social Work Education. Dallas, TX.

Kawam,\* E., Lacasse, J.R., Martinez,\* M.J. & **Hodge, D. R.** (2013, January 16-20). Institutional-level scholarly impact in academic social work: Results from a national probability sample. [Seventeenth annual conference meeting]. Society for Social Work and Research. San Diego, CA.

Hong, P. P., **Hodge, D. R.**, & Choi,\* S. (2012, October 25-28). Spirituality and self-sufficiency among low-income jobseekers. [Sixty-second annual program meeting]. North American Association of Christians in Social Work. St. Louis, MO.

Kulis, S., **Hodge, D. R.**, Ayers, S. L., Brown, E. F., & Marsiglia, F. F. (2012, August 17-20). Spirituality and religion: Intertwined protective factors for substance use among urban American Indian youth. [One hundred and seventh annual program meeting]. American Sociological Association. Denver, CO.

**Hodge, D. R.** & Limb G. E. (2012, January 11-15). Native Americans in healthcare settings: Identifying culturally relevant spiritual assessment approaches. [Sixteenth annual conference meeting]. Society for Social Work and Research. Washington, DC.

Sun, F. & **Hodge, D. R.** (2012, January 11-15). Positive aspects of caregiving among Alzheimer's family caregivers: The roles of ethnicity and spirituality. [Sixteenth annual conference meeting]. Society for Social Work and Research. Washington, DC.

Lacasse, J. R., **Hodge, D. R.**, Bean, K. F., Cimino, A. N., & Wardian, J. (2012, January 11-15). Evaluating the impact of social work scholarship through h-index and related bibliometric indicators. [Sixteenth annual conference meeting]. Society for Social Work and Research. Washington, DC.

Sun, F. & **Hodge, D. R.** (2011, November 18-22). Caregiving as a rewarding experience: Does spirituality matter among Alzheimer’s family caregivers? [Sixty-fourth annual scientific meeting]. Gerontological Society of America. Boston, MA.

**Hodge, D. R.** & Sun, F. (2011, October 27-30). Spirituality and positive aspects of caregiving among diverse Alzheimer's family caregivers. [Fifty-seventh annual program meeting]. Council on Social Work Education. Atlanta, GA.

Cimino,\* A. N., & **Hodge, D. R.** (2011, September 28-29). Understanding and helping sexually trafficked persons. [8th annual international conference]. Human trafficking, prostitution and sex work. Toledo, OH.

Benson,\* G. O., Sun, F., **Hodge, D. R.** & Androff, D. K. (2011, September 7-8). Religious coping and acculturation stress among Hindu Bhutanese: A study of newly-resettled refugees in the United States. [2011 meeting]. Arizona Refugee Resettlement Conference. Tucson, AZ.

Kulis, S., **Hodge, D. R.**, Wagaman,\* M. A., Ayers,\* S. L., & Brown, E. F. (2011, May 31-June 3). Spirituality, religiosity, and cultural practices among urban American Indian youth: Risk and protective factors for substance use. [Nineteenth annual program meeting]. Society for Prevention Research. Washington, DC.

Lietz, C. A. & **Hodge, D. R.** (2011, March 25). Family resilience and spirituality. 2011 Growing Stronger Families through Communication Conference. ASU Downtown Campus, Phoenix, AZ.

**Hodge, D. R.** & Sun, F. (2011, January 12-16). Latino Alzheimer's family caregivers: Does spirituality enhance the experience of caregiving? [Fifteenth annual conference meeting]. Society for Social Work and Research. Tampa, FL.

Sun, F. & **Hodge, D. R.** (2010, November 19-23). Positive feelings of caregiving among Latino Alzheimer's family caregivers: The role of spirituality and religion. [Sixty-third annual scientific meeting]. Gerontological Society of America. New Orleans, LA.

Lietz, C. A., **Hodge, D. R.** & Cheung,\* J. R. (2010, October 14-17). Spirituality and substance abuse counseling: Exploring perspectives of service recipients and providers. [Fifty-sixth annual program meeting]. Council on Social Work Education. Portland, OR.

**Hodge, D. R.** & Limb, G. E. (2010, October 14-17). Administering spiritual assessments with Native Americans: Moving social work students toward competency. [Fifty-sixth annual program meeting]. Council on Social Work Education. Portland, OR.

Horvath, V. E. & **Hodge, D. R.** (2010, October 14-17). Spiritual needs across the lifespan: A qualitative meta-synthesis of client perspectives. [Fifty-sixth annual program meeting]. Council on Social Work Education. Portland, OR.

**Hodge, D. R.**, Marsiglia, F. F. & Nieri, T. (2010, January 14-17). A prospective examination of the religion's protective influence on substance use among Latino youth. [Fourteenth annual conference meeting]. Society for Social Work and Research. San Francisco, CA.

Sun, F. & **Hodge, D. R.**, (2010, January 14-17). Stress and depression among Alzheimer's family caregivers: Examining the role of religiosity among Latinos. [Fourteenth annual conference meeting]. Society for Social Work and Research. San Francisco, CA.

## PUBLICATIONS

### Refereed Journal Articles (\* denotes graduate student co-author)

- Hodge, D. R., & Lietz, C. A.** (in press). Using spiritually modified cognitive behavioral therapy in substance dependence treatment: Therapists' and clients' perceptions of the presumed benefits and limitations. *Health & Social Work*. Publisher: NASW Press, Washington DC.
- Hodge, D. R., & Wolosin, R. J.** (2014). Spiritual needs and satisfaction with service provision: Mediating pathways among a national sample of hospital inpatients. *Social Work Research, 38*(3), 135-143. Publisher: NASW Press, Washington DC.
- Hodge, D. R.** (2014). Assisting victims of human trafficking: Strategies to facilitate identification, exiting trafficking, and the restoration of wellness. *Social Work, 59*(2), 111-118. Publisher: NASW Press, Washington DC.
- Hodge, D. R.** (2013). Implicit spiritual assessment: An alternative approach for assessing client spirituality. *Social Work, 58*(3), 223-230. Publisher: NASW Press, Washington DC.
- Hodge, D. R., Moser, S. E. & Shafer, M. S.** (2012). Spirituality and mental health among homeless mothers: A growth curve analysis. *Social Work Research, 36*(4), 245-255. Publisher: NASW Press, Washington DC.
- Hodge, D. R.** (2012). Release time and English language proficiency: Does releasing students for spiritual instruction negatively affect test scores? *Children & Schools, 34*(1), 3-12. Publisher: NASW Press, Washington DC.
- Hodge, D. R., Jackson, K. F. & Vaughn, M. G.** (2012). Culturally sensitive interventions and substance use: A meta-analytic review of outcomes among minority youth. *Social Work Research, 36*(1), 11-19. Publisher: NASW Press, Washington DC.
- Hodge, D. R., Marsiglia, F. F. & Nieri, T.** (2011). Religion and substance use among youth of Mexican heritage: A social capital perspective. *Social Work Research, 35*(1), 137-146. Publisher: NASW Press, Washington DC.
- Hodge, D. R. & Horvath, V. E.** (2011). Spiritual needs in healthcare settings: A qualitative meta-synthesis of clients' perspectives. *Social Work, 56*(4), 306-316. Publisher: NASW Press, Washington DC.
- Hodge, D. R. & Lacasse, J. R.** (2011). Ranking disciplinary journals with the Google Scholar h-index: A new tool for constructing cases for tenure, promotion, and other professional decisions. *Journal of Social Work Education, 47*(3), 579-596. Publisher: CSWE Press, Washington DC.
- Hodge, D. R. & Limb, G. E.** (2011). Spiritual assessment and Native Americans: Establishing the social validity of a complementary set of assessment tools. *Social Work, 56*(3), 213-223. Publisher: NASW Press, Washington DC.
- Hodge, D. R.** (2011). Using spiritual interventions in practice: Developing some guidelines from evidence-based practice. *Social Work, 56*(2), 149-158. Publisher: NASW Press, Washington DC.
- Hodge, D. R.** (2011). Alcohol treatment and cognitive-behavioral therapy: Enhancing effectiveness by incorporating spirituality and religion. *Social Work, 56*(1), 21-31. Publisher: NASW Press, Washington DC.
- Hodge, D. R. & Limb, G. E.** (2010). Conducting spiritual assessments with Native Americans: Enhancing cultural competency in social work practice courses. *Journal of Social Work Education, 46*(2), 265-285. Publisher: CSWE Press, Washington DC.
- Hodge, D. R. & Limb, G. E.** (2010). Native Americans and brief spiritual assessment: Examining and operationalizing the Joint Commission's assessment framework. *Social Work, 55*(4), 297-

307. Publisher: NASW Press, Washington DC.

**Hodge, D. R. & Limb, G. E. (2010).** A Native American perspective on spiritual assessment: The strengths and limitations of a complementary set of assessment tools. *Health & Social Work, 35*(2), 121-131. Publisher: NASW Press, Washington DC.

**Hodge, D. R. & Roby, J. L. (2010).** Sub-Saharan Africa women living with HIV/AIDS: An exploration of general and spiritual coping strategies. *Social Work, 55*(1), 27-37. Publisher: NASW Press, Washington DC.

## **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
8/2006 – 8/2007	BSW Program Coordinator; School of Social Work, College of Public Programs, Arizona State University, Phoenix, AZ
7/2000 – 4/2006	Assistant Professor; School of Social Work, College of Public Programs, Arizona State University, Tempe, AZ
8/1998 - 6/2000	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

(6 terms) Washington  
9/1994 - 3/1995 Teaching Assistant, School of Social Work, University of Washington

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

1/1997 – 6/1997 Intergroup Dialogue Coordinator, University of Washington, School of Social Work.  
3/1995 – 6/1995 Research Assistant, University of Washington, School of Social Work.  
1/1990 – 9/1993 Project Manager, National Center for Social Policy and Practice, National Association of Social Workers, Washington, DC.  
7/1986 – 12/1989 Program Coordinator, Columbus Home, Inc., Knoxville, TN.  
2/1985 – 7/1986 Crisis Intervention Social Worker, Columbus Home, Inc., Knoxville, TN.  
8/1983 – 2/1985 Family Services Director, Children's Center of Knoxville, Inc., Knoxville, TN.  
11/1979 – 8/1983 Social Counselor, Tennessee Department of Human Services, Knox County, 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 19<sup>th</sup> Annual Conference of the Society for Social Work and Research, New Orleans, LA.

Stromwall, L. K., Holley, L. C., & Kondrat, D. (2011, January). *Mental health workers' perceptions of public mental health stigma and discrimination*. Paper presented at the 15<sup>th</sup> Annual Conference of the Society for Social Work and Research, Tampa, FL.

Stromwall, L. K., & Holley, L. C. (2010, January). *Stigma and discrimination in the mental health workplace: Perceptions of peer employees and clinicians*. Paper presented at the 14<sup>th</sup> Annual Conference of the Society for Social Work and Research, San Francisco, CA.

**9. List your professional publications for the last 5 years.**

Holley, L. C., Stromwall, L. K., & Tavassoli, K. (in press). Oppression of people with mental illnesses: Incorporating content into multiple-issue diversity courses. *Journal of Social Work Education*.

Holley, L. C., Stromwall, L. K., & Bashor, K. E. (2012). Reconceptualizing stigma: Toward a critical anti-oppression paradigm. *Stigma Research and Action*, 2, 51-61. doi: 10.5463/SRA.v1i1.9.

Stromwall, L. K., Holley, L. C., & Kondrat, D. (2012). Peer employees' and clinicians' perceptions of public mental illness stigma and discrimination. *Psychiatric Rehabilitation Journal*, 35, 406-408. doi: 10.1037/h0094502

Risley-Curtiss, C., Holley, L. C., & Kodiene, S. (2011). "They're there for you": Men's relationships with companion animals. *Families in Society: The Journal of Contemporary Social Services*, 92, 412-418. doi: 10.1606/1044-3894.4152

Stromwall, L. K., Holley, L. C. & Bashor, K. E. (2011). Stigma in the mental health workplace: Perspectives of peer employees and clinicians. *Community Mental Health Journal*, 47, 472-481. doi: 10.1007/s10597-010-9349-6.

## **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

1986-1987 Psychiatric Social Work Intern  
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**

LeCroy, C. W., & Holschuh, J. (Eds.). (2012). *First person accounts of mental illness and recovery*. John Wiley & Sons, Inc.

### **Kelly F. Jackson, PhD, MSW**

#### **EDUCATION**

---

2002 – 2007	<b>Doctor of Philosophy in Social Welfare.</b> University at Buffalo, State University of New York, School of Social Work
1998 – 1999	<b>Master of Social Work.</b> University at Albany, State University of New York, School of Social Welfare

**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.

**Foster Care / Adoption Specialist** (1999 - 2000). Performed case management duties for a caseload of 25 youth placed within foster/adoptive homes in the Western, NY area. Gateway-Longview Inc., Buffalo, 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 (2009 - 2011) The Society for Social Work and Research (SSWR), Outstanding Dissertation Award
- 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.

**Jackson, K. F.** (2010, March). "Building cultural competence: Culturally attuned practice with diverse clients." Facilitated a 2-hour continuing education course to 500 health care professionals, sponsored by the Meadows, Scottsdale, AZ.

**Jackson, K. F.** (2009, October; 2010, January). "Culturally attuned practice with diverse clients." Facilitated a 3-hour continuing education course sponsored by the NASW, Arizona Chapter.

**Jackson, K. F.** (2008, November). "Rethinking race: Examining the multiracial experience." Facilitated a 3-hour continuing education course sponsored by the NASW, Arizona Chapter.

#### REFEREED CONFERENCE PRESENTATIONS

---

**Jackson, K. F.,** Yoo, H. C., & Guevarra, R., Jr. (2012, April). *Multiracial identity and discrimination*. Poster presentation at the 10<sup>th</sup> Annual Research Conference of the Southwest Interdisciplinary Research Center (SIRC), Phoenix, AZ.

**Jackson, K. F.,** Yoo, H. C., & Guevarra, R., Jr. (2012, January). *Role of identity integration on the relationship between perceived racial discrimination and psychological adjustment of multiracial people*. Oral paper presentation at the 16<sup>th</sup> Annual Conference of the Society for Social Work and Research, Washington, DC.

Anthony, E. K., & **Jackson, K. F.** (2012, January). *Research with Mexican heritage youth and adults in a politically charged environment: Lessons from the field*. Oral paper presentation during the symposium entitled "Promoting social justice for Latinos in an anti-immigrant climate" at the 16<sup>th</sup> Annual Conference of the Society for Social Work and Research, Washington, DC.

**Jackson, K. F.,** Guevarra, R., Jr., Yoo, H. C., & Harrington, B. (2010, November). *Methodological challenges and opportunities in research with multiracial persons*. Roundtable presented at DePaul University's Critical Mixed Race Studies Conference, Chicago, IL.

**Jackson, K. F.** (2009, January). *Building cultural competence: A systematic evaluation of the effectiveness of culturally sensitive interventions with ethnic minority youth*. Oral paper presentation at the 14<sup>th</sup> Annual Conference of the Society for Social Work and Research, New Orleans, LA.

**Jackson, K. F.** (2008, October). *Utilizing narrative strategies in research and practice with multiracial individuals*. Paper presentation at the 54<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, Philadelphia, PA.

**Jackson, K. F.** (2008, February). *Utilizing narrative methods in multiracial identity research*. Paper presentation at the American College Personnel Association's (ACPA) Inaugural Conference on Multiracial and Multiple Identities, St. Louis, MI.

#### INVITED COMMUNITY PRESENTATIONS

---

**Jackson, K. F.** (2010, June 13). "Exploring the Historical Context for Contemporary Stories of the Mixed Experience." Invited panelist at the annual Mixed Roots Film and Literary Festival sponsored by New York Foundation for the Arts, Los Angeles, CA.

**Jackson, K. F.** (2008, September 10). "Living the multiracial experience: Transcendent, defiant, and resilient." Invited presentation at Arizona State University's Southwest Interdisciplinary Research Center (SIRC), Phoenix, AZ.

**Jackson, K. F.** (2008, April 24). "Rethinking Race: Examining the Multiracial Experience." Invited presentation sponsored by the Social Justice Leadership Center, Asian Pacific American Student Affairs, and the Diversity Resource Office, University of Arizona, Tucson, AZ.

**Jackson, K. F.** (2008, April 21). "Who are You? Racial Identification in the 21st Century." Invited Presentation sponsored by the Multicultural Student Center and SWIRL Arizona, Arizona State University, Tempe, AZ.

### **Multimedia Presentations**

**Jackson, K. F.** (2012, February 29). "Mixed Bag" [Episode 246]. Invited guest and co-host on *Mixed Chicks Chat*, an award winning podcast on being racially and culturally mixed. Retrieved from <http://www.talkshoe.com/talkshoe/web/talkCast.jsp?masterId=34257&cmd=tc>

**Jackson, K. F.** (2011, May 11). "Biracial, Black, White, or Other..." Invited guest on *Conversations with Cogiee*, a radio show about current events and getting to the problem and seeking solutions. KLAV. Las Vegas, NV.

**Jackson, K. F.** (2008, March 18). "What are you?: The experience of multiracial individuals in a monoracial world" [Episode 20]. Invited guest on University at Buffalo, School of Social Work's *Living Proof Podcast Series*. Retrieved from <http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=20>

### **PUBLICATIONS**

---

#### **Refereed Journal Publications** (*Order of authorship represents relative contributions; \* student authors*)

Rinfrette, E. S., Maccio, E., Hartinger-Saunders, R. M., Rine, C. M., **Jackson, K. F.**, Coyle, J. P., & Shulman, L. (in press). Content and process in a teaching workshop for faculty and PhD students. *Journal of Teaching in Social Work*.

**Jackson, K. F.** (2013). Participatory diagramming in social work research: Utilizing visual timelines to interpret the complexities of the lived multiracial experience. *Qualitative Social Work, 12*(4), 414-432.

**Jackson, K. F.**, Wolven, T.\*, & Aguilera, K.\* (2013). Mixed Mexican identity risk and resilience in Arizona. *Family Relations, 62*, 215-225.

Hodge, D., & **Jackson, K. F.**, & Vaughn, M. (2012). Culturally sensitive interventions and substance use: A meta-analytic review of outcomes among minority youth. *Social Work Research, 36*, 11-19.

**Jackson, K. F.**, Yoo, H.C., Guevarra, R., Jr., & Harrington, B.\* (2012). Role of identity integration on the relationship between perceived racial discrimination and psychological adjustment of multiracial people. *Journal of Counseling Psychology, 59*(2), 240-250.

- Weaver, H., & **Jackson, K. F.** (2012). Cancer risk factors for Native Americans: Baseline data from the Healthy Living in Two Worlds project. *Health Education Journal*. Advance online publication.
- Jackson, K. F.** (2012). Living the multiracial experience: Shifting racial expressions, resisting race, and seeking community. *Qualitative Social Work, 11*, 42-60.
- Jackson, K. F.,** & Samuels, G. M. (2011). Multiracial competence in social work: Recommendations for culturally attuned work with multiracial persons. *Social Work, 56*(3), 235-245.
- Gerdes, K., Segal, E., **Jackson, K. F.,** & Mullins, J.\* (2011). Teaching empathy: A model rooted in social cognitive neuroscience and social justice. *Journal of Social Work Education, 47*, 109-131.
- Hodge, D., & **Jackson, K. F.,** & Vaughn, M. (2010a). Culturally sensitive interventions for health related behaviors among Latino Youth: A Meta-analytic review. *Children and Youth Services Review, 32*, 1331-1337.
- Hodge, D. & **Jackson, K. F.,** & Vaughn, M. (2010b). Culturally sensitive interventions and health and behavioral health youth outcomes: A meta-analytic review. *Social Work in Health Care, 49*(5), 401-423.
- Weaver, H., & **Jackson, K. F.** (2010). Healthy Living in Two Worlds: Testing a wellness curriculum for urban Native youth. *Child & Adolescent Social Work Journal, 27*(3), 231-244.
- Jackson, K. F.,** Hodge, D., & Vaughn, M. (2010). A meta-analysis of culturally sensitive interventions designed to reduce high risk behaviors among African American youth. *Journal of Social Service Research, 36*(3), 163-173.
- Jackson, K. F.,** & Hodge, D. (2010). Native American youth and culturally sensitive interventions: A systematic review. *Research on Social Work Practice, 20*(3), 260-270.
- Jackson, K. F.** (2010). Ethical considerations in social work research with multiracial individuals. *E-Journal of Social Work Values and Ethics, 7*, 1-10. Retrieved from <http://www.socialworker.com/jswve/spring2010/5ethicalconsiderations.pdf>
- Jackson, K. F.** (2009a). Beyond race: Examining the facets of multiracial identity through a life-span developmental lens. *Journal of Ethnic and Cultural Diversity in Social Work, 18*(4), 309-326.
- Jackson, K. F.** (2009b). Building cultural competence: A systematic evaluation of the effectiveness of culturally sensitive interventions with ethnic minority youth. *Children and Youth Services Review, 31*, 1192-1198. [Special issue on cultural competency and evidence-based practices in child welfare]
- Jackson, K. F.,** & LeCroy, C. (2009). The influence of race on substance use and negative activity involvement among monoracial and multiracial adolescents of the Southwest. *Journal of Drug Education, 39*(2), 195-210.

Holley, L. C., Moya Salas, L., Marsiglia, F., Yabiku, S., Fitzharris, B., & Jackson, K. F. (2009). Youth of Mexican descent of the Southwest: Exploring differences in ethnic labels. *Children & Schools, 31*, 15-26.

Jackson, K. F., Cameron, M. & Staller, K. (2006). "The good, the bad and the ugly": A doctoral student's reflections on doing grounded theory research; In Henry's light. *Reflections: Narratives of Professional Helping, 12*, 99-115.

### Book Reviews / Briefs, and Reports

Jackson, K. F. (in press). Reflections on multiracial opportunities and barriers in [J. B. Ashford](#), [C. W. LeCroy](#), & [K. L. Lortie](#) (Eds.), *Human behavior in the social environment: A multidimensional perspective* (5<sup>th</sup> ed.). Belmont, CA: Brooks/Cole.

Jackson, K. F. (2011, September). [Review of the book *Microaggressions in everyday life: race, gender, and sexual orientation* by D. W. Sue]. *Social Service Review, 85*(3), 519-521.

Jackson, K. F. (2010). Reflections on multiracial opportunities and barriers in [J. B. Ashford](#), [C. W. LeCroy](#), & [K. L. Lortie](#) (Eds.), *Human behavior in the social environment: A multidimensional perspective* (4<sup>th</sup> ed.) (pp.174-175). Belmont, CA: Brooks/Cole.

Jackson, K. F. (2007). The biracial Black/White experience. *Mixed Heritage Center: Information and resources for people of mixed heritage*. Retrieved from [http://www.mixedheritagecenter.org/index.php?option=com\\_content&task=view&id=819](http://www.mixedheritagecenter.org/index.php?option=com_content&task=view&id=819)

## 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): 05/1080

---

- 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)
- 2011 Opening Remarks. (2011, May 10). Alzheimer’s Disease Workshop for the Phoenix Chinese Community, Phoenix Chinese Senior Center, Phoenix, AZ
- 2009 A College Experience (June 25, 2009), The 2<sup>nd</sup> 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
- 1997-present Cantor, St. Patrick’s Day Mass (1997- present), Cantor/Taize Mass (2004-2007), Cantor & Co-director, Celtic Chorale (1997-2006), Liturgy Commission/Music Ministry (2004), Our Mother of Sorrows Church, 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)**
- Macy Project (2014-2015). Coach Team Coordinator, College of Nursing & Health Innovation, Arizona State University, Phoenix, AZ. Josiah Macy Foundation. (FY 2015: \$10,000).
- 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).
- Undergraduate Child Welfare Training Program-Amendment (2010-2015). Principal Investigator. Funded by Division of Children, Youth, and Families, Arizona Department of Economic Security, IV-E. (FY 2011: \$738,055; FY 2012: \$900,332; FY 2013: \$1,416,507; FY 2014: \$2,205,074; FY 2015: \$2,213,800).

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 24). *The Importance of the Animal-Human Connection*. Person Centered Care and Connections Across the Continuum of Care, 6<sup>th</sup> Annual Spring Geriatric Mental Health & Aging Conference, Arizona Geriatrics Society, Tucson, AZ

**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.** (2013, March 19). *Recognizing & Responding to Depression*. Family Caregiver Forums, Area Agency on Aging, Region One, Foundation for Senior Living Caregiver House, Phoenix, AZ

#### Invitational and Keynote Presentations at Professional Conferences/Meetings

**Kennedy, T.** (2012, December 5). *Sustainability: Lessons from national gerontological initiatives*. Interprofessional Education & Practice Coordinating Council, The University of Arizona, Tucson, AZ

**Kennedy, T.** (2012, June 28). *Cultural Competency*. Area Agency on Aging, Region One, Ombudsman program, Phoenix, AZ

**Kennedy, T.** (2012, May 19). *Expanding Your Geriatrics Toolbox: Depression Screening*. 2012 Arizona Geriatrics Society Spring Conference. Tucson, AZ

**Kennedy, T.** (2012, May 12). *Expanding Your Geriatrics Toolbox: Depression Screening*. 2012 Arizona Geriatrics Society Spring Conference. Mesa, AZ

**Kennedy, T.** (2012, March 6). *Depression in Older Adults*. Perspectives in Geriatrics. College of Pharmacy, The University of Arizona, Tucson, AZ

**Kennedy, T., & Bonifas, R.F.** (2011, April 12 & April 19). *Caring for the Caregivers: Working with Families Caring for Dying Elders*. Hospice of Arizona Conference. Phoenix & Mesa, 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

**Kennedy, T.** (2011, February 25). *Generativity & Guerilla Gerontology: Building Aging Infrastructure in Social Work Education*. Association of Baccalaureate Social Work Program Directors Annual Conference, Cincinnati, OH.

**Kennedy, T.** (November 7, 2009). *Gero-Innovations Grant: Arizona State University MAC Project*. MAC Project Director's Meeting, Council on Social Work Education Annual Meeting, San Antonio, TX

#### Refereed Research Papers/Presentations at Professional Conferences

Bonifas, R., & **Kennedy, T.** (2013, November 22). *Supporting optimal aging through geriatric interprofessional education and practice*. Poster Session. Gerontology Society of America. New Orleans, LA.

Zayas, L., Wisniewski, A., **Kennedy, T.** (2012, October 27-31). *Independent living and social support among chronically-ill Puerto Rican elderly*. American Public Health Association Annual Meeting, San Francisco, CA

**Kennedy, T.** (Convener). Bonifas, R. F., Maschi, T., McMillin, S. E., & Supiano, K. P. (2012, January 13). *Making a difference through interprofessional education (IPE): Advancing geriatric practice and shaping aging health/behavioral health policy*. Symposium. Society for Social Work and Research, Washington, DC.

Mohler, M. J., Morrison, A., D'Huyvetter, K., O'Neill, L., Lee, J. K., **Kennedy, T.**, Keller, C., Weiss, B., Howe, C., & Fain, M. J. (2011, November 21). *How the Arizona Geriatric Education Center went interprofessional: The framework, strategies and challenges*. Poster. Collaborating Across Borders III. Tucson, AZ.

Morrison, A., Mohler, M. J., O'Neill, L., D'Huyvetter, K., Lee, J. K., **Kennedy, T.**, & Fain, M. J. (2011, November 20). *Senior mentors teaching interprofessional students*. Discussion. Collaborating Across Borders III. Tucson, AZ.

**Kennedy, T.** (2011, February 24). *A baccalaureate social work educator's nuts & bolts guide to retirement*, Panel Presentation. Association of Baccalaureate Social Work Program Directors Annual Conference, Cincinnati, OH.

Bonifas, R. F., & **Kennedy, T.** (2010, June 29). *Meeting the Challenges of Changing Demographics in Social Work Education in Health and Mental Health: Enhancing MSW Students' Competencies in Gerontology*. Paper Presentation, 6<sup>th</sup> International Conference on Social Work in Health and Mental Health, Dublin, Ireland.

Bonifas, R. F., & **Kennedy, T.** (2010, January 17). *Advancing Competency-Based Gerontological Social Work Education: Expanding the World of Possibilities for Social Work Practitioners*, Paper Presentation, Society for Social Work and Research, San Francisco, CA.

Bonifas, R. F., & **Kennedy, T.** (2009, November 22). *Creative Approaches to Aging Curricular Infusion: Building Student Gerontological Competencies*, Paper Presentation, Gerontology Society of America, Atlanta, GA.

**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.

**Kennedy, T.** (2009, November 18). *Sustainability: Implications for the Healthy Aging of National Gerontological Initiatives*, Paper Presentation, Gerontology Society of America, Atlanta, GA.

**Kennedy, T.**, & Bonifas, R. P. (2009, November 14). *Preparing Geriatric Health Professionals for the Future: The Use of Case Studies in Linking the Importance of Gerontology and Student Careers in Aging*. Poster Session, 2009 Fall Symposium, Arizona Geriatrics Society, Phoenix, AZ.

**Kennedy, T.,** & Bonifas, R. P. (2009, November 9). *Bridging Aging and Curriculum Development: Gerontological Social Worker as Curricular Change Agent*, Curriculum and Administrative Workshop, Council on Social Work Education, San Antonio, TX.

Bonifas, R. P., & **Kennedy, T.** (2009, November 9). *Change Through Curricular Infusion: Bridging Aging Demographics and Professional Preparation for Practice*, Paper Presentation, Council on Social Work Education, San Antonio, TX.

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

Zayas, L., Wisniewski, A., & **Kennedy, T.** (2013, October). Instrumental activity of daily living limitations and supports among a clinic population of low income Puerto Rican elders with chronic diseases. *Journal of the American Geriatrics Society*, 61(10), 1789-1795. Available at <http://onlinelibrary.wiley.com/doi/10.1111/jgs.12461/pdf>

Zayas, L., Wisniewski, A., & **Kennedy, T.** (2013, September 19, online). IADL limitations and supports among a clinic population of low income Puerto Rican elders with chronic diseases. *Journal of the American Geriatrics Society*, 1-7, DOI: 10.1111/jgs.124611. Available at <http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291532-5415/earlyview>

**Kennedy, T.,** & O'Neill, L. (2012, September 11). *Elder care: A resource for interprofessional providers: Hoarding*. University of Arizona College of Medicine. The Portal of Geriatric Online Education (POGOe). Available at <http://www.pogoe.org/productid/21215>

#### Books

**Kennedy, T.** (2011). *Geriatric education centers: The academic capitalist knowledge/learning regime*. Ann Arbor, MI: ProQuest UMI® Dissertation Publishing.

**Kennedy, T.** (2009). *Geriatric education centers: The academic capitalist knowledge/learning regime*. Saarbrücken, Germany: VDM Verlag.

#### Books in Progress

Kennedy, T. *Aging in context: Gerontological social work in practice*. New York, NY: Routledge. Publication anticipated August 2015. (Invited work)

#### Book Chapters

Birkenmaier, J., **Kennedy, T.**, Kunz, J., Sander, R., & Horwitz, S. (2013). The role of social work in financial capability: Shaping curricular approaches. In J. Birkenmaier, M. Sherraden, & Curley, J. (Eds.), *Financial capability and asset development: Research, education, policy, and practice*. New York, NY: Oxford University Press.

## Book Reviews

**Kennedy, T.** (2013). Review of Rogers, A. T. (2013). *Human Behavior in the Social Environment* (3<sup>rd</sup> ed.). New York, NY: Routledge. (Review inside back cover of textbook)

## Published Conference Proceedings (Abstracts Only)

Mohler, M. J., Morrison, A., D'Huyvetter, K., O'Neill, L., Lee, J. K., **Kennedy, T.**, Keller, C., Weiss, B., Howe, C., & Fain, M. J. (2013, March). How the Arizona Geriatric Education Center went interprofessional: The framework, strategies and challenges. *Journal of Interprofessional Care*, 27(S1), 136.

Morrison, A., Mohler, M. J., O'Neill, L., D'Huyvetter, K., Lee, J. K., **Kennedy, T.**, & Fain, M. J. (2013, March). Senior mentors teaching interprofessional students. *Journal of Interprofessional Care*, 27(S1), 156.

Bonifas, R. P., & **Kennedy, T.** (2009). Creative approaches to aging curricular infusion: Building student gerontological competencies. *The Gerontologist*, 49(S2), 511.

## 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:
    - Case Manager, Refugee Resettlement program (1982-1990)
    - Licensing Specialist, Unaccompanied Refugee Minor Program (1990 -1992)
    - Director , Spring Haven (1992 – 1993)
    - Migration and Refugee Services Supervisor (1993-2000)
    - Director of Refugee Programs (2000 – 2008)
  - Phoenix, Arizona
  - 10/1982
  - 08/2008
- Department of Economic Security (DES), Community Services Administration
  - Principal Evaluator
  - Phoenix, Arizona
  - 08/1992
  - 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 – 2<sup>nd</sup> 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 – 3<sup>rd</sup> 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 Appreciates 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
- Certificate of Appreciation for participation as facilitator, presenter and coordinator in the Second International Training Workshop for Community Leaders from Developing Countries, “Gandhi Teerth”, Jain Hills, Jalgaon, Maharashtra, India, 2013.

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

- Application of Case Management in Refugee Resettlement Program: Effective Case Management – guidance for practice with refugees: service coordination, ethical issues, and self-care. Training for LSMSW-Refugee Focus employees. Phoenix, Arizona, September, 2014
- Promoting Empowerment and Capacity Building with Grassroots Refugee Communities – paper presentation - co-presenter with Dr. David Androff at Joint World Conference on Social Work, Education and Social Development: Promoting Social and Economic Equality: Responses from Social Work and Social Development, Melbourne, Australia, July 2014
- 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 10<sup>th</sup> 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.
- Effective Method of Teaching Cultural Tolerance: Refugees and Immigrants – workshop presented at the 21<sup>st</sup> Asia-Pacific Social Work Conference – Crossing Borders: Interdependent Living and Solidarity, Tokyo, Japan, July 2011.

- Working with Refugees and Immigrants: Innovative Ways of Practical Application of Cross Cultural Learning in Micro, Mezzo, and Macro Practice – workshop presented at the 21<sup>st</sup> Asia-Pacific Social Work Conference – Crossing Borders: Interdependent Living and Solidarity, Tokyo, Japan, July 2011.
- 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.
- The Best Kept Education Secrets in Town – moderator during the Breakout session, Track 2: Refugee K-12 Education at Arizona Refugee Resettlement Program Annual Conference: Refugee Resettlement: What it is – what it can be, Tucson, Arizona, September, 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.
- Social Work Ethics, Principles and Ethical Standards of Social Work: Guide to the Professional Conduct of Social Workers – workshop conducted at the Department of Economic Security during Arizona Refugee Resettlement Quarterly Meeting, Phoenix, AZ, March, 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.**

- Carlson, B. E., Cacciatore, J., **Klimek, B.** A Risk and Resilience Perspective on Unaccompanied Refugee Minors. (2012) *Social Work. Journal of the National Association of Social Workers. Volume 57, Number 3, pages 259-269*, first published online August 30, 2012
- Cacciatore, J., Carlson, B., Michaelis, E., **Klimek, B.**, Steffan, S. (2011). Crisis intervention by social workers in Fire Departments: An innovative role for social workers. *Social Work. Journal of the National Association of Social Workers. Volume 56, Number 1, pages 81-88.*
- **Klimek, B.** (2011). Case Management Manual: The application of social work principles, ethics, and the case management approach in service delivery to refugees. *Department of Migration and Refugee Services. United States Conference of Catholic Bishops, Washington, D.C.*

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.**

Kawam, E., Krysik, J., & Peixoto, P. (December, 2014). Early Head Start as Tertiary Prevention for Young Children in Foster Care. Workshop presented at *Zero to Three, National Training Institute*. Ft. Lauderdale, FL.

Krysik, J. & Kawam, E. (October, 2014). "Building Sustainable Early Education Infrastructure for Young Children in Foster Care" Paper presented at the *Council on Social Work Education Annual Program Meeting*, Tampa, FL.

Kawam, E. & Krysik, J. (October, 2014). "Community-University Partnerships in Child Welfare: Needs Assessments and Collaborations" Paper presented at the *Council on Social Work Education Annual Program Meeting*, Tampa, FL.

Krysik, J., & P (September 2014). "Early Education Collaboratives and Child Welfare" Workshop presented at the *Strong Families AZ Home Visiting Conference*. Glendale, AZ.

Urbaeva, J., & Krysik, J. (2013, November). Perceptions of professional preparation among graduating MSW students. Paper presented at the Council on Social Work Education Annual Program Meeting, Dallas, TX.

Kline, K., & Krysik, J. (2012, April). Risk factors for fatal child maltreatment: Implications for trauma informed assessment and practice. National Citizen Review Panel Conference, Washington, DC.

Warren, M., Krysik, J., Anderson, A., & McNally, C. (2012, May). What about Baby Courts? Paper presented at the Arizona Problem Solving Courts Conference. Phoenix, AZ.

LaMendola, W., & Krysik, J. (2011, September). Ethic and value considerations in the design of interactional agency. Paper presented at the Oxford Internet Institute Symposium. Oxford, England.

Krysik, J. & Lindsay, M. (2011, June). Expanding the research on home visitation: A 12-month randomized control trial. Paper presentation at the Society for Prevention Research National Conference. Washington, D.C.

Krysik, J., Lindsay, M. & Knott, C. (2011, March). Speak Up Be Safe: Strengthening families through primary prevention efforts. Poster presented at The Family Communication Consortium Conference at Arizona State University. Phoenix, Arizona.

Krysik, J., & LeCroy, C. (2010, January). Preventing child abuse and neglect through home visitation: A randomized controlled trial. Paper presentation at the Society for Social Work Research National Conference. San Francisco, CA.

## **9. Professional Publications**

Ayon, C., Gurrola, M., Moya Salas, L., Androff, D., & Krysik, J. (2012). Intended and unintended consequences of the employer sanction law on Latino families. *Qualitative Social Work*, 11(6), 587-603, doi: 10.1177/1473325011418871

- Pennar, A., Shapiro, A., & Krysik, J. (2012). Drug endangered children: Examining children removed from methamphetamine laboratories. *Children and Youth Services Review*, 34, 1777-1785. doi: 10.1016/j.chilyouth.2012.05.006
- LaMendola, W., & Krysik, J. (2012). Ethic and value considerations in the design of interactional agency. Information, *Communication and Society*, doi: 10.1080/1369118X.2012.687394
- LeCroy, C. W., & Krysik, J. (2012). The development and initial validation of an outcome measure for home visitation: The Healthy Families Parenting Inventory. *Infant Mental Health Journal*, 33(5), 496-505. Doi: 10.1002/imhj.21343
- Lindsay, M. & Krysik, J. (2012). Online harassment among college students: A replication incorporating new Internet trends. Information, *Communication and Society*, 15(5), 703-719. doi: 10.1080/1369118X.2012.674959
- LeCroy, C. W., & **Krysik**, J. (2011). Randomized trial of the Healthy Families Arizona home visiting program. *Children and Youth Services Review*, doi:10.1016/j.chilyouth.2011.04.36
- Shapiro, A., **Krysik**, J., & Pennar, A. (2011). Who are the fathers in Healthy Families Arizona? An examination of father data in at-risk families. *American Journal of Orthopsychiatry: Interdisciplinary Perspectives on Mental Health and Social Justice*, 81(3), 327-336.
- Kang, S., & **Krysik**, J. (2010). Employment-related salaries and benefits in social work: A workforce survey. *Advances in Social Work*, 11, 82-94.
- LeCroy, C. W., & **Krysik**, J. (2010). Measurement issues in home visitation: A research note. *Children and Youth Services Review*, 32, 1483-1486.
- Shapiro, A., & **Krysik**, J. (2010). Finding fathers in social work research and practice. *Journal of Social Work Values and Ethics*, 20.
- Becerra, D., Gurrola, M., Ayon, C., Androff, D., **Krysik**, J., Gerdes, K., Moya-Salas, L., & Segal, E. (2010). Poverty and other factors affecting migration intentions among adolescents in Mexico. *Journal of Poverty*, 14, 1-16.

#### **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<br>August 1983<br>Major: Social Welfare Minor: Educational Psychology |
| M.S.W. | Western Michigan University<br>Kalamazoo, Michigan<br>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
- 1988-1994 Associate Professor, School of Social Work, Arizona State University, Tempe, Arizona. Teach M.S.W. courses. Director of the Doctoral program, 1988-1992.
- 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-14031, Board of Behavioral Health, AZ
- 1992-1997 Program Supervisor, Center for Substance Abuse Prevention, Arizona State University Training Program. Clinical supervisor for preventive interventions implemented in high risk middle schools.

- 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. Groups included Project Aware for juvenile delinquents, groups for families, and parenting groups.
- 1978-1980 M.S.W. Intern, Kalamazoo Consultation Center, Kalamazoo, Michigan. Outpatient mental health counseling. Also worked at Life Consultation Center, Battle Creek, Michigan. Case management and counseling with developmentally disabled clients; community organizing.
- 1978-1979 Therapist, Psychological Services, Western Michigan University, Kalamazoo, Michigan. Counseled clients at a University based counseling center.
- 1978 Psychiatric Assistant, San Jose Hospital, San Jose, California. Assisted in the treatment of psychiatrically hospitalized children and adolescents.
- 1977-1978 Continuing Care Counselor, Learning House, Palo Alto, California. Worked with adolescents and their families following discharge from a residential facility.
- 1976-1977 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  
Nominated for the William James Book Award, 2014, (*Parenting Mentally Ill Children: Faith, Hope, Support, and Surviving the System*).  
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**

LeCroy, Craig W. (2012). "Global Empowerment with Adolescent Girls," presented at the WorldCongress on Women's Empowerment, Seoul, Korea, August 10.

LeCroy, Craig W. (2014). "Randomized trial of Healthy Families home visitation program: Results from the Rigorous Evaluation of Existing Child Abuse Prevention Programs, 19<sup>th</sup> National Conference on Child Abuse and Neglect, April 30, 2014, New Orleans.

LeCroy, Craig W. (2013). "Navigating Community-based Randomized Controlled Trials in Child Maltreatment: Lessons for REECAP, 18<sup>th</sup> National Conference on Child Abuse and Neglect, April 17, 2013, Washington DC.

Beets, N. 1, Wilcox, J. L. 1, McGuire, J. K., & LeCroy, C. W. (2011) Reservation as a context for Native American youth substance use. Poster accepted for presentation at the biennial meeting of the Society for Research on Child Development, Montreal, CA.

LeCroy, Craig W. (panelist) (2010, October). *Is Evidence-Based Practice Being Oversold in Social Work Education?* Panel presentation at the 2010 Annual Program Meeting of CSWE. Portland, OR.

Van Campen, K. 1, Toomey, R. B. 1, McGuire, J. K., & LeCroy, C. W., (2010). "I Have What?": How Sexual Self-Efficacy and Sexuality Education Are Associated with STD Risk in Adolescence. Poster

presentation at the biennial meeting of the Society for Research on Adolescence, Philadelphia, PA.

Beets, N. 1, Wilcox, J. L. 1, McGuire, J. K., & LeCroy, C. W. (2011) Reservation as a context for Native American youth substance use. Poster accepted for presentation at the biennial meeting of the Society for Research on Child Development, Montreal, CA.

Pennar, A., Shapiro, A. F., & LeCroy, C. W. "Analyzing Predictors of Birth Outcomes in an At-Risk Healthy Families Population Using Structural Equation Modeling", presented at the International Society of Infant Studies, March 11-14, 2011, Baltimore, MD.

## **PUBLICATIONS**

### BOOKS

LeCroy, Craig W. & Holschuh, J., (2012). First Person Accounts of Mental Illness and Recovery. Hoboken, NJ: John Wiley.

LeCroy, Craig W. (2011). Parenting Mentally Ill Children: Faith, Hope, Support, and Surviving the System. Westport, CT: Praeger Publishing.

LeCroy, Craig W. & Anthony, E. (in press). Case studies in Child, Adolescent, and Family Treatment., Hoboken, NJ: John Wiley.

LeCroy, Craig W. (2012). The Call to Social Work: Life stories (2nd edition). Thousand Oaks, CA: SAGE Publications.

Ashford, J. B. , & LeCroy, C. W. Five editions have been published. (1997, 2001, 2006, 2010, 2013). Human Behavior and the Social Environment: A Multidimensional Perspective. Pacific Grove, CA: Wadsworth.

LeCroy, Craig W. (1992; 1999; 2014). Case Studies in Social Work Practice (3<sup>rd</sup> Edition). Hoboken, NJ: John Wiley.

### JOURNAL ARTICLES AND BOOK CHAPTERS

Williams, L. R., LeCroy, C. W., & Vivian (2014). Assessing the risk of recidivism among juvenile offenders: The development and validation of the recidivism risk instrument. *Journal of Evidence Based Social Work, 11*, 318-327.

LeCroy, C. W. (in press). Teaching social skills in the schools. In R. Constable, C. R. Masset, S. McDonald, & J. F. Flynn (Eds.). *School social work: Practice, policy and research perspectives (7<sup>th</sup> ed)*. Chicago: Lyceum

Voelkel, H. A., LeCroy, C.W, Williams, L. R., & Holschuh, J. (2013). The full spectrum: Hispanic understanding of autism in southern Arizona. *Best Practices in Mental Health, 9*, 31-46.

LeCroy, Craig W. & Williams, L.R. (2013). Outcome studies in social work journals: A review of publication trends. *Research on Social Work Practice, 23*, 706-709.

- LeCroy, Craig, W. (2013). Designing and facilitating groups with children. In C. Franklin, M. B. Harris, & P. Allen-Mears (Eds.), *School social work and mental health worker's training and resource manual* (611-618). New York: Oxford University Press.
- LeCroy, Craig, W., & Williams, L. R. (2013). Intervention with adolescents. In M. J. Holosko, Catherine N. Dulmus, & K. M. Sowers (Eds.), *Social Work Practice with Individuals and Families* (pp. 97-124), Hoboken, NJ: John Wiley.
- Kryisk, J., & LeCroy, C. W. (2012). The Development and Initial Validation of an Outcome Measure for Home Visitation: The Healthy Families Parenting Inventory. *Infant Mental Health, 33*, 496-505.
- Leber, C., & LeCroy, C. W. (2012). Public perception of the foster care system: A national study. *Children and Youth Services Review, 34*, 1633-1638.
- LeCroy, Craig W. (2012). Designing and facilitating groups with children. In C. Franklin, M. B. Harris, & P. Allen-Mears (Eds.), *The School Services Sourcebook: A guide for school-based professionals*. New York: Oxford University Press.
- LeCroy, C. W. & Krysik, J. (2011). Randomized trial of the healthy families Arizona home visiting program. *Children and Youth Services Review, 33*, 1761-1766.
- LeCroy, Craig W. (2010). Knowledge building and Social Work Research: A critical perspective. *Research on Social Work Practice, 20*, 321-324.
- LeCroy, Craig W., & Krysik, J. (2010). Measurement Issues in home visitation. *Child and Youth Services Review, 32*, 1483-1486.
- LeCroy, Craig W., & Anthony, E. (2010). Youth at risk. Oxford Bibliography: Social Work. New York: Oxford University Press.

## **Cynthia A. Lietz**

### DEGREE INFORMATION

Arizona State University School of Social Work	Ph.D.	May 2004
University of Illinois at Chicago College of Social Work	M.S.W.	May 1993
Valparaiso University	B.A. Psychology	May 1991

### ACADEMIC APPOINTMENTS

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	1994-1998/2001
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 <i>Journal of Family Social Work</i>	2010-present
Ad Hoc Reviewer <i>International Criminal Justice Review</i>	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 2014-present  
 Hope Knows no Boundaries

Committee Member 2004-2013  
 University Partnership

Board Member 2011-2012  
 Recovery Empowerment Network

Committee Member 2011-2012  
 Child Welfare Training Unit Advisory Committee

Committee Member (2005) & Chair (2006) 2005-2006  
 NASW Professional Development Committee

Advisor & Facilitator 2005-2006  
 MISS Foundation

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 2014-present  
 Resilience in Foster Families  
 \$36,000 funded by AZ Department of Child Safety

Principal Investigator 2008-2013  
 Strengths-Based Supervision  
 \$100,000 funded by AZ Division of Children, Youth, and Families

PROFESSIONAL PRESENTATIONS

Lietz, C., & Hayes, M. "Foster Parent Satisfaction with Behavioral and Medical Health Services." Paper presented at the 60<sup>th</sup> Annual Program Meeting of the Council on Social Work Education (CSWE), Tampa, FL, 2014).

Julien-Chinn, F. & Lietz, C. "Permanency-Focused Supervision and Workers' Self-Efficacy in Decision Making: Exploring the Link." Paper presented at the 60<sup>th</sup> Annual Program Meeting of the Council on Social Work Education, (CSWE), Tampa, FL, 2014.

Geiger, J.M., Hayes, M.J., Lietz, C. "Providing Foster Care for Adolescents: Barriers and Opportunities." Poster presented at the Society for Social Work Research (SSWR), San Antonio, TX, 2014.

Lietz, C., Hayes, M.J., Cronin, T. "Strengths-Based Clinical Supervision: Supporting family-centered practice through strengths-based supervisory processes." Paper presented at the 59<sup>th</sup> Annual Program Meeting of the Council on Social Work Education (CSWE), Dallas, TX, 2013.

Lietz, C. "Enhancing empathy in social work practice: Tools for helping professionals." Panel presented at the 59<sup>th</sup> Annual Program Meeting of the Council on Social Work Education (CSWE), Dallas, TX, 2013.

Hayes, M.J., Lietz, C. Lacasse, J. (2013). "How services facilitate the process of mental health recovery: A qualitative examination. Paper presented at the 59<sup>th</sup> Annual Program Meeting of the Council on Social Work Education (CSWE), Dallas, TX, 2013.

Wagaman, M.A., Geiger, J., Segal, E., Gerdes, K., & Lietz, C. "Promoting social justice for Latinos in an anti-immigrant climate." Paper presented at the Society for Social Work Research Conference (SSWR), Washington DC, 2012.

Segal, E., & Lietz, C. "Empathic action and family resilience: A narrative examination of the benefits of helping others." Paper presented at the 57<sup>th</sup> Annual Program Meeting of the Council on Social Work Education (CSWE), Atlanta, GA, 2011.

Lietz, C., & Hodge, D. "Spirituality and substance abuse counseling: Exploring perspectives of service recipients and providers." Paper presented at the 56<sup>th</sup> Annual Program Meeting of CSWE, Portland, OR, 2010.

Ealy, S., & Lietz, C. "Strengths-based supervision: A model of supervision with implications for field instruction." Electronic poster presented at the 56<sup>th</sup> Annual Program Meeting of the CSWE, Portland, OR, 2010.

Collins-Camargo, C. & Lietz, C. "Child welfare supervision roundtable: Integrating the knowledge base and promoting enhanced practice." Roundtable presented at the 55<sup>th</sup> Annual Program Meeting of the CSWE, San Antonio, TX, 2009.

Lietz, C. "Exploring intensive in-home services: Are family-centered practice principles illustrated in practice?" Paper presented at the 55<sup>th</sup> Annual Program Meeting of the CSWE, San Antonio, TX, 2009.

Lietz, C., Rounds, T., & Ealy, S. "Strengths-based supervision: A model for supervision for

field instructors." Paper presented at the Baccalaureate Social Work Program Directors Annual Conference, Phoenix, AZ, 2009.

Lietz, C. "Stories of success within child welfare: An in-depth look at the strengths that support reunification." Poster presented at the SSWR Conference, New Orleans, LA, 2009.

Lietz, C. "Strengthening child welfare supervision: Implications from a mixed methods study of public child welfare supervision." Poster presented at the SSWR Conference, New Orleans, LA, 2009.

## PROFESSIONAL PUBLICATIONS

### Book

Langer, C.L. & Lietz, C.A. (2015). *Applying theory to generalist social work practice*. John Wiley & Sons, Inc.

### Book Chapters

Hodge, D.R. & Lietz, C.A. (Forthcoming). The qualitative research report. In L.M. O'Hearn (Ed.), *NASW Press Guide to Writing and Publication*. NASW Press.

Lietz, C.A. (2014). Child welfare supervision. In C.W. LeCroy (Ed.), *Case Studies in Social Work Practice (3<sup>rd</sup> Edition)*. Pacific Grove, CA: Brooks/Cole.

Lietz, C.A. & Zayas, L. (2014). Evaluating qualitative research studies. In R. Grinnell & Y. Unrau (eds.), *Social Work Research and Evaluation: Foundations of Evidence-Based Practice*, (10<sup>th</sup> ed.) (pp. 595-605). Oxford University Press. Chapter was adapted from Lietz, C.A., & Zayas, L.E. (2010). Evaluating qualitative research for social work practitioners. *Advances in Social Work*, 11(2), 188-202.

Lietz, C.A. (2013). Family resilience in the context of high risk situations. In D. Becvar (Ed.), *Handbook of Family Resilience* (pp. 153-172). Springer Publishing.

Segal, E.A. & Lietz, C.A. (2013). Child welfare: Working with children and their families. In E. Segal, K. Gerdes & S. Steiner, *An Introduction to the Profession of Social Work: Becoming a Change Agent* (4<sup>th</sup> ed.) (pp. 173-201), Belmont, CA: Brooks/Cole, Cengage Learning.

Hodge, D.R. & Lietz, C.A. (2010 – Reprint of an earlier article). The international sexual trafficking of women and children. In P. A. Adler & P. Adler. (Eds.) *Sociological Odyssey: Contemporary Readings in Introductory Sociology* (3<sup>rd</sup> ed., pp. 400-405). Belmont, CA: Wadsworth Cengage.

### Articles in Refereed Journals

Geiger, J.M., Hayes, M.J., & Lietz, C.A. (In press). Providing foster care for adolescents: Barriers and opportunities. *Child & Youth Services*.

Lietz, C.A., Hayes, M.J., Cronin, T.W., & Julien-Chinn, F. (2014). Supporting family-centered practice through supervision: An evaluation of strengths-based supervision. *Families in Society*, 95(4), 227-235.

Hodge, D.R. & Lietz, C.A. (2014). Using spiritually modified cognitive behavioral therapy in substance dependence treatment: Therapists' and clients' perceptions of the presumed benefits and limitations. *Health & Social Work, 39*(4), 200-210.

Lietz, C.A., Lacasse, J.R., Hayes, M., Cheung, J. (2014). The role of services in mental health recovery: A qualitative examination of service experiences among individuals diagnosed with Serious Mental Illness (SMI). *Journal of the Society for Social Work Research, 5*(2), 161-188.

Cacciatore, J., Lacasse, J.R., Lietz, C.A., & McPherson, J. (2014). A Parent's TEARS: Primary results from the traumatic experiences and resiliency study. *Omega: Journal of Death and Dying, 68*(3), 183-205.

Lietz, C.A. (2013). Strengths-based supervision: Supporting implementation of family-centered practice through supervisory processes. *Journal of Family Strengths, 13*(1), article 6.

Lietz, C.A., & Hodge, D.R. (2013). Incorporating spirituality into substance abuse counseling: Examining the perspectives of service recipients and providers. *Journal of Social Service Research, 39*(4), 498-510.

Lietz, C.A., Stromwall, L.K., & Carlson, B.E. (2013). Women service members and family reintegration. *Families in Society, 94*(3), 186-193.

Geiger, J.M., Hayes, M., & Lietz, C.A. (2013). Should I stay or should I go? A mixed methods study examining the factors influencing foster parents' decisions to continue or discontinue providing foster care. *Children and Youth Services Review, 36*(9), 1356-1365.

Carlson, B.E., Stromwall, L.K., & Lietz, C.A. (2013). Mental health issues in recently returning women veterans: Implications for practice. *Social Work, 58*(2), 105-114.

Gerdes, K.E., Geiger, J.M., Lietz, C.A., Wagaman, A.M., & Segal, E.A. (2012). Examination of known-groups validity for the Empathy Assessment Index (EAI): Differences in EAI scores between social service providers and recipients at community treatment agencies. *Journal of the Society for Social Work Research, 3*(2), 94-112.

Mullins, J., Cheung, J., & Lietz, C.A. (2012). Family preservation services: Incorporating the voice of families into service implementation. *Child and Family Social Work, 17*, 265-274.

Lietz, C.A., & Hodge, D.R. (2011). Spirituality and child welfare reunification: A narrative analysis of successful outcomes. *Child and Family Social Work, 16*, 380-390.

Lietz, C.A., Gerdes, K.E., Sun, F., Geiger, J.M., Wagaman, A.M., & Segal, E.A. (2011). The empathy assessment index (EAI): A confirmatory factor analysis of a multidimensional model of empathy. *Journal of the Society for Social Work Research, 2*(2), 104-124.

Lietz, C.A. (2011). Empathic action and family resilience: A narrative examination of the benefits of helping others. *Journal of Social Service Research, 37*(3), 254-265.

- Lietz, C.A., & Strength, M. (2011). Stories of successful reunification: A narrative study of family resilience in child welfare. *Families in Society, 92*(2), 203-210.
- Lietz, C.A. (2011). Theoretical adherence to family centered practice: Are strengths-based principles illustrated in families' descriptions of child welfare services? *Children and Youth Services Review, 33*, 888-893.
- Gerdes, K.E., Lietz, C.A. & Segal, E.A. (2011). Measuring empathy in the 21<sup>st</sup> century: The development of an empathy index rooted in social cognitive neuroscience and social justice. *Social Work Research, 35*(2), 13-16.
- Lietz, C.A., Lacasse, J.R., & Cacciatore, J. (2011). Social support in family reunification: A qualitative study. *Journal of Family Social Work, 14*(1), 3-20.
- Lietz, C.A., Andereck, K.L., & Knopf, R.C. (2010). The breakthrough series collaborative on service integration: A mixed methods study of a strengths-based initiative. *Advances in Social Work, 11*(2), 248-266.
- Gerdes, K.E., Segal, E.A., & Lietz, C.A. (2010). Conceptualising and measuring empathy: The need for clarity and consistency. *British Journal of Social Work, 40*(7), 2326-2343.
- Lietz, C.A., & Zayas, L.E. (2010). Evaluating qualitative research for social work practitioners. *Advances in Social Work, 11*(2), 188-202.
- Lietz, C.A. (2010). Critical thinking in child welfare supervision. *Administration in Social Work, 34*(1), 68-78.
- Lietz, C.A. (2009). Examining families' perceptions of in-home services: A mixed methods study *Children and Youth Services Review, 31*, 1337-1345.
- Lietz, C.A. & Rounds, T. (2009). Strengths-based supervision: A child welfare supervision training project. *The Clinical Supervisor, 28*(2), 124-140.
- Lietz, C.A. (2009). Critical theory as a framework for decision making in child welfare: Some possibilities. *The Journal of Public Child Welfare, 3*(2), 190-206.

## **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 Professor 1982-84, Gingold Chair of Human Development  
The Florence Heller Graduate School for Advanced Studies in Social Welfare,  
Brandeis University

Assistant Professor 1977-82, Florence Heller Graduate School for Advanced Studies in Social  
Welfare, Brandeis University and  
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

- Gustavsson, N. & MacEachron, A. (in press). Positive youth development and foster youth: A digital perspective. *Journal of Human Behavior in the Social Environment*.
- Gustavsson, N. & MacEachron, A. (2014). Ethics and schools of social work. *Social Work, 59*, 355-357.
- Gustavsson, N. & MacEachron, A. (2014). Gay divorce. *Social Work, 59*, 283-285.
- Gustavsson, N. & MacEachron, A. (2013). The virtual ecomap: A diagrammatic tool for assessing the digital world of clients. *Families in Society, 94*, 243-250.
- Gustavsson, N. & MacEachron, A. (2013). Managing child welfare in turbulent times. *Social Work, 58*, 86-89
- MacEachron, A. & Gustavsson, N. (2012). Peer support, self-efficacy, and combat-related symptoms among returning OIF/OEF veterans. *Advances in Social Work, 13*, 586-602.
- Gustavsson, N. & MacEachron, A. (2012). Educational policy and foster youth: The risks of change. *Children & Schools, 34*, 83-91.
- Gustavsson, N. & MacEachron, A. (2011). No foster child left behind: Child welfare and educational policy perspectives. *Families in Society, 92*, 276-281.
- Gustavsson, N. & MacEachron, A. (2011). Lessons from Nebraska. *Social Work, 56*(2), 181-184
- Gustavsson, N. & MacEachron, A. (2010). Sibling connections and reasonable efforts. *Families in Society, 91*(1), 39-44.
- Gustavsson, N. & MacEachron, A. (2010). Poverty and child welfare: 100 years later. *Social Work, 55*(3), 279-280.
- Stott, T.C. & Gustavsson, N. (2010). Balancing permanency and stability for youth in foster care. *Children & Youth Services Review, 32*, 619-625.

### Chapter in edited book

- Gustavsson, N. & MacEachron, A. (in press). Gay youth and safe spaces. In C. LeCroy and E. Anthony (Eds.). *Case Studies in Child & Adolescent Family Treatment*, 2<sup>nd</sup> ed. Wiley, San Francisco.

## 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)
  - National Social Work AIDS Network (1995-present)
  - Arizona Association of American Indian Social Work (1995-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
  - SSWR Fellow - Inaugural class of Fellows of the Society for Social Work and Research, January 2014
  - Academy Fellow - American Academy of Social Work and Social Welfare, Inducted November 2012
  - 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
  - Advancing Health Equity through Multi-Level Cultural Determinants Research. (2014-2015). Principal Investigator. The National Institute on Minority Health and Health Disparities (NIMHD)/ National Institutes of Health (NIH) – 1P20MD009566-01; FAIN: P20MD002316-06. Amount awarded: \$291,708.
  - Health Disparities Research at SIRC: Cultural Processes in Risk and Resiliency. An Exploratory Center of Excellence on Health Disparities Research. (2012-2017). Principal Investigator. The National Institute on Minority Health and Health Disparities (NIMHD)/ National Institutes of Health (NIH) – P20MD002316-06. Amount awarded: \$6,400,000.
  - SEOW-State Epidemiological Outcomes Workgroup. (2011-2013). Principal Investigator. Governor’s Office for Youth and Families. State of Arizona. Amount awarded \$287,707.
  - COPE/Healthy Lifestyles for Teens: a School-based RCT. (2009-2013). Co-Principal Investigator. Mellnyk, B., Principal Investigator. National Institute of Nursing Research/National Institutes of Health (NIH) –R011NR012171-01A2. Amount awarded \$2,300,000.
  - Asthma Disparities in Latino Children: Acculturation, Illness Representations & CAM. (2009-2014). Co-Principal Investigator. Arcoleo, K., Principal Investigator. National Center for Complementary & Alternative Medicine (NCCAM)/National Institutes of Health (NIH) - R01AT005216-01. Amount awarded: \$2,900,000.
8. List your professional presentations presented during the last 5 years.
  1. Ayón, C., Williams, L. R., Marsiglia, F. F. & Ayers, S. L. (2015, January). A latent profile analysis of Latino parenting behaviors: The infusion of cultural values on family conflict. Poster presented at the 19th annual conference of the Society for Social Work and Research, New Orleans, LA.
  2. Marsiglia, F. F., Nagoshi, J. L., Parsai, M., & Castro, F. G. (2015, January).The effects of acculturation gaps and parental monitoring on the substance use behaviors of Mexican heritage youth in the southwest U.S. Poster presented at the 19th annual conference of the Society for Social Work and Research, New Orleans, LA.
  3. Ayers, S. L., Ayón, C., Williams, L. R., & Marsiglia, F. F. (2014, December). A latent profile analysis of Latino parenting on family conflict. Poster presentation at the Minority Health and Health Disparities Grantees' Conference, National Harbor, MD.
  4. Ayers, S. L., Marsiglia, F. F., Baldwin, A., & Booth, J. M. (2014, December). How parents increase the effects of keepin’it REAL in Latino families. Poster presentation at the Minority Health and Health Disparities Grantees' Conference, National Harbor, MD.

5. Corona, D. & Marsiglia F. F. (2014 November). Conductas sexuales y uso de drogas en adolescentes escolarizados en el nivel medio superior en el estado de Nuevo León: Un análisis desde los determinantes sociales de salud. X Coloquio Internacional sobre Políticas Sociales Sectoriales. Monterrey-Nuevo León, Mexico.
6. Ayers, S. L., Williams, L. R., Marsiglia, F. F., & Baldwin, A. (2014, August). The unintended effects of reducing youth substance use: Decreasing heavy drinking in parents. Paper presented at the American Sociological Association annual meeting, San Francisco, CA.
7. Kulis, S. S., Marsiglia, F. F., & Ayers, S. L. (2014, August). Effects of the keepin' it REAL model program among Guadalajara, Mexico middle school students. Paper presented at the American Sociological Association annual
8. Kulis, S., & Marsiglia, F. F. (2014, July). Urban American Indian youth religion, Native spirituality, and well-being: A latent class analysis. Paper presentation at the International Sociological Association meeting, Yokahama, Japan.
9. Marsiglia, F. F. (2014 July). Examining the long term effects of Familias Preparando la Nueva Generación, a culturally specific Mexican American parenting intervention. International Sociological Association, Yokohama-Japan.
10. Marsiglia, F. F. & Nuño-Gutiérrez, B. (2014 July). Preventing youth substance use and dependency: The long-term effects of keepin'it REAL in Guadalajara-Mexico. International Sociological Association, Yokohama-Japan.
11. Ayers, S. L., Bagwell, M., Nielsen, K., Wright, M., Marsiglia, F. F., & Salamone, D. (2014, March). Tanzanian healthcare providers' awareness of the problematic nature of HIV/AIDS. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.
12. Ayers, S. L., Suell, S. N., Coonrod, D., & Marsiglia, F. F. (2014, March). Examining the differential effect of years lived in the United States on birth outcomes for Latina women. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.
13. Kulis, S., & Marsiglia, F. F. (2014, March). Religion, Native spirituality, and well-being among urban American Indian youth: A latent class analysis. Paper presentation at the Pacific Sociological Association annual meeting, Portland, OR.
14. Williams, L. R., Ayers, S. L., Baldwin, A., & Marsiglia, F. F. (2014, March). Delayed initiation of alcohol use: A RCT of the parenting intervention Familias: Preparando la Nueva Generación. Poster presentation at the Society for Research on Adolescence Biennial Meeting, Austin, TX.
15. Anthony, E. K., Williams, L. R., & Marsiglia, F. F. (2014 January). Recent trends in adolescent development impacting research with Mexican American youth: How can we catch up? Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
16. Boyas, J. F., Marsiglia, F. F., & Robbins, D. (2014 January). Alcohol use among Latina/o early adolescents: Exploring the role of the family. Poster presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
17. Marsiglia, F. F., Kulis, S. S., Nuño-Gutiérrez, B. L., Booth, J. & Ayers, S. (2014). The long and short term effects on substance use behaviors of keepin' it REAL adapted for Mexico. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
18. Marsiglia, F. F., Williams, L. R., & Ayers, S. (2014). The efficacy of Familias: Preparando la Nueva Generación in strengthening parenting and communication of Mexican heritage

- families in the Southwest US. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
19. Marsiglia, F. F., Ayers, S., & Robbins, D. (2014). Examining the long-term effects of a culturally-specific Mexican American parenting intervention on the substance use behaviors of their adolescent children. Paper presented at the 18th annual conference of the Society for Social Work and Research, San Antonio, TX.
  20. Nagoshi, J. L., Kulis, S., & Marsiglia, F. F. (2013). Acculturation moderators and functional mediators of the gender role-alcohol use relationship in Mexican American adolescent boys. Society for Social Work and Research (SSWR) Annual Meeting, San Diego, CA.
  21. Marsiglia, F. F. & Wolfersteig, W. (2013). CEO Roundtable: Leading the way by identifying and embracing challenges and opportunities. TERROS 9th Annual Cesar Chavez Behavioral Health Conference, Phoenix, AZ.
  22. Booth, J., Marsiglia, F. F., Nuño-Gutierrez, B. L., & Garcia Perez, M. (2013). Gender differences in substance use offers based on the youth's history of engaging in romantic relationship. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
  23. Bala, S., Coonrod, D., Ayers, S. L., & Marsiglia, F. F. (2013). Assessing the role of acculturation, social support, and stress on birth outcomes among Hispanic women enrolled in Familias Sanas. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
  24. Marsiglia, F.F. & Wolfersteig, W. (2013). Community based participatory research (CPBR) in the Southwest. Arizona Public Health Association Conference, Phoenix, AZ.
  25. Salamone, D., Bagwell, M., Nielsen, K., Wright, M., Ayers, S. L., & Marsiglia, F. F. (2013). Health care providers' views on HIV in Tanzania: Barriers and challenges to quality care. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
  26. Martinez, M., Marsiglia, F. F., & Ayers, S. L. (2013). Drug use intentions: Gender differences in the protective effects of religiosity among a sample of Mexican adolescents. Poster presented at the Southwest Interdisciplinary Research Center 11th Annual Research Conference, Phoenix, AZ.
  27. Ayers, S. L., Williams, L. R., & Marsiglia, F. F. (2013). The efficacy of a culturally-based parenting intervention: Strengthening open communication between Mexican heritage parents and their adolescents. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
  28. Booth, J., Marsiglia, F. F. & Nuño-Gutierrez, B. L. (2013). The impact of engaging in romantic relationships on Mexican adolescents' substance use offers: Exploring gender differences. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
  29. Marsiglia, F. F., Ayers, S. L., & Robbins, D. (2013). Long-term effects of a culturally-specific Mexican American parenting intervention on the substance use behaviors of their adolescent children. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
  30. Marsiglia, F. F., Williams, L. R., Ayers, S. L., & Booth, J. (2013). The effects of a culturally specific parenting program in strengthening positive parenting practices of Mexican origin

- families in the Southwest US. Paper presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
31. Martinez, M., Marsiglia, F. F., & Ayers, S. L. (2013). Mexican adolescents' intentions to use drugs: Gender differences in the protective effects of religiosity. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
  32. Porta, M., Dustman, P. A., & Marsiglia, F. F. (2013). Substance abuse prevention among high risk Guatemala City youth: Implementation of a culturally grounded curriculum. Poster presented at the annual meeting of the Society for Prevention Research, San Francisco, CA.
  33. Booth, J., Marsiglia, F. F., & Nuño-Gutiérrez, B. (2013). Gender differences in substance use offers based on the youth's history of engaging in romantic relationships. Poster presentation at the 2013 NIDA International Forum, San Diego, CA.
  34. Marsiglia, F. F., Booth, J., Ayers, S., Nuño-Gutierrez, B., Kulis, S., & Hoffman, S. (2013). Short term effects of the implementation of 'keepin'it REAL' on substance use in Jalisco, Mexico. Poster presentation at the 2013 NIDA International Forum, San Diego, CA.
  35. Marsiglia, F. F., Booth, J., Ayers, S. L., Nuño-Gutierrez, B. L., & Kulis, S. (2013). Short-term effects of keepin'it REAL pilot prevention program: Linguistically adapted for youth in Jalisco, Mexico. Paper presentation at the American Sociological Association annual meeting, New York, N.Y.
  36. Marsiglia, F. F., Ayers, S. L., & Robbins, D. (2013). Examining the long-term effects of Familias: Preparando la Nueva Generación, a culturally-specific Mexican American parenting intervention. Paper presented at the National Hispanic Science Network 13th Annual International Conference, Bethesda, MD.
  37. Marsiglia, F. F., Kulis, S., Nuño-Gutiérrez, B., Booth, J., & Ayers, S. L. (2013). Examining the long and short term effects of keepin' it REAL adapted for Mexico. The National Hispanic Science Network 13th Annual International Conference. Bethesda, MD.
  38. Bala, S., Coonrod, D., Ayers, S. L., & Marsiglia, F. F. (2013). Assessing the role of acculturation, social support, and stress on birth outcomes among Hispanic women enrolled in Familias Sanas. Poster presented at the annual meeting of the American Public Health Association, Boston, MA.
  39. Booth, J., Marsiglia, F. F., Nuño-Gutierrez, B. L., & Garcia Perez, M. (2013). Substance use offers among adolescents living in Mexico: Exploring the impact of romantic relationships on gender differences. Poster presented at the annual meeting of the American Public Health Association, Boston, MA.
  40. Davis, O. I., Marsiglia, F. F., Baird, K., & Ma, A. (2012). Identifying trends in perception of care through a community needs assessment survey. Poster presented at the Southwest Interdisciplinary Research Center 10th Annual Research Conference, Phoenix, AZ.
  41. Gallagher, J., & Marsiglia, F. F. (2012). HIV surveillance data: Limits and implications for vulnerable populations. Paper presented at the annual meeting of the Pacific Sociological Association, San Diego, CA.
  42. Garvey, M. M., Marsiglia, F. F., Ayers, S. L., & Williams, L. R. (2012). The impact of Families Preparing the New Generation and keepin' it REAL on adolescent intentions to drink. Poster presented at the Southwest Interdisciplinary Research Center 10th Annual Research Conference, Phoenix, AZ.
  43. Garvey, M., Marsiglia, F. F., Gonzales, N., & Ayers, S. L. (2012). The role of traditional cultural values, parental expectations, and ethnic identity in Hispanic adolescent substance use

- Intentions. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
44. Marsiglia, F. F., Ayers, S. L., Robbins, D. E., & Nagoshi, J. (2012). The immediate effects of a parenting curriculum, *Familias: Preparando a la Nueva Generación*, on adolescent substance use. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  45. Marsiglia, F. F., Ayers, S. L., & Robbins, D. E. (2012). Immediate effects of a culturally-specific Mexican American parenting intervention on the substance use behaviors of their preadolescent children. Poster presented at the annual meeting of the American Public Health Association, San Francisco, CA.
  46. Marsiglia, F. F., Booth, J., & Urbaeva, Z. (2012). Do borders matter?: Exploring self-rated health among adolescents living in the US and Mexico. Paper presented at the annual meeting of the Pacific Sociological Association, San Diego, CA
  47. Martinez, M.J., Marsiglia, F.F., & Ayers, S.L. (2012). Mexican adolescent drug use: Gender differences in religiosity as protective factors. Poster presented at the 12th Annual International National Hispanic Science Network Conference (NHSN), San Diego, CA.
  48. Nagoshi, J., Kulis, S., & Marsiglia, F. F. (2012). Acculturation moderators and functional mediators of the gender role-alcohol use relationship in Mexican American adolescent boys. Poster presented at the Southwest Interdisciplinary Research Center 10th Annual Research Conference, Phoenix, AZ.
  49. Garvey, M. M., Marsiglia, F. F., Ayers, S. L., & Williams, L. R. (2012). The impact of Families Preparing the New Generation and keepin' it REAL on adolescent intentions to drink. Poster presented at the Southwest Interdisciplinary Research Center 10th Annual Research Conference, Phoenix, AZ.
  50. Vargas, P. A., Marsiglia, F. F., & Kulis, S. (2012). Depression, suicide and high-risk taking behaviors among adolescents in a rural community In Mexico. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  51. Nagoshi, J., Kulis, S. S., & Marsiglia, F. F. (2012). Acculturation moderators and functional mediators of the gender role-alcohol use relationship in Mexican American adolescent boys. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  52. Nagoshi, J., Marsiglia, F. F., Parsai, M., & Castro, F. G. (2012). The effects of ethnic identification on the relationship between parental monitoring and substance use in Mexican heritage adolescents in the southwest US. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  53. Kulis, S., Hodge, D. R., Ayers, S., Brown, E. F., & Marsiglia, F. (2012). Spirituality and religion: intertwined protective factors for substance use among urban American Indian youth. Paper presented at the annual meeting of the American Sociological Association, Denver, CO.
  54. Sidora-Arcoleo, K., Feldman, J., Marsiglia, F. (2012). Asthma health disparities among Latino children: Social/contextual factors and acculturation. Paper presented at the International Society for the Advancement of Respiratory Psychophysiology Annual Conference, Orlando, FL.
  55. Williams, L., Marsiglia, F. F., & Ayers, S. L. (2012). The Efficacy of a Culturally-Based Parenting Intervention: Strengthening Parenting Practices between Mexican heritage Parents and

- Adolescents. Paper presented at the Center for Latino Family Research on Adapting Interventions for Diverse Ethnocultural Families, St. Louis, MO.
56. Marsiglia, F. F., Kulis, S. S., Ayers, S., Booth, J., & Nuño-Gutiérrez, B. L. (2012). Drug resistance strategies and substance use among youth in Guanajuato, Mexico. Paper presented at the annual meeting of the Society for Social Work Research, Washington, DC.
  57. Marsiglia, F. F., Kulis, S. S., Yabiku, S. T., Weller, N., & Ayers, S. (2012). An efficacious intervention to reduce the effects of acculturation as a risk factor for substance use among Latino adolescents. Paper presented at the annual meeting of the Society for Social Work Research, Washington, DC.
  58. Nagoshi, J., Marsiglia, F. F., Parsai, M., & Castro, F. G. (2012). Ethnic Identification, Parental Monitoring, and Substance Use in Mexican American Adolescents. Poster presented at the annual meeting of the Society for Social Work Research, Washington, DC.
  59. Ayers, S., Marsiglia, F., Hoffman, S., & Urbaeva, Z. (2011). The impact of desiring to immigrate to the United States on adolescent risky sexual behavior in Mexico. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  60. Bermúdez-Parsai, M., Castro, F.G., & Marsiglia, F.F. (2011). Using community based participatory research principles to develop prevention programs for parents and youth. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  61. Hoffman, S., & Marsiglia, F. (2011). Suicidal ideation and intentions to migrate among youth in central Mexico. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  62. Idriss Davis, O., & Marsiglia, F. (2011). Cultural catalysts for community dialogues: Black barbers as interventionists in cardiovascular health of African American men. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  63. Kulis, S., Marsiglia, F., Ayers, S., & Booth, J. (2011). Drug resistance strategies of low income youth in Mexico and their relationship to substance use. Poster presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  64. Kulis, S.S., Marsiglia, F.F., & Nagoshi, J. (2011). The moderating effects of acculturation on gender roles and substance use in Mexican American adolescents. Paper presented at the Society for Social Work and Research Annual Conference, Tampa, FL.
  65. Kulis, S., Marsiglia, F., Yabiku, S., Weller, N., & Ayers, S. (2011). Addressing acculturation as a risk factor for substance use with an enhanced version of keepin' it REAL for Latino youth in middle school. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  66. Marsiglia, F.F., Bermúdez-Parsai, M., & Castro, F.G. (2011). Familial and individual factors that contribute to adolescent smoking. Paper presented at the annual meeting of the Society for Prevention Research, Washington, DC.
  67. Marsiglia, F.F., Gance-Cleveland, B., Ayers, S., Mettler, K., & Nagoshi, J. (2011). A culturally specific small group intervention for vulnerable Latino preadolescents: A companion to a classroom-based drug abuse prevention program. Paper presented at the Society for Social Work and Research Annual Conference, Tampa, FL.
  68. Marsiglia, F.F., Kulis, S.S., & Coleman, E. (2010). The earlier the better? Effects of implementing the keepin' it REAL school-based substance use prevention program in

- elementary versus middle school. Society for Social Work and Research. San Francisco, CA. January 14-17.
69. Marsiglia, F.F., Kulis, S.S., Nieri, T., Hoffman, S., & Calderon, C. (2010). Methodological and logistical considerations when conducting research in international settings. Society for Social Work and Research. San Francisco, CA. January 14-17.
  70. Marsiglia, F.F., Kulis, S., Hoffman, S., Dustman, P.A, & Hernández, A.M. (2010). Methodological and logistical considerations when conducting research in international settings. Research panel presentation at the 14th annual Society for Social Work and Research conference. San Francisco, CA. January 14-17.
  71. Kulis, S., Marsiglia, F. F., & Nagoshi, J. (2010). Acculturation as a moderator of the relationship between gender roles and substance use in Mexican American adolescents. 8th Annual Southwest Interdisciplinary Research Conference. Phoenix, AZ. April 23.
  72. Marsiglia, F., Ayers, S. L., & Hoffman, S. (2010). Religion and adolescent substance use in Mexico: Exploring the interaction between internal and external religiosity. 8th Annual Southwest Interdisciplinary Research Conference. Phoenix, AZ. April 23.
  73. Marsiglia, F. F., Bermudez-Parsai, M., & Mullins, J. (2010). Acculturation and Utilization of the Post-Partum Medical Visit among Latinas. 8th Annual Southwest Interdisciplinary Research Conference. Phoenix, AZ. April 23.
  74. Kellison, J. G., Garvey, M., Villagrana, M., Marsiglia, F. F., & Castro, F. G. (2010). Families in Action: Latino cultural motivation as a predictor of parental peer monitoring. 8th Annual Southwest Interdisciplinary Research Conference. Phoenix, AZ. April 23.
  75. Booth, J., Marsiglia, F., Krysik J., & Ayers, S. (2010). Perception of neighborhood safety and its association with levels of mental health in Arizona adults. 8th Annual Southwest Interdisciplinary Research Conference. Phoenix, AZ. April 23.
  76. Marsiglia, F.F., Ayers, S., & Hoffman, S. (2010). Substance use in Mexico: The impact of internal and external religiosity on youth attending the VIBA alternative high school. Poster presentation at the NIDA International Forum, "Drug Abuse Research, Policy, and the Public Good." Scottsdale, Arizona.
  77. Kulis, S.S., Marsiglia, F.F., Calderón, C., & Ayers, S.L. (June, 2010). Drug Resistance Skills of Youth in Guanajuato, Mexico. Society for Prevention Research Annual Meeting. Denver, CO. June 1-4.
  78. Ayers, S.L., Marsiglia, F.F., & Kulis, S.S. (2010). Using Propensity Score Matching to Test the Effectiveness of REAL Groups, a Small Group Component to keepin' it REAL. Society for Prevention Research Annual Meeting. Denver, CO. June 1-4.
  79. Marsiglia, F.F., Kulis, S.S., Yabiku, S., Nieri, T., & Coleman, E. (2010). Timing school-based prevention in elementary versus middle school: Growth curve effects of a model program on the substance use trajectories of Mexican heritage youth. Society for Prevention Research Annual Meeting. Denver, CO. June 1-4.
  80. Kulis, S.S., Marsiglia, F.F., Yabiku, S., & Kopak, A. (2010). Acculturative stress and substance use among Mexican-heritage early adolescents: Differentiating experimentation and heavy use using two-part latent growth curve models. Society for Prevention Research Annual Meeting. Denver, CO. June 1-4.
  81. Marsiglia, F.F., Parsai, M.B., & Mullins, J. (2010). Familias Sanas (Healthy Families): A Culturally Grounded Intervention to Improve the Interconception Care of Latina Mothers. Society for Prevention Research Annual Meeting. Denver, CO. June 1-4.

82. Nieri, T., Hoffman, S., Marsiglia, F.F., & Kulis, S.S. (2010). Fighting to Leave: The Relationship between Interpersonal Violence and Migration Desires and Plans. Society for Prevention Research Annual Meeting. Denver, CO. June 1-4.
  83. Nieri, T., Hoffman, S., Marsiglia, F.F., & Kulis, S. (2010). La relación entre la violencia y los deseos y planes de migrar. Bilingual oral presentation at the 56th annual Council of Social Work Education conference. Portland, OR. October 14-17.
  84. Hodge, D., Marsiglia, F.F., & Nieri, T. (2010). A prospective examination of the religion's protective influence on substance use among Latino youth. Society for Social Work and Research. San Francisco, CA. January 14-17.
  85. Marsiglia, F. F., Parsai, M. & Mullins, S (2010) Acculturation and utilization of the post-partum medical visit among Latinas. American Public Health 138th Annual Meeting. Denver, CO. November 6-10.
  86. Ayers, S., Kulis, S., & Marsiglia, F. F. (2010). Testing the effectiveness of a small group substance use prevention component using propensity score matching. American Public Health 138th Annual Meeting. Denver, CO. November 6-10.
  87. Marsiglia, F. F., Kulis, S., Yabiku, S., Nieri, T., & Coleman, E. (2010). Using growth curves to examine timing of school-based substance use prevention in elementary versus middle school among Mexican heritage youth. American Public Health 138th Annual Meeting. Denver, CO. November 6-10.
  88. Kulis, S., Marsiglia, F. F., Yabiku, S., & Kopak, A. (2010). Acculturation stress as a predictor of experimentation versus heavy substance use among Mexican-heritage early adolescents. American Public Health 138th Annual Meeting. Denver, CO. November 6-10.
  89. Garcia-Perez, H., Marsiglia, F. F., & Kulis, S. (2010). Migración internacional, percepción de salud y expectativas educativas de estudiantes de bachillerato en Guanajuato. 3º Congreso Internacional, Migraciones Globales: perspectivas de una reforma migratoria en Estados Unidos. Mazatlan-Mexico. November 12 & 13.
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. Nieri, T., Apkarian, J., Kulis, S., & Marsiglia, F. F. (2015). Effects of a youth substance use prevention program on stealing, fighting, and weapon use. *Journal of Primary Prevention*, 36, 41–49.
  2. Hoffman, S., Marsiglia, F. F. & Ayers, S. (2015). Religiosity and migration aspirations among Mexican youth. *Journal of International Migration and Integration*, 16, 173-186.
  3. Marsiglia, F. F., Williams, R. L., Ayers, S. L., & Booth, J. (2014). Familias Preparando la Nueva Generación: A randomized control trial testing the effects on positive parenting practices. *Research on Social Work Practice*, 24,310-320.
  4. Marsiglia, F. F., Booth, J., Ayers, S. L., Nuño-Gutiérrez, B. L., Kulis, S., & Hoffman, S. (2014). Short term effects on substance use of the keepin'it REAL pilot prevention program: Linguistically adapted for youth in Jalisco, Mexico. *Prevention Science*, 15, 694-704.
  5. Marsiglia, F. F., Nagoshi, J., Parsai, M. B., Booth, J., & Castro, F. G. (2014). The parent-child acculturation gap, parental monitoring, and substance use in Mexican heritage adolescents in Mexican neighborhoods of the Southwest US. *Journal of Community Psychology*, 42, 530-543



6. Marsiglia, F.F., Nagoshi, J. L., Parsai, M. & Castro, F. G. (2014). The effects of parental acculturation and parenting practices on the substance use of Mexican-heritage adolescents from Southwestern Mexican neighborhoods. *Journal of Ethnicity in Substance Abuse*, 13, 288-311.
7. Hoffman, S. & Marsiglia, F. F. (2014). The Impact of religiosity on suicidal ideation among youth in central Mexico. *Journal of Religion & Health*, 53, 255-266.
8. Booth, J., Marsiglia, F. F., Nuño-Gutiérrez, B., García-Pérez, H. (2014). The association between engaging in romantic relationships and Mexican adolescent substance use offers: Exploring gender differences. *Substance Use & Misuse*, 49, 1480-1490.
9. Okamoto, S. K., Kulis, S., Marsiglia, F. F., Holleran-Steiker, L. K., & Dustman, P. (2014). A continuum of approaches toward developing culturally focused prevention interventions: From adaptation to grounding. *The Journal of Primary Prevention*, 35, 103-112.
10. Marsiglia, F. F., Booth, J., Baldwin, A., Ayers, S. (2013). Acculturation and life satisfaction among immigrant Mexican adults. *Advances in Social Work*, 14, 49-64.
11. Connors, K., Coonrod, D., Habak, P., Ayers, S. L., & Marsiglia, F. F. (2013). Birth outcomes of patients enrolled in Familias Sanas research project. *Research in the Sociology of Health Care*, 31, 143-159.
12. Melnyk, B., Jacobson, D., Kelly, S., Belyea, M., Shaibi, G., Small, L., O'Haver, J., & Marsiglia, F. (2013). Promoting healthy lifestyles in high school adolescents: A randomized controlled trial. *American Journal of Preventive Medicine*, 45, 407-415.
13. Marsiglia, F. F., Jacobs, B. Nieri, T., Smith, S. J., Salamone, D., Booth, J. (2013). Effects of an undergraduate HIV/AIDS biology course on students' HIV risk. *Journal of HIV/AIDS and Social Services*, 12, 1-18.
14. Rhodes, SD, Daniel, J, Alonzo, J., Duck, S., Garcia, M, Downs, M., Hergenrather, K.C., Alegria-Ortega, J., Miller, C., Boeving, A.A, Gilbert P.A., Marsiglia F.F. (2013). A systematic community-based participatory approach to refining an evidence-based community-level intervention: The HOLA intervention for Latino men who have sex with men. *Health Promotion Practice*. 14, 607-616.
15. Melnyk, B. M., Kelly, S., Jacobson, D., Belyea, M., Shaibi, G., Small, L., O'Haver, J. & Marsiglia, F. F. (2013). The COPE Healthy Lifestyles TEEN randomized controlled trial with culturally diverse high school adolescents: Baseline Characteristics and Methods. *Contemporary Clinical Trials*, 36, 41-53.
16. Ayers, S. L., Kulis, S. & Marsiglia, F. F. (2013). The impact of ethnoracial appearance on substance use in Mexican heritage adolescents in the Southwest United States. *Hispanic Journal of Behavioral Sciences*, 35, 227-240.
17. Marsiglia, F. F., Nagoshi, J., Ayers S., Parsai, M., & Castro, F. (2012). The influence of linguistic acculturation and parental monitoring on the substance use of Mexican-heritage adolescents in predominately Mexican enclaves in the Southwest US. *Journal of Ethnicity in Substance Abuse*, 11, 226-241.
18. Booth, J., Marsiglia, F. F., & Ayers, S. (2012) Neighborhood safety and psychological distress: Exploring protective factors. *Journal of Sociology and Social Welfare*, 39, 137-156.
19. Williams, L. P., Ayers, S., Garvey, M., Marsiglia, F. F., Castro, F. G. (2012). Efficacy of a culturally based parenting intervention: Strengthening open communication between Mexican-heritage parents and adolescent children. *Journal of the Society for Social Work and Research*, 4, 296-307.

20. Nieri, T., Hoffman, S., Marsiglia, F. F., & Kulis, S. (2012). Interpersonal violence and its association with U.S. migration desires and plans among youths in Guanajuato, Mexico. *International Migration & Integration*, 13, 365-381.
21. Bermúdez-Parsai, M., Mullins-Geiger, J., Marsiglia, F. F., Coonrod, D. (2012). Acculturation and Health Care Utilization among Mexican Heritage Women in the United States. *Maternal and Child Health Journal*, 16, 1173-1179.
22. Kulis, S., Hodge, D., Ayers, S., Brown, E., & Marsiglia, F. F. (2012). Spirituality and religion: Intertwined protective factors for substance use among urban American Indian youth. *American Journal of Drug and Alcohol Abuse*, 38, 444-449.
23. Ayers, S., Marsiglia, F. F., Hoffman, S., Urbaeva, J., & Booth, J. (2012). Mexican adolescents' risk y sexual behavior and migration intentions. *International Journal of Migration Health & Social Care*, 8, 56-71.
24. Marsiglia, F. F., Ayers, S., Hoffman, S., & Urbaeva, Z. (2012). Understanding the gender patterns of substance use initiation among adolescents living in Mexico. *International Journal of Drug Policy*, 23, 251-254.
25. Marsiglia, F. F., Ayers, S., Gance-Cleveland, B., Mentler, K., & Booth, J. (2012). Beyond primary prevention of alcohol use: A culturally specific secondary prevention program for Mexican heritage adolescents. *Prevention Science*, 13, 241-251.
26. Kulis, S., Marsiglia, F. F., Kopak, A., Olmsted, M. E., & Crossman, T. (2012). Ethnic identity and substance use among Mexican-heritage early preadolescents: Moderators effects of gender and time in the US. *Journal of Early Adolescence*, 32, 165-199.
27. Marsiglia, F. F., Ayers, S. & Hoffman, S. (2012). Religiosity and adolescent substance use in central Mexico: Exploring de influence of internal and external religiosity on cigarette and alcohol use. *American Journal of Community Psychology*, 49, 87-97.
28. Kulis, S., Marsiglia, F. F. & Nagoshi (2012). Gender roles and substance use among Mexican American adolescents: A relationship moderated by acculturation? *Substance Use & Misuse*, 47, 214-229.
29. Kulis, S., Marsiglia, F. F., Ayers, S., Booth, J., & Nuño-Gutiérrez, B. (2012). Drug resistance and substance use among male and female adolescents in alternative secondary schools in Guanajuato, Mexico. *Journal of Studies on Alcohol and Drugs*, 73, 111-119.
30. Marsiglia, F. F. & Williams, J. H. (2011). Behavioral health equity: A call to action for social work education. *Journal of Social Work Education*, 47, 385-387.
31. Marsiglia, F. F., Kulis, S., Hoffman, S., Calderón, C., Becerra, D., & Álvarez, D. (2011). Migration intentions and illicit substance use among youth in central Mexico. *Substance Use & Misuse*, 46, 1619-1627.
32. Hodge, D., Marsiglia, F. F., & Nieri, T. (2011). Religion and substance use among youth of Mexican-heritage: A social capital perspective? *Social Work Research*, 35, 137-146.
33. Nieri, T., Lee, C., Kulis, S., & Marsiglia, F. F. (2011). Acculturation among Mexican-heritage preadolescents: A latent class analysis. *Social Science Research*, 40, 1236-1248.
34. Kulis, S., Marsiglia, F. F., Ayers, S., Calderón, C., & Nuño, B. (2011). Gender differences in drug resistance skills of youth in Guanajuato, Mexico. *Journal of Primary Prevention*, 32, 113-127.
35. Marsiglia, F. F., Yabiku, S., Kulis, S., Nieri, T., Parsai, M., & Becerra, D. (2011). The influence of linguistic acculturation and gender on substance use initiation among Mexican heritage preadolescents in the borderlands. *Journal of Early Adolescence*, 31, 271-299.

36. Nagoshi, J., Marsiglia, F. F., Parsai, M. B., & Castro, F. G. (2011). The moderating effects of ethnic identification on the relationship between parental monitoring and substance use in Mexican heritage adolescents in the Southwest US. *Journal of Community Psychology, 39*, 520-533.
37. Parsai, M-B, Castro, F., Marsiglia, F. F., Harthun, M., & Valdez, H. (2011). Using community based participatory research to create a culturally grounded intervention for parents and youth to prevent risky behaviors. *Prevention Science, 12*, 34-47.
38. Marsiglia, F. F., Kulis, S., Yabiku, S., Nieri, T. & Coleman, E. (2011). When to intervene: Elementary school, middle school or both? Effects of keepin'it REAL on substance abuse trajectories of Mexican heritage youth. *Prevention Science, 12*, 48-62.
39. Marsiglia, F. F., Kulis, S., Garcia-Perez, H. & Parsai, M. (2011). Hopelessness, family stress, and depression among Mexican heritage mothers in the Southwest. *Health & Social Work, 36*, 7-18.
40. Rhodes S.D., Hergenrather K.C., Vissman A.T., Stowers J., Davis A.B., Hannah A., Alonzo J., & Marsiglia F.F. (2011). "Boys must be men, and men must have sex with women": A qualitative CBPR study to explore sexual risk among African American, Latino, and white gay men and MSM. *American Journal of Men's Health, 5*, 140-151.
41. Yabiku, S., Marsiglia, F. F., Kulis, S., Parsai, M., Becerra, D., & Del-Colle, M. (2010) Parental monitoring and changes in substance use among Latino/a and non-Latino/a pre-adolescents in the Southwest. *Substance Use and Misuse, 45*. 2524-2550.
42. Marsiglia, F. F., Parsai, M. & Coonrod, D. (2010). Familias Sanas: An intervention designed to increase rates of postpartum visits among Latinas. *Journal of Health Care for the Poor and Underserved, 21*, 119-131.
43. Kulis, S., Marsiglia, F.F., & Nagoshi, J.L. (2010). Gender, gender roles, internalizing and externalizing problem behaviors, and substance use among Mexican American adolescents. *Journal of Social Work Practice in the Addictions, 10*, 283-307.
44. Marsiglia, F.F., Kulis, S., FitzHarris, B., & Becerra, D. (2010). Acculturation gaps and externalizing youth problem behaviors: Assets and challenges of Southwestern Mexican immigrant families. *Social Work Forum, 42/43*, 6-26.
45. Ayón, C., Marsiglia, F. F. & Parsai, M.B. (2010). Latino family mental health: Exploring the role of discrimination and familismo. *Journal of Community Psychology, 38*, 742-756.
46. Marsiglia, F. F., Peña, V., Nieri, T., & Nagoshi, J. L. (2010). REAL groups: The design and immediate effects of a prevention intervention for Latino children. *Social Work with Groups, 33*. 103-121.
47. Marsiglia, F. F., Yabiku, S., Kulis, S., Nieri, T., & Lewin, B. (2010). Influences of school Latino composition and linguistic acculturation on a prevention program for youths. *Social Work Research, 34*, 6-19.
48. Marsiglia, F. F., Kulis, S., Hussaini, K., Nieri, T. & Becerra, D. (2010). Gender differences in the effect of linguistic acculturation on substance use among Mexican origin youth in the Southwest. *Journal of Ethnicity in Substance Abuse, 9*, 40-63.
49. Castro, F. G., Marsiglia, F. F., Kulis, S., & Kellison, J. (2010). Lifetime segmented assimilation trajectories and lifestyle outcomes in Latino and other community residents. *American Journal of Public Health, 100*, 669-676.

50. Parsai, M., Marsiglia, F. F. & Kulis, S. (2010). Parental monitoring, religious involvement and drug use among Latino and non-Latino youth in the Southwestern United States. *British Journal of Social Work*, 40, 100-114.

#### Book Chapters

- Marsiglia, F. F. & Kulis, S. (2015). *Diversity, oppression, and change: Culturally grounded social work* (2nd edition). Chicago, IL: Lyceum Books.
- Marsiglia, F. F., Gallagher, J., Secakuku-Baker, D. & Booth, J. M. (2014). Community engagement and HIV prevention with American Indian/Alaskan Native communities: Working with the whole person. In Rhodes, S. D. (Ed.). *Innovations in HIV prevention research and practice through community engagement* (pp. 105-134). New York: Springer.
- Castro, F. G., Kellinson, J. G., & Marsiglia, F. F. (2013). Ethnic and cultural minority populations. In McCrady, B. S. & Epstein, E. E. (Eds.). *Addictions: A Comprehensive Guidebook* (pp.758-787). New York: Oxford University Press.
- Marsiglia, F. F. (2013). Social work practice with Mexican Americans. In Gray, M., Coates, J., Yellow Bird, M. & Hetherington, T. (Eds.). *Decolonizing Social Work* (pp. 129-143). Surrey, England: Ashgate.
- Marsiglia, F. F. & Booth, J. (2013). Empirical status of culturally competent practices. In Vaughn, M. G. & Perron, B. E. (Eds.) *Social Work Practice in the Addictions* (pp.165-181). New York: Springer.
- Marsiglia, F. F. (2010). A culturally grounded approach to drug prevention with Latino children and youth. In Fortune, A. E., McCallion, P. & Briar-Lawson, K. (Eds.). *Social work practice research for the 21st century* (pp.138-153). New York: Columbia University Press.

### 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.***

**Bryn Mawr College**, Bryn Mawr, Pennsylvania. Graduate School of Social Work and Social Research, Master of Social Service (MSS), May, 1970.

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.

**Invited Professor, doctoral program in Social Sciences and Social Work**, University of Huelva, Spain, 2006, 2007, 2008, 2009, 2010, 2012. Invited Professor Master's program on Immigration and Social Services, University of Huelva, 2010, 2012

**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

**Department of Child Development and Guidance, Wilmington Public Schools**, Wilmington, Delaware. Resource Specialist in Child Development, December 1970 to June 1973.

**Family Services of Delaware County**, Media, Pennsylvania. Marital Counseling and Family Casework and **Child Care Services of Delaware County**, Media, Pennsylvania. Caseworker, September 1968 to June 1970. (Practicum assignments from Bryn Mawr College).

**The Glen Mills Schools**, Glen Mills, Pennsylvania. Caseworker and Intake Caseworker, July 1965 to September 1968.

**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.

**ISICANA** (USIS bi-national center), Salta, Argentina. Director of Courses, 1960–1962. English teacher (children and adults), 1959–1962.

**Colegio National Salta and Colegio Nacional de Metan**, Salta, Argentina. English teacher, 1960–1962

#### 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. (August 2012) *Professionalizing across Borders: The Dilemma of Social Work as a Democratic Occupation*. Presented at the Second ISA [International Sociological Association] Forum of Sociology: Social Justice and Democratization. Buenos Aires, Argentina

Martinez-Brawley, E. & Zorita, P. M-B. (February 2012). *No es una Talla Única: Adaptando los Paradigmas de la Investigación en el Trabajo Social a la Frontera*. Presented at La Frontera: Una Nueva Concepción Cultural. XVI Reunión Internacional. Zacatecas, MX

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.**

Martinez-Brawley, E., Zorita, P. and Rennie, F. Dual Language Contexts in Social Work Practice: The Gaelic in the *Comhairle nan Eilean Siar* region (Outer Hebrides, Scotland) and Spanish in the Southwestern United States. *European Journal of Social Work* , 2011,1-18.

Martinez-Brawley, E. and Mc Kinley, R. 'Revisiting Barra': Changes in the Structure and Delivery of Social Work Services in the Outer Hebrides. Are Rural Tenets Still Alive? *The British Journal of Social Work*. 2012, 42 December, pp.1608-1625.

Martinez-Brawley, E. (2012) Historia del Trabajo Social en Estado Unidos, in Fernández-García, T.M., de Lorenzo, R. and Vazquez-Aguado, O. (eds.), *Diccionario de Trabajo Social*, Madrid, Editorial Alianza (2012), pp. 264-265.

Martinez-Brawley, E. (2012) Profesionalización y Educación del Trabajador Social en los Estados Unidos, in Fernández-García, T.M., de Lorenzo, R. and Vazquez-Aguado, O. (eds.), *Diccionario de Trabajo Social*, Madrid, Editorial Alianza (2012), pp. 413-415.

Martinez-Brawley, E. (2012), Servicios Sociales Públicos en los Estados Unidos, in Fernández-García, T.M., de Lorenzo, R. and Vazquez-Aguado, O. (eds.), *Diccionario de Trabajo Social*,

Madrid, Editorial Alianza (2012), pp. 471-473.

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. Electronic publication of the XXI Century Conference in La Paz, B.C., MX*, ISBN: 978-607-7503-55-2

Martinez-Brawley, E. & Zorita, P. M-B. Immigration and social services: The perils of professionalization. *Families in Society*, 92, No. 2 (April May 2011)

Martinez-Brawley, E. and Mc Kinley, R. 'Revisiting Barra': Changes in the Structure and Delivery of Social Work Services in the Outer Hebrides. Are Rural Tenets Still Alive? *The British Journal of Social Work*. 2011, 1-18(*ifirst publication; print follows*).

Martinez-Brawley, E., Zorita, P. and Rennie, F. Dual Language Contexts in Social Work Practice: The Gaelic in the *Comhairle nan Eilean Siar* region (Outer Hebrides, Scotland) and Spanish in the Southwestern United States. *European Journal of Social Work* , 2011,1-18, (*ifirst publication; print follows*).

Martinez-Brawley, E. and Gualda, E. Latinos in the US and Spain: demographics, designations and political identities. *European Journal of Social Work*, August 2010, pp.1-21.

Martinez-Brawley, E. & Zorita, P. M-B. Immigration and social work: Contrasting practice and education. *Social Work Education*, 30:1, February 2010, pp.17-28.

Martinez-Brawley, E. & Zorita, P. M-B. Immigration and social services: The perils of professionalization. *Families in Society*, 92, No. 2 (April May 2011)

## 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

2014-Present National Institute on Drug Abuse (NIDA) National Hispanic Science Network (NHSN), Early Career Stage Mentoring (ECSM) for Research Program R25 Cycle III Fellow.  
 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

2014-Present Co-Investigator (PI: Michael Shafer), Arizona *Families FIRST*. The Center for Applied Behavioral Health Policy. Department of Economic Security (\$200,000.00).  
 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*

Program. City of Phoenix Prosecutor's Office. (\$ 18,480.00)

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

Refereed Conferences

- Mendoza, N. S., \*Rorke, J., & Roe-Sepowitz, D. E. (September, 2014). Alcohol and drug diversion with emerging adults: Examining factors associated with recidivism. *National Hispanic Science Network on Drug Abuse, 14<sup>th</sup> International Conference*. El Paso, TX.
- Mendoza, N. S. (September, 2014). The evolution of peer support in substance abuse treatment for women. *National Hispanic Science Network on Drug Abuse, 14<sup>th</sup> International Conference*. El Paso, TX.
- \*Haseley, H. P. & Mendoza, N. S. (September, 2014). Knowledge and awareness of congregate care staff working with LGBT youth. *GLMA's 32<sup>nd</sup> Annual Conference*. Baltimore, MD.
- Mendoza, N. S. (April, 2014). Project WARMTH: Women and Recovery, Maintain, Train, Heal. *The 12th Annual SIRC Research Conference*. Phoenix, AZ.
- Mendoza, N.S., Cimino, A., & Gregoire, T. (January, 2014). Community re-entry programming for women: Considering substance abuse, depression, and self-esteem. *Society for Social Work and Research*. San Antonio, TX.
- \*Baldwin, A. & Mendoza, N. S. (June, 2013). Exploring the relationships between demographics, emotional exhaustion, and depersonalization among substance abuse counselors. *Research Society on Alcoholism, Annual Conference*. Orlando, FL.
- \*Baldwin, A. & Mendoza, N. S. (June, 2013). Psychological distress among substance abuse counselors. *Research Society on Alcoholism, Annual Conference*. Orlando, FL.
- Mendoza, N. S., Connors, G. J., Nochajski, T. H., & Farrell, M. G. (2013) Perceived coercion and readiness to change among drug court enrollees. *The 11th Annual SIRC Research Conference*. Phoenix, AZ.
- Mendoza, N. S. & Cash, S. J. (2013, January). Risk assessment and ongoing involvement with child protective services. *Society for Social Work and Research*. San Diego, CA.
- Mendoza, N. S. (2012, June). Child protective services, single mothers, and substance misuse. *Research Society on Alcoholism, Annual Conference*. San Francisco, CA.
- Resko, S. & Mendoza, N. S. (2012, June). Solitary substance use among adolescents involved in the child welfare system: Examining the role of depression and social isolation. *Research Society on Alcoholism, Annual Conference*. San Francisco, CA.
- Hesselbrock, M. N., Higuchi, S., Bucholz, K, Hesselbrock, V. M., & Mendoza, N. S. (2012, June). Gender differences in the course and outcomes of alcohol use disorder. *Research Society on Alcoholism, Annual Conference*. San Francisco, CA.
- Mendoza, N. S., Walitzer, K. S., & Connors, G. J. (2012, June). Moderated drinking training for women problem drinkers: Use of drinking reduction strategies in relation to outcome. *Research Society on Alcoholism, Annual Conference*. San Francisco, CA.
- Mendoza, N.S., Nochajski, T. H., & Farrell, M. G. (2012, June). Attrition in drug court research: Participant characteristics and recommendations for follow-up. *Research Society on Alcoholism, Annual Conference*. San Francisco, CA.
- \*Perry, M. J., Derrick, J.L., Mendoza, N. M., Nochajski, T. H., & Farrell, M. G. (2012, June). Comparing the effect of two types of social support on changes in problematic alcohol use among offenders beginning drug court. *Research Society on Alcoholism, Annual Conference*. San Francisco, CA.
- \*Conrow, L. & Mendoza, N. S. (2012, January). Risk assessment with GIS: Examining neighborhood-level factors associated with substance abuse treatment outcomes. *Society for Social Work and Research*. Washington, DC.

Mendoza, N.S. & \*Perry, M. (2011, October). Researching drug court: Lessons learned and a model to guide decision making. *Council on Social Work Education, Annual Program Meeting*. Atlanta, GA.

Mendoza, N.S., Schlauch, R. C., Nochajski, T. H., & Farrell, M. G. (2011, June). Examining mental health predictors of drug court outcomes. *Research Society on Alcoholism, Annual Conference*. Atlanta, GA.

Connors, G. J., Walitzer, K. S., & Mendoza, N. S. (2011, June). Subjective relapses following a moderated drinking intervention for women. *Research Society on Alcoholism, Annual Conference*. Atlanta, GA.

Mendoza, N. S., Walitzer, K. S. & Connors, G. J. (2011, June). Use of treatment strategies in a moderated drinking program for women. *Research Society on Alcoholism, Annual Conference*. Atlanta, GA.

Connors, G. J., Walitzer, K. S., & Mendoza, N. S. (2011, September). Reasons for Ending “Subjective Relapses” Following a moderated Drinking Intervention for Women. *Annual Meeting of the World Congress of Psychiatry*, Buenos Aires.

Mendoza, N.S., Resko, S., & Mendenhall, A. (2010, October). Social workers and the postdoctoral experience: Building foundations for an interdisciplinary career. *Council on Social Work Education, Annual Program Meeting*. Portland, OR.

Mendoza, N. S., Derrick, J., & Stasiewicz, P. (2010, June). Perceived and actual self-efficacy: The impact on alcohol-related negative consequences. *Research Society on Alcoholism, Annual Conference*. San Antonio, TX.

Mendoza, N. S. & Dearing, R. L. (2010, June). Help-seeking motivation: Modeling locus of causality and gender. *Research Society on Alcoholism, Annual Conference*. San Antonio, TX.

Mendoza, N.S. (2010, January) Single mothers, substance misuse, and child well-being: Examining the effects of family structure and service provision in the child welfare system. *Society for Social Work and Research*. San Francisco, CA.

#### Behavioral Health Conferences

Wohlert, B. & Mendoza, N. S. (2014, September). Transformations from clients to professionals and how to practice self-care in rehabilitation settings. *Symposium conducted at the Technical Assistance and Continued Education (TACE) Fall Institute*. Flagstaff, AZ.

Mendoza, N. S. & Cortez, M. (2014, July). Arizona Families FIRST: A program targeting families involved in child welfare and substance abuse treatment systems. *Prevent Child Abuse Arizona Conference*. Glendale, AZ.

Mendoza, N. S. & Cortez, M. (2014, July). Arizona Families FIRST: Engaging clients dually-involved with child welfare services and treatment of substance use disorders. *A New Stance on Behavioral Health Care: Resiliency and Whole Health- 15<sup>th</sup> Annual Summer Institute*. Prescott, AZ.

Mendoza, N. S. (2014, July). Working with LGBTQ youths involved in child welfare services. *Child Abuse Prevention Conference*. Glendale, AZ.

Wohlert, B. & Mendoza, N. S. (2014, May). Transformations from clients to professionals and how to practice self-care in rehabilitation settings. *Symposium conducted at the Technical Assistance and Continued Education (TACE) Summer Institute*. Phoenix, AZ.

Mendoza, N. S. & Wohlert, B. (May, 2014). InQUEERy: Examining resources for locating, utilizing, and conducting queer research. *Let's Get Better Together Conference*. Tucson, AZ.

Mendoza, N. S. (2014, April). Behavioral health front desk receiving and staff interaction: A motivational and trauma-informed approach. *TERROS 10th Annual Cesar Chavez Behavioral Health Conference*. Phoenix, AZ.

Mendoza, N. S., Broussard, R. A., & Thomas, D. (May, 2014). Clinical supervision: Working from a queer-informed framework. *Let's Get Better Together Conference*. Tucson, AZ.

Vail Cruz, J. & Mendoza, N. S. (April, 2013). Focusing on Internal Strengths to Change Community Norms Around Alcohol. *Conference- Let's Get Better Together: A Quality Look at Behavioral Healthcare in Arizona*. Tucson, AZ.

Mendoza, N. S. & Broussard, A. R. (March, 2013). Risk and substance use disorders among sexual minorities: Conceptualizing a queer-informed system of clinical care. *TERROS 9th Annual Cesar Chavez Behavioral Health Conference*. 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.**

Refereed Publication

Cimino, A., Mendoza, N. S., \*Theielman, K., Shively, R., & Kunz, K. (In Press). Women re-entering the community: Understanding addiction and trauma-related characteristics of recidivism. *Journal of Human Behavior in the Social Environment*.

Mendoza, N. S. (2014). Social services and child well-being among CPS-involved families. *Journal of Social Service Research*, 40(3), 274-283.

\*Linley, J. V., Mendoza, N. S., & Resko, S. (2014). Working on treatment teams: Educating social work students to function as addiction specialists within interdisciplinary groups. *Journal of Social Work Education*, 33(5), 642-655.

Mendoza, N.S., \*Linley, J. V., Nochajski, T. H., & Farrell, M. G. (2013). Attrition in drug court research: Participant characteristics and recommendations for follow-up. *Journal of Forensic Social Work*, 3(1).

Mendoza, N.S., Trinidad, J., Nochajski, T. H., & Farrell, M. G. (2013). The effect of symptoms of depression on successful drug court completion. *Community Mental Health Journal*, 49 (1).

Mendoza, N. S., \*Conrow, L., \*Baldwin, A., & \*Booth, J. (2013). Using GIS to describe risk and neighborhood-level factors associated with substance abuse treatment outcomes. *Journal of Community Psychology*, 41(7).

Mendoza, N. S. (2013). Family structure, substance use, and CPS involvement: Evaluating child outcomes and services. *Journal of Social Work Practice in the Addictions*, 13(1).

Mendoza, N.S., Resko, S., DeLuca, S, Mendenhall, A., & Early, T. (2013). Social work and postdoctoral experience. *Social Work Research*, 37(1).

Resko, S. & Mendoza, N. S. (2012). Treatment retention among women diagnosed with PTSD. *Journal of Social Work Practice in the Addictions*, 12(4), 348-369.

Mendoza, N. S., Walitzer, K. S., & Connors, G. J. (2012). Use of treatment strategies in a moderated drinking program for women. *Addictive Behaviors*, 37, 1054-1057.

Mendoza, N. S., \*Bonta, K., \*Horn, P., \*Moore, E., \*Gibson, A., & \*Simmons, D. (2012). PUSH(ing) limits: Using fiction in the HBSE classroom. *Journal of Teaching in Social Work*, 32, 376-391.

Invited Publication

Mendoza, N.S. (2014). Review of M. G. Vaughn and B. E. Perron (Eds). Social Work Practice in the Addictions. *Journal of Social Work Practice in the Addictions*.

Mendoza, N. S. (2013). Review of J. Wade, N. Biehal, N. Farrelly, & I. Sinclair. Caring for Abused and Neglected Children: Making the Right Decisions for Reunification or Long-Term care. *Families in Society: The Journal of Contemporary Social Services*, 94, 1-2.

Mendoza, N. S. (2013). We Love to Celebrate, but What about the Risks? A Commentary about Being Safe Out in Maricopa County. *Safe Out*.

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

Editorial Review Board, Journal of the Society for Social Work and Research

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.

Allison Ward Lasher, Jill Theresa Messing, & William Hart (2014, October). Police Officer Attitudes Toward Intimate Partner Violence and Social Work Collaboration, Council on Social Work Education 60<sup>th</sup> Annual Program Meeting, Tampa, FL.

Meredith Bagwell, Jill Theresa Messing, & Alesha Durfee (2014, October). The Perceived Helpfulness of Self-Protective Actions Among Survivors of Intimate Partner Violence, Council on Social Work Education 60<sup>th</sup> Annual Program Meeting, Tampa, FL.

[Jill Theresa Messing](#), Alesha Durfee, & Meredith Bagwell (2014, January). The Utilization of Protection Orders By Survivors in Shelter. Presentation at the Society for Social Work and Research 18<sup>th</sup> Annual Conference, San Antonio, TX.

Jill Theresa Messing & [Jonel Thaller](#) (2014, January). Intimate Partner Violence Risk Assessment: Predictive Ability & Application to Social Work. Presentation at the Society for Social Work and Research 18<sup>th</sup> Annual Conference, San Antonio, TX.

[Jonel Thaller](#), Meredith Bagwell, Jill Theresa Messing & Alesha Durfee (2014, January). Factors Related to Reproductive Coercion and Pregnancy Avoidance Among Women Experiencing Intimate Partner

- Violence. Presentation at the Society for Social Work and Research 18<sup>th</sup> Annual Conference, San Antonio, TX.
- [Jill Theresa Messing](#), David Becerra, & David K. Androff (2014, January). Latinas & Law Enforcement: The Impact of Fear of Deportation On Confidence in Law Enforcement and Willingness to Report Violent Crimes. Presentation as part of a symposium entitled Using Research to Promote Social Change Among Latino Communities at the Society for Social Work and Research 18<sup>th</sup> Annual Conference, San Antonio, TX.
- [Megan Lindsay](#), Jonel Thaller & Jill Theresa Messing (2014, January). Use of Popular Media and Gender Studies to Educate Young Adults About Intimate Partner Violence. Presentation at the Society for Social Work and Research 18<sup>th</sup> Annual Conference, San Antonio, TX.
- 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.
- Alesha Durfee & Jill Theresa Messing (2013, November). Problems in Access to Protection Orders: Advocates' Perspectives. 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.
- Janet Sullivan Wilson, Jill Theresa Messing, Sheryll Brown, Beverly Patchell, Jacquelyn Campbell, Kimberly Flowers, Kristie Mitchell (2013, October). Promising practice for domestic violence: The Lethality Assessment Protocol. Presentation at the International Association of Chiefs of Police Conference, Philadelphia, PA.
- 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.
- David Becerra, David K. Androff, Jill Theresa Messing, Jason Castillo (2013, January). Fear of deportation and perceptions of law enforcement among Latinos in the United States. Presentation as part of a symposium entitled The impact of immigration policies within Latino communities at the Society for Social Work and Research 17<sup>th</sup> Annual Conference, San Diego, CA.
- 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.
- Jill Theresa Messing & Jonel Thaller (2012, September). The IRIS Project: An online safety intervention for women in unsafe abusive relationships. Presentation at the Arizona Coalition Against Domestic Violence Annual Conference, Phoenix, AZ.
- Jill Theresa Messing (2012, July). Intimate partner violence and transdisciplinarity. Presentation at the Social Work and Social Development: Action and Impact Conference, Stockholm, Sweden.
- Jill Theresa Messing, Jonel Thaller, Meredith Bagwell (2012, March). Sexual abuse and forced sex among a sample of women experiencing intimate partner violence: Identifying the need for sexual health interventions and sexual safety planning. Presentation at the Futures without Violence National Conference on Health and Domestic Violence, San Francisco, CA.
- Janet Sullivan Wilson, Jill Theresa Messing, Sheryll Brown, Beverly Patchell, Joe F. West, Jacquelyn C. Campbell (2012, March). Comparative physical and mental health consequences in women of different ethnic backgrounds experiencing police involved intimate partner violence. Presentation at the Futures without Violence National Conference on Health and Domestic Violence, San Francisco, CA.



- Nancy E. Glass, Jill Theresa Messing, Jane Koziol-McLain, Jonel Thaller, Tina L. Bloom, Karen Eden, Jacquelyn Campbell, Katia Reinart (2012, March). IRIS Project: An internet based safety decision aid for survivors of intimate partner violence. Presentation at the Futures without Violence National Conference on Health and Domestic Violence, San Francisco, CA.
- Jill Theresa Messing, Jonel E. Thaller, Meredith Bagwell, Yvonne Amanor-Boadu, Courtenay Cavanaugh, Jacquelyn C. Campbell (2012, January). Culturally competent intimate partner violence risk assessment: Creation and testing of the Danger Assessment for Immigrant women (DA-I). Presentation at the Society for Social Work and Research 16<sup>th</sup> Annual Conference, Washington DC.
- Jill Theresa Messing, Jonel E. Thaller, Meredith Bagwell (2012, January). Factors related to sexual abuse and forced sex among a sample of women experiencing intimate partner violence. Presentation at the Society for Social Work and Research 16<sup>th</sup> Annual Conference, Washington DC.
- David Becerra, David K. Androff, Jill Theresa Messing, Jason Castillo, Andrea N. Cimino (2012, January). Health care for Latinos in the United States: Perceptions of quality, discrimination and access. Presentation as part of a symposium entitled Promoting social justice for Latinos in an anti-immigrant climate at the Society for Social Work and Research 16<sup>th</sup> Annual Conference, Washington DC.
- Nigah Mughal, Jill Theresa Messing, Alesha Durfee & Jacquelyn Campbell (2011, November). Comparing multiple and single intimate partner homicides: Rates and trends across 13 states. American Society of Criminology Annual 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, Yvonne Amanor-Boadu, Courtenay Cavanaugh, & Jacquelyn Campbell (2011, January). Factors predicting immigrant women's risk for re-assault by an intimate partner in the United States. Presentation at the International Consortium for Social Development 17<sup>th</sup> Symposium, Dhaka, Bangladesh.
- Jill Theresa Messing, Andrea Cimino, Jacquelyn C. Campbell, Sheryll Brown, Beverly Patchell, Janet Wilson (2010, November). Intimate partner violence exposure and risk of homicide in the Oklahoma Lethality Assessment Study. Presentation at the Annual Meeting of the American Society for Criminology, San Francisco, CA.
- Andrea Cimino, Jill Theresa Messing, Jacquelyn C. Campbell, Janet Wilson, Sheryll Brown, Beverly Patchell, (2010, November). Predictors of arrest in intimate partner violence incidents. Presentation at the Annual Meeting of the American Society for Criminology, San Francisco, CA.
- 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.
- Yvonne Amanor-Boadu, Jill Theresa Messing, Sandra Stith, Jared Anderson, Chris O'Sullivan, Jacquelyn C. Campbell (2010, July). Immigrant and non-immigrant women: Factors that predict leaving an abusive partner. Presentation at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.

- Courtenay E. Cavanaugh, Jill Theresa Messing, Melissa Del-Colle, Chris O'Sullivan, and Jacquelyn C. Campbell (2010, July). Suicidal behavior among women seeking help for intimate partner violence. Presentation at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.
- David K. Androff, Elizabeth Segal, Jill Theresa Messing, (2009, July). The deleterious consequences of US immigration policy upon Mexican immigrant children's well-being: Challenges for social development. Presentation at the International Consortium for Social Development 16<sup>th</sup> Symposium, Monterrey, Mexico.
- Jill Theresa Messing, Jacquelyn Campbell, Lareina LaFlair, Courtenay Cavanaugh, Michelle Kanga, Joan Kub, Jacqueline Agnew, Sheila Fitzgerald, Barbara Fowler, Daniel Sheridan, Richelle Bolyard, (2009, May). Pathways from prior abuse to current experience of intimate partner violence: Opportunities for prevention. Presentation at the Society for Prevention Research Annual Conference, Washington DC.
- Jill Theresa Messing, Shane Lee & Jennifer Segovia (2013, December). Danger Assessment Tools. Invited Presentation at the Maricopa Association of Governments Protocol Evaluation Project Roundtable Event, Mesa, Arizona.
- Jill Theresa Messing (2013, October). Risk factors for homicide & promising interventions. Invited Presentation at the Apache Junction Candlelight Vigil, Hosted by the Apache Junction Police Department.
- Jill Theresa Messing (2012, October). Lessons learned from developing and implementing the Danger Assessment. Invited presentation at the Domestic Violence Risk Management Knowledge Exchange, London, Ontario, Canada.
- Jill Theresa Messing & Dave Sargent (2012, September). Incorporating domestic violence lethality assessment into police response: Perspectives, outcomes, and findings. Invited presentation at the 2012 Domestic Violence Symposium, Seattle, WA.
- Jill Theresa Messing & Wendy Million (2012, June). Lethality factors and coercive control in domestic violence cases. Invited presentation at the 2012 Judicial Conference, Tucson, AZ.
- 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, & Jonel E. Thaller (2010, December). Intimate partner violence risk assessment: Promoting victim safety and offender accountability. Invited presentation to the Association of Threat Assessment Professionals, Phoenix Chapter, Phoenix, 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.
- Jill Theresa Messing, Lt. Robert Bates (2009, October). *Police assessments of lethality & coercive controlling behaviors in intimate relationships. Invited presentation at the 1st Annual Glendale Domestic Violence Training Summit, Glendale, 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.
- Bagwell, M., Messing, J.T., Baldwin, A. (in press). Intimate partner sexual violence: A review of terms, definitions, and prevalence. *Trauma, Violence & Abuse.*
- Messing, J.T. & Thaller, J. (in press). Intimate partner violence risk assessment: A primer for social workers. *British Journal of Social Work.*
- Becerra, D., Androff, D., Messing, J.T., Castillo, & Cimino, A. (in press). Linguistic Acculturation and Perceptions of Quality, Access, and Discrimination in Health Care among Latinos in the U.S. *Social Work in Health Care.*

- Cavanaugh, C.E., Messing, J.T., Amanor-Boadu, Y.E., O'Sullivan, C.S., Webster, D.W. & Campbell, J.C. (in press). Recent sexual assault of Latinas by a physically abusive intimate partner: Prevalence and the influence of immigration status. *Urban Health*.
- Eden, K.B., Perrin, N.A., Hanson, G., Messing, J.T., Bloom, T., Campbell, J., Gielen, A., Clough, A., Barnes-Hoyt, J., Glass, N. (in press). The immediate impact of an internet safety decision aid on abused women's decisional conflict about staying safe: Findings from the IRIS randomized controlled trial. *American Journal of Preventative Medicine*.
- Thaller, J.E. & Messing, J.T. (2014). Loving, lying, dying: Common (mis)perceptions around intimate partner violence as depicted in "Love the Way You Lie." *Feminist Media Studies*, 14(4), 623-639.
- Messing, J.T., Campbell, J.C., Brown, S., Patchell, B., Androff, D.K., Wilson, J.S. (2014). The association between protective actions and homicide risk: Findings from the Oklahoma Lethality Assessment Study. *Violence & Victims*, 29(4), 543-563.
- Messing, J.T., Thaller, J. & Bagwell, M. (2014). Factors related to sexual abuse and forced sex in a sample of women experiencing police involved intimate partner violence. *Health & Social Work*, 39(3), 181-191.
- Messing, J.T. (2014). Evidence based prosecution of intimate partner violence in the post-Crawford era: A single city study of the factors leading to prosecution. *Crime & Delinquency*, 60(2), 238-260.
- Cavanaugh, C., Campbell, J.C., Messing, J.T. (2014). A longitudinal study of the impact of cumulative trauma on comorbid posttraumatic stress disorder and depression among female nurses and nursing personnel. *Workplace Health and Safety*, 62(6), 224-232.
- Messing, J.T., Amanor-Boadu, Y., Cavanaugh, C.E., Glass, N., & Campbell, J.C. (2013). Culturally competent intimate partner violence risk assessment: Adapting the Danger Assessment for immigrant women. *Social Work Research*, 37(3).
- Messing, J.T. & Thaller, J. (2013). The average predictive validity of intimate partner violence risk assessments. *Journal of Interpersonal Violence*, 28(7), 1537-1558.
- Lindsay, M., Messing, J.T., Thaller, J., Baldwin, A., Clough, A., Bloom, T., Eden, K.B., Glass, N. (2013). 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.
- Messing, J.T., Mohr, R., & Durfee, A. (2012). Women's experiences of grief upon leaving an abusive relationship. *Child & Family Social Work*.
- Messing, J.T., LaFlair, L., Cavanaugh, C., Kanga, M., & Campbell, J.C. (2012). Testing posttraumatic stress as a mediator of childhood trauma and adult intimate partner violence. *The Journal of Maltreatment, Aggression & Trauma*, 21(7), 792-811.
- Amanor-Boadu, Y., Messing, J.T., Stith, S.M., Anderson, J.R., O'Sullivan, C., & Campbell, J.C. (2012). Immigrant and non-immigrant women: Factors that predict leaving an abusive relationship. *Violence Against Women*, 18(5), 611-633.
- Cavanaugh, C.E., Messing, J.T., Petras, H., Fowler, B., LaFlair, L., Kub, J., Agnew, J., Fitzgerald, S., Bolyard, R., & Campbell, J.C. (2012). Patterns of violence against women: A latent class analysis. *Psychological Trauma: Theory, Research, Practice, and Policy*, 4(2), 169-176.
- Durfee, A. & Messing, J.T. (2012). Characteristics related to protection order use among victims of intimate partner violence. *Violence Against Women*, 18(6), 701-710.
- Cavanaugh, C.E., Messing, J.T., Del-Colle, M., O'Sullivan, C. & Campbell, J.C. (2011). Prevalence and correlates of suicidal behavior among adult female victims of intimate partner violence. *Suicide & Life-Threatening Behavior*, 41(4), 372-383.
- Messing, J.T. (2011). The social control of family violence. *Affilia: The Journal of Women and Social Work*, 26(2), 154-168.

- Wilson, J.S., West, J., Messing, J.T., Patchell, B., & Campbell, J.C. (2011).** Factors related to post traumatic stress symptoms in women experiencing police involved intimate partner violence. *Advances in Nursing Science*, 34(3), E14-E28.
- Messing, J.T., Cimino, A., Campbell, J.C., Brown, S., Patchell, B., & Wilson, J.S. (2011). Collaborating with police: Recruitment in the Oklahoma Lethality Assessment (OK-LA) Study. *Violence Against Women*, 17(2), 163-176.
- Campbell, J.C., Messing, J.T., Kub, J., Agnew, J., Fitzgerald, S., Fowler, B., Sheridan, D., Lindauer, C., Deaton, J., & Bolyard, R. (2011). Workplace violence: Prevalence and risk factors in the Safe at Work Study. *Journal of Occupational & Environmental Medicine*, 53(1), 82-89.
- Bracken, M., Messing, J.T., Campbell, J.C., LaFlair, L., & Kub, J. (2010). Intimate partner violence and abuse among female nurses and nursing personnel: Prevalence & risk factors. *Mental Health Nursing*, 31(2), 137-148.
- Messing, J.T. & Heeren, J.W. (2009). Gendered justice: Domestic homicide and the death penalty. *Feminist Criminology*, 4(2), 170-188.
- Messing, J.T. (in press). Intimate partner abuse. *Encyclopedia of Gender and Sexuality Studies*. New Jersey: Wiley Blackwell Press.
- Thaller, J., Messing, J.T., Laughon, K., & Campbell, J.C. (in press). Assessing dangerousness & fatal intimate partner violence. In P.T. Clements, J. Pierce-Weeks, K.E. Holt, A.P. Giardino, S. Seedat & R. Alexander (Eds.). *Intimate Partner Violence, Domestic Violence & Spousal Abuse*. STM Learning: Saint Louis, MS.
- Messing, J.T. (2014). Intimate partner violence & abuse. *Encyclopedia of Social Work Online*. New York: Oxford University Press. DOI: 10.1093/acrefore/9780199975839.013.1151
- Thaller, J., Messing, J.T. & Carlson, B. (2013). Intimate partner abuse. In A. Gitterman (Ed.) *Handbook of Social Work with Vulnerable and Resilient Populations, 3d ed.* Columbia University Press: New York, NY.
- Heeren, J.W. & Messing, J.T. (2009). Victims and sources: Newspaper reports of mass murder in the domestic context. In D. Humphries & S. Caringella (Eds.), *Women, Violence, and the Media: A Collection of Readings*. Northeastern University Press: Boston, MA.
- Messing, J.T. (2013). Empowering women across systems: The impact of intimate partner violence intervention. *Criminology & Public Policy*, 12(3), 437-440.
- Messing, J.T., Adelman, M., & Durfee, A. (2012). Gender violence and transdisciplinarity. *Violence Against Women*, 18(6), 641-652.

## **Maria Napoli, Lcsw; Acsw; Ph.D.**

### **EDUCATION**

- |  |      |
|--|------|
| Doctor of Philosophy<br>New York University, School of Social Work<br>New York, New York                           | 1988 |
| Master of Social Work<br>New York University, School of Social Work<br>New York, New York                          | 1976 |
| Bachelor of Arts<br>H.H. Lehman College, City University of New York<br>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**

International Federation of Social Workers Annual Conference, Stockholm, Sweden. Mindfulness and Organizations	2013
Arizona School Social Work Annual Conference: Mindfulness and Families	2012
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

- Napoli, M. & Bonifas, R. (2013) Becoming Culturally competent: Mindful engagement with American Indian Clients. *Journal of Ethnic and Cultural Diversity in Social Work*.22 (3-4): 198-212.
- Napoli, M. & Bonifas, R. (2011) From Theory Toward Empathic Self Care: Creating a Mindful Classroom for Social Work Students. *Social Work Education The International Journal Social Work Education*, 30(6), 635-549.
- Napoli, M, (2011) React or Respond: A Guide to Apply Mindfulness for Families and Therapists, *Families in Society*. Vol. 92, 28-32.
- Segal, E; Gerdes, K; Stromwall, L. Napoli, M; (2010) Privilege through the Lens of Empathy, forthcoming in Narratives of Professional Helping on issues of privilege. Special Edition. *Reflections Journal*, 16, Winter, 79-8.

### Books

- Napoli, M. (2014) Beyond Stress: Strategies for Blissful Living. Book and DVD Kendall/Hunt Publishing, Dubuque, IA.
- Napoli, M. (2011) Tools for Mindful Living: Steppingstones for Practice. Kendall/Hunt Publishing. Dubuque, IA.

Napoli, M. & Roe, S. (2011). *Life by Design: Choice or Consequences*. Kendall/Hunt Publishing, Dubuque, IA.



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

Arizona State University School of Social Work, Assistant Professor, Tempe, AZ. August 1992 -  
August, 1998.

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

Private Social Work Child Custody Consultant, Columbia, South Carolina. 1985 – 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

Tennessee Department of Human Services, Child Welfare Staff Development and Training Consultant  
Nashville, Tennessee, 1980 – 1982

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. (2014, March). Connections between animal abuse and others of human violence. Arizona Adult Probation Department, Phoenix, AZ.

Risley-Curtiss, C. (2014, February). Children/youth who abuse animals. Presentation to Casey Family programs staff. Phoenix, AZ.

Risley-Curtiss, C. (2013, November). Other animals in social work. Two Introduction to Social Work Classes. University of Tennessee School of Social Work, Knoxville, TN.

Risley-Curtiss, C. (2013, November). Animals as family in different cultures. Gabriel's Angels Young Professionals Advisory Committee, Phoenix, AZ.

Risley-Curtiss, C. (2013, February). Our other animal-human connections. University of Tennessee School of Social Work class—by skype.

Risley-Curtiss, C. (2012, June). Co-Occurrence of Animal Abuse and Human Violence. Maricopa County Adult Probation Training, Phoenix, AZ.

Risley-Curtiss, C. (2012, June). Where do we start: Assessment of animal abuse. Presented at Clinical & Support Options, Inc, Greenfield, MA to new Franklin County Link Coalition.

Risley-Curtiss, C. (2012, March 22). Integrating animals into social work practice. Simmons College SSW, Boston, MA.

Risley-Curtiss, C. (2012, Spring). Working with humans and other animals: Assessment & animal facilitated work. Socratic Lecture, ASU SSW.

See community memberships above

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

1992 - Present : Co-Principal Investigation, Child Welfare Education Project, Arizona State University School of Social Work, Phoenix, Arizona (currently about 3 million annually).

2011-2014 Co-Principal Investigator, *Social work practitioners and the human-companion animal bond: A provincial study*. Nova Scotia Health Research Foundation, \$15,000.00, Principle Investigator C. Hanrahan

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

Risley-Curtiss, C. (2014, October). Children and Animals Together Assessment and Intervention Program. Virginia Animal Control Training Conference, Virginia Beach, VA.  
Risley-Curtiss, C. (2014, October). Poly-victimization, Childhood Animal Abuse and Trauma-focused Intervention. National District Attorney's National Center for Prosecution of Child Abuse Strategies for Justice Conference. Mesa, AZ.  
Risley-Curtiss, C. (2014, September). Animal abuse and domestic violence: What is the connection? Domestic Violence, Sexual Assault, and Victims Services Conference, AZ Coalition to End Sexual Assault & Domestic Violence, Phoenix, AZ.  
Curtiss, C. (2014, July). Using courage and hope to lead social work practice into the treatment of childhood animal abuse. 2014 National Association of Social Workers Annual Conference, Washington, DC.  
Risley-Curtiss, C. & Lunghoffer, L. (2014, July). Childhood animal abuse, poly-victimization and trauma-focused treatment. International Family Violence and Child Victimization Research Conference, Portsmouth, NH.  
Risley-Curtiss, C. (2014, April). Intervening in childhood animal abuse: The Children and Animals Assessment and Intervention Program. Full day workshop for Loudon County, VA Animal Control Services.  
Risley-Curtiss, C. (2014, April). Intervening with children who abuse animals. National/International Webinar presented for/through the National District Attorneys Association.  
Risley-Curtiss, C. (2013, October). Animal abuse and human violence. 65<sup>th</sup> Annual Conference of Southwest Foundations, San Antonio, TX. Invited presentation.  
Risley-Curtiss, C. (2013, April). Adding other animal-human relationships to social work practice through social work education. Panel on Human-animal interaction in the social work education. 3rd International veterinary Social Work Summit, Knoxville, TN.  
Grandin, Temple; Herzog, Hal; Risley-Curtiss, C. (2013, April). Panel Discussion: Is there a role for social work in the care and welfare of animals? 3rd International veterinary Social Work Summit, Knoxville, TN  
Risley-Curtiss, C. (2013, April). Animal and human relationships. AZ Geriatrics Spring Geriatric Mental Health and Aging Conference, Phoenix, AZ. Invited presentation.  
Risley-Curtiss, C. (2012, August). Animal abuse and human violence: Understanding the connections. Invited presentation. American Veterinary Medical Association Convention, San Diego, CA.  
Risley-Curtiss, C. (2012, August). Animal abuse and human violence: Responding and Prevention. Invited presentation. American Veterinary Medical Association Convention, San Diego, CA.  
Risley-Curtiss, C. (2012, July). Incorporating resiliency and hope into social work practice through animal-human relationships. NASW Restoring Hope National Conference, Washington, DC.

- Risley-Curtiss, C. (2011, November). Co-occurrence of animal and human violence. Invited presentation for The ASU School of Letters and Sciences Humanities Lecture Series, Phoenix, AZ.
- Risley-Curtiss, C. (2011, October). Assessment and Treatment of Animal Abuse. Invited presentation at AZ NASW Summit, Phoenix, AZ.
- Risley-Curtiss, C. (2010, November). Man and their relationships with animals. The Humanist Sociologist Conference, Sante Fe, NM (invited).
- Risley-Curtiss, C. (2010, June). Animals as family across cultures. Peer reviewed submission. The Groves Conference on Marriage and Family, Seattle, WA.
- Risley-Curtiss, C. (2010, June). Animal abuse and family violence: Connections and Prevention. Invited. The Groves Conference on Marriage and Family, Seattle, WA.
- Risley-Curtiss, C. (2009, October). Assessment and treatment of animal abuse. Invited presentation at the Alberta SPCA Cruelty/Crime Connection: Breaking the Chain, Alberta, Canada
- Risley-Curtiss, C. (2009, October). Integrating animals into social work practice, research and education. Invited presentation at the Alberta SPCA Cruelty/Crime Connection: Breaking the Chain, Alberta, Canada.
- Risley-Curtiss, C. (2009, August). The animal-human bond continuum. What happens if your pet outlives you? A Hospice of the Valley Symposium. Phoenix, AZ. (also co-chaired event).
- Robinson, R. & Risley-Curtiss, C. (2009, March). Veterinary Social Work. 2009 Baccalaureate Directors Conference, Phoenix, AZ.

#### 9. Professional Publications last 5 years

2011-2013 Guest Editor, Special issue of *Journal of Sociology and Social Welfare* on animal-human interactions.

Risley-Curtiss, C. (2013) Expanding the ecological lens in child welfare practice to include other animals. *Journal of Sociology and Social Welfare*, XL, 107-130.

Risley-Curtiss, C., Rogge, M.E., & Kawam, E. (2013). Factors associated with social work practitioners including animals in their practice. *Social Work*. 58, 153-161.

O'Neill, M., Risley-Curtiss, C., Ayon, C., & Williams, L. (2012) Placement stability in the context of child development. *Child & Youth Services Review*.

Risley-Curtiss, C., Holley, L.C., Kodiene, S. (2011, October-December). "They're there for you;" Men and their experiences with companion animals. *Families in Society*, 92, 412-418.

Risley-Curtiss, C., Zilney, L.A. & Hornung, R. (2010). Animal-human relationships in public child welfare: Getting a baseline. *Child Welfare*. 89, 67-82.

Risley-Curtiss, C. (2010). Social work practitioners and the human-other animal bond: A national study. *Social Work*, 55, 38-46.

Strand, E. & Risley-Curtiss, C. (2013) Animal-human bond. In Brewster, M. & Reyes, C. (Eds.) *Animal cruelty: A multidisciplinary approach to understanding* (pp 81-107).

Carolina Academic Press: Durham, NC.

Risley-Curtiss, C. (2013). Human-other animal bonds, In T. Mizrahi & L.E. Davis *Encyclopedia of Social Work online version*. New York: Oxford Press (invited submission).

Risley-Curtiss, C. (2010). Social work and other animals: Living up to ecological practice. In M. DeMello (Ed.) *Teaching the Animal: The Social Sciences* (pp. 139-156). Hudson, NY: Lantern Press.

Risley-Curtiss, C. (2010). Social work and other animals: Living up to ecological practice. In M. DeMello (Ed.) *Teaching the Animal: Human-Animal Studies across the Disciplines* (pp. 281-298). Hudson, NY: Lantern Press.

Risley-Curtiss, C. (2009). The role of other animals in public child welfare work. In A. Linzey (Ed) *The link between animal abuse and human violence* (pp 126-141). United Kingdom. Sussex Academic Press.

Risley-Curtiss, C. & Holley, L. C., Cruickshank, T., Porcelli, J., Rhoads, C., Bacchus, D., & Nyakoe, S., Murphy, S.(2009). "She was family:" Women of color and their animal-human connections. In A. Arluke & C. Sanders *Between the species: A reader in human-animal relationships*. NY: Pearson Education. Reprinted as chapter 7 in Unit One: Part 2.

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). Risley-Curtiss, C. (2013) .*Animals and social work: A moral introduction by Thomas Ryan*. In *Journal of Animal Ethics*. 113-125

Risley-Curtiss, C. (2011). *Milk teeth: A memoir of a woman and her dog* by Robbie Pfeufer Khan. In *Journal of Animal Ethics*, 1, 232-234.

*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*

2014 Invited Reviewer for HABRI, *International Journal of Environmental Research & Public Health, Veterinary Science and Animal Husbandry, and Violence Against Women*.

2013-2014 Member, Nellie's Web Advisory Board, Maine

2011-2013 Guest Editor, Special issue of *Journal of Sociology and Social Welfare* on animal-human interactions.

2012 Invited Reviewer, *Social Problems*

2009 -2013 Invited Reviewer, *Journal of Health care for the Poor and Underserved*

Inaugural issue-2011 Consulting Editor, *The Journal of Public Child Welfare*, Athens, GA: University of Georgia

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.

Clinical Researcher and Program Developer: Tallahassee, Florida 4/2004-8/2005

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 State 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

Statewide Inpatient Psychiatric Program

3/2002-9/2002

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.

Travelers Aid Society of Tucson: Tucson, Arizona

7/1999-8/2000

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

Victim Advocate/Driver/Trainer: Volunteer, 30-40 hours per month. 11/1997-8/2000

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

Council Member: Arizona Human Trafficking Executive Council. March 2012-present. Committee member, Legislative committee.

Human Trafficking Council, Spring 2014-present.

Appointed Member, City of Phoenix, Mayor's Human Trafficking Task Force Member. Spring 2014-present.

Managing Editor: The Journal of Human Trafficking. First issue January 2015.

Editorial Board Member: The Journal of Violence Against Women (2014 and 2015).

Health and Wellness Technical Working Group Member, US Department of Health and Human Services, Administration for Children and Families, Office of Women's Health (2014). Contribution to the SOAR training modules related to the Federal Strategic Action Plan on Services to Victims of Human Trafficking in the United States.

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.

Reviewer of Abstracts Society for Social Work and Research: June 2007, 2008, 2009, 2010, 2011, 2012, 2014: Abstract reviewer for the conferences of the Society for Social Work and Research to select presenters.

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

Arizona Juvenile Justice Commission, Sex Trafficking Research Presentation. November 20, 2014. 16 attendees.

21<sup>st</sup> Statewide Annual Conference on Ending Homelessness, Arizona Coalition to End Homelessness: Youth Experiences Survey. October 22, 2014. 74 attendees.

Human Trafficking Education for Professionals, Mesa Community College, Social Work Program. October 22, 2014. 145 attendees.

Arizona Humanities, Community Conversations Series: Sex Trafficking in Arizona. March 27, 2014. Rose and Thorn, Heritage Square. 24 attendees.

Maricopa County Adult Probation: Manager's Forum. Overview of Sex Trafficking and Treatment and Trauma Informed Approaches. March 18, 2014. 124 attendees.

Maricopa Association of Governments (MAG). 2013 Domestic Violence Protocol Evaluation Project Webinar. December 16, 2013. Domestic Violence and Sex Trafficking.

NASW Webinar: December 12, 2013. Sex Trafficking and Social Work.

Invited Presenter: Committee on the Impact of Domestic Violence and the Courts, September 10, 2013. Presentation to judges, advocates and domestic violence program staff. Attendees: 22

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; Arizona Association of Police Chiefs (AACOP). Sex Trafficking in Arizona. March 22, 2013. Grand Canyon University. Attendees: 75.

Invited Presenter; City of Phoenix Faces of Diversity Brown Bag, Phoenix Human Relations Commission, In our own backyard: Child Prostitution and Sex Trafficking in Arizona. March 15, 2013. Phoenix City Council Chambers, Phoenix, Arizona. Attendees: 48.

Invited Presenter; ASU Future Scholar Program: Guest Speaker. Sex Trafficking Training. February 9, 2013. Halle Center. Phoenix, Arizona. Attendees: 22.

Invited Presenter; Arizona Hotel Child Protection Program: Guest Speaker. January 11, 2013. Sex Trafficking Interventions and Research. Paradise Valley, Ascension Lutheran Church. Attendees: 35.

Nationally Recognized Expert and Invited Presenter April 9-13, 2012: Amber Alert Sex Trafficking Symposium, Salt Lake City, Utah. Multiple Presentations: Academia and Sex Trafficking and Innovative Interventions for Sex Trafficking. International and National attendees: 120.

Invited Presenter April 27, 2012 for the International Law Society, Phoenix Law School: Title: Sex Trafficking Services and Needs. 7pm -10pm. Community Attendees: 25.

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

September 2014	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.
April 2014	Arizona State University, Commission on the Status of Women. 2014 Faculty Outstanding Achievement and Contribution Award.
March 2014	Appointed to the Arizona Governor's Human Trafficking Council by executive order.
January 2014	Appointed to the City of Phoenix Mayor's Task for on Human Trafficking.
January 2014	Invited to be an expert on the US Department of Health and Human Services Expert Workgroup on Sex Trafficking and Health Systems, January 13, 2014.
November 2013	Invited to be on the Research and Evaluation on Human Trafficking, Expert Working Group in Washington D.C. on April 23 and 24, 2014.
September 2013	Award the Influential Scholar of 2013 from the 10 <sup>th</sup> annual International Human Trafficking, Prostitution and Sex Work Conference in Toledo, Ohio.
May 2, 2013	Invited as a Workgroup Member (expert) on Sex Trafficking to the Johns Hopkins/ACCT Symposium on Meeting the Needs of Child Trafficking Survivors.
May 2013	Invited to be a member on the development of the Child Sexual Exploitation of Children guide for the U.S. Department of Education
April 2013	Nominated for ASU Professor of the Year 2012-2013, Arizona State University Parents' Association. (1 of 24 nominees out of 3000 faculty).
April 9, 2013	Invited to participate in the <i>White House Forum to Combat Human Trafficking</i> at the White House, Washington D.C.
March 2013	Nominated for ASU Centennial Professor Award.
February 2013	Nomination: Diversity Achievement Award; Faculty Google Award for Diversity and Inclusion.

- 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

Brockie, M., & Roe-Sepowitz, D. E. (2014, September). Starfish Partnerships Mentoring Program. 11<sup>th</sup> Annual Conference on Prostitution, Sex Work and the Human Trafficking, Toledo, OH.

Roe-Sepowitz, D. E., & Bracy, K. (2014, September). Exploring the Characteristics and Treatment Needs of Sex Trafficked Girls. 11<sup>th</sup> Annual Conference on Prostitution, Sex Work and the Human Trafficking, Toledo, OH.

Roe-Sepowitz, D.E., *Hickle, K., Smith, J.* (2013, September). Putting the Pieces Back Together: Trauma Treatment with Sex Trafficking Victims. National Center for Victims of Crime 2013 National Conference. Phoenix, Arizona.

Roe-Sepowitz, D.E., Gallagher, J., Bauer, C., & Tutelman, J. (2013, September). Project ROSE: An Arrest-Alternative for Sex Trafficking Victims. National Center for Victims of Crime 2013 National Conference. Phoenix, Arizona.

Roe-Sepowitz, D.E., *Hickle, K., Smith, J., & Brockie, M.* (2013, September). Unique Outreach Projects to Combat Sexual Exploitation. 10<sup>th</sup> Annual Conference on Prostitution, Sex Work and the Human Trafficking, Toledo, OH.

Roe-Sepowitz, D.E., & *Kiehne, E.* (2013, September). The Role of Hotels and Motels in the Facilitation of Sex Trafficking in the United States. 10<sup>th</sup> Annual Conference on Prostitution, Sex Work and the Human Trafficking, Toledo, OH.

Roe-Sepowitz, D.E., *Hickle, K., & Sabella, D.* (2012, September). Project ROSE (Reaching Out to the Sexually Exploited): An Innovative Arrest-Alternative in Phoenix, Arizona. 9<sup>th</sup> Annual Conference on Prostitution, Sex Work and the Human Trafficking, Toledo, OH.

Roe-Sepowitz, D.E., *Rubio, E., Hyche, C., Gennaro, J., Seer, S., Brockie, M.* (2012, September). Backpage.com: Adult Entertainment Ads, Detecting Minors and Unexpected Findings. 9<sup>th</sup> Annual Conference on Prostitution, Sex Work and the Human Trafficking, Toledo, OH.

Roe-Sepowitz, D.E., & *Hickle, K.,* (2011, September). Esuba: Putting the Pieces Back Together with Sexually Exploited Women and Girls. 8<sup>th</sup> Annual Conference on Prostitution, Sex Work and the Human Trafficking, Toledo, OH.

Roe-Sepowitz, D.E., & *Hickle, K.* (2011, January). Prostitution Diversion: Survivor Analysis for Recidivism in Prostitution. Presented at the Society for Social Work and Research Conference: Tampa, Florida.

## 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

Roe-Sepowitz, D. E., Gallagher, J., Risinger, M., & Hickle, K. (in press). The sexual exploitation of girls in the United States: The role of female pimps. *Journal of Interpersonal Violence*.

Roe-Sepowitz, D.E., Hickle, K., Dahlstedt, J., & Gallagher, J. (in press). Victim or whore: The similarities and differences between victim's experiences of domestic violence and sex trafficking. *Journal of Human Behavior and the Social Environment*.

Hickle, K. E., & Roe-Sepowitz, D.E. (2014) Putting the pieces back together: A group intervention for sexually exploited adolescent girls. *Social Work with Groups*, 2, 99-114. DOI 10.1080/01609513.2013.82338

Roe-Sepowitz, D., Gallagher, J., Hickle, K., Pérez Loubert, M., & Tutelman, J. (2014) Project ROSE: An arrest-alternative for victims of sex trafficking and prostitution. *Journal of Offender Rehabilitation*, 53, 57-74.

Roe-Sepowitz, D.E.\*, Bedard, L.B., Pate, K.A., & Hedberg, E. (2014). Esuba: The effectiveness of a psychoeducation group for incarcerated female survivors of abuse. *International Journal of Offender Therapy and Comparative Criminology*. 58, (2),190-208. Doi: 10.1177/0306624X12465410

Connolly, S. M., Roe-Sepowitz, D., Sakai, C.E., & Edwards, J. (2013). Utilizing community resources to treat PTSD: A randomized controlled trial using Thought Field Therapy. *The African Journal of Traumatic Stress*.82-90.

Roe-Sepowitz, D. E. (2012) Juvenile entry into prostitution: The role of emotional abuse. *Violence Against Women*, 18, 562-579.

Clarke, R., Clarke, E., Roe-Sepowitz, D., & Fey, R. (2012). Age of entry into prostitution: Relationship to drug use, race, suicide, education level, childhood abuse and family experiences. *Journal of Human Behavior and the Social Environment*. 22, 3, 270-289.

Roe-Sepowitz, D.E., Hickle, K.E., & Cimeno, A. (2012). The impact of abuse history and trauma symptoms on successful completion of a prostitution-exiting program. *Journal of Human Behavior and the Social Environment*. 22,1, 65-77. Doi: 10.1080/10911359.2011.598830

Roe-Sepowitz, D. E., Hickle, K., Perez-Loubert, M., & Egan, T. (2011) Adult prostitution recidivism: Risk factors and impact of a diversion program. *Journal of Offender Rehabilitation*, 50, 272-285. Doi: 10.1080/10509674.2011.574205

Heide, K.M., Roe-Sepowitz, D.E., Solomon, E.P., & Chan, H. (2011) Male and female juveniles arrested for murder: A comprehensive analysis of U.S. data by offender



gender. *International Journal of Offender Therapy and Comparative Criminology*, 56, 356–384.  
doi: 10:1177/0306624x11406418

Roe-Sepowitz, D.E. & Hickie, K. (2010). Comparing boy and girl arsonists: Crisis, family, and crime scene characteristics. *Journal of Legal and Criminological Psychology*, 15, 385-399. doi: 10:1348/135532509X473913.

#### BOOK CHAPTERS

Roe-Sepowitz, D. E. (2011). Juvenile Prostitution. In R.J. R. Levesque (Ed.). *Encyclopedia of Adolescence*. Springer.

Roe-Sepowitz, D. & Katsulis, Y. (2011). U.S.-Mexico borderland female sex workers: Family responsibilities and risks for depression. In R. Dalla, J. DeFrain, L. Baker, and C. Williamson (Eds.). *The Prostitution of Women, Men, and Children: A Global Perspective. Implications for Research, Policy, Education and Service*. Lexington Academic Press.

## 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
- Chair Fundraising Committee for AZ Gift of Life Transplant House 1999
- Child Abuse Council Planning Committee and Chair, Local Site Arrangements 1990 - 1994
- Member, CALSWEC and USC Partnership 1990-1992
- Executive 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

*Social Work and Integrated Behavioral Healthcare Initiative.* (2013-2014). Principle Investigator. Merging clinical social work with an interdisciplinary medical team in a local community primary care setting.

NADD and CSWE. Amount awarded \$10,000

*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.

*Exploratory Study of Factors Related to Trauma in Childhood Sexual Abuse.* (1991-1992). Research Assistant. Multidisciplinary research team from USC and Florence Crittenton. Collected data, used psychiatric rating scales, applied diagnostic criteria, obtained informed consent, organized and collected data for statistical correlation. Principle investigators, Dr's. Mennen and Meadow. USC School of Social Work, Los Angeles Campus.

### Refereed Article:

Leitz, C., Rounds, T. (2009). Strength Based Supervision: Training Child Welfare Supervisors to Model Family Centered Practice in Supervision. *The Clinical Supervisor, 28(2)*, 124-140. doi:10.1080/07325220903334065

## 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 9/2009 – 6/2010  
*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 9/2006 – 2/2007  
*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 4/2004 – 9/2004  
*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 6/2005 – 9/2005  
*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 9/2004 – 6/2005  
*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 8/2002 – 6/2003  
*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	
<i>Ethnicity and Health</i>	2013
<i>Asian American Journal of Psychology</i>	2012
<i>National Multicultural Conference and Summit</i>	2012
Newsletter Editor	2007 – 2009
<i>Asian American Psychological Association, Division on Women</i>	

## **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
<i>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.</i>	
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
<i>Assessing Mental Health among Refugees in Arizona.</i>	
Role: Co-Investigator	
Award: \$20,000	
University of California, Los Angeles, Center for Community Partnerships	2008 – 2010
<i>Intergenerational Transmission of Trauma in the Long Beach Cambodian Community.</i>	
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
21 <sup>st</sup> 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

---

**Sangalang, C. C.** & Harachi, T. (2015). Depressive Symptoms among Vietnamese and Cambodian Youth: The Effect of Discrimination Experiences. Paper presentation, Society for Social Work and Research, New Orleans, Louisiana.

Tran, A. T., Miyake, E. R.\*, Jew, G.\*, & **Sangalang, C. C.** (August, 2014). Personal discrimination and satisfaction with life: Exploring perceived functional effects of Asian American race/ethnicity as a moderator. Poster presentation, Asian American Psychological Association Conference, Washington DC.

**Sangalang, C. C.** (April, 2014). *Knowledge of Historical Trauma in Cambodian Refugee Families: Exploring Negative and Positive Consequences on Youths' Psychological Well-being.* Poster presentation, Southwest Interdisciplinary Research Center Annual Conference, Phoenix, Arizona.

Chen, A.C.C., **Sangalang, C. C.**, Szalacha, L. A., & Menon, U. (April, 2014). *Sexual and STI Testing Behaviors in Asian American and Pacific Islander and Latino Young Adults.* Paper presentation, Western Institute of Nursing, Seattle, Washington.

**Sangalang, C. C.** (January, 2014). *The Influence of Intergenerational Trauma on the Psychological Adjustment of Cambodian American Adolescents.* Paper presentation, Society for Social Work and Research, San Antonio, Texas.

**Sangalang, C. C.** (June, 2013). *Knowledge of Family Trauma, Parental Closeness, and Depression among Cambodian American Adolescents.* Paper presentation, Asian Pacific Islander Social Work Educators Association Annual Conference, Phnom Penh, Cambodia.

**Sangalang, C. C.**, Chen, A.C.C., Kulis, S., & Yabiku, S. (May, 2013). *Development and Validation of a Discrimination Measure with Asian American Adolescents.* Paper presentation, Society for Prevention Research Annual Meeting, San Francisco, California.

**Sangalang, C. C.** & Gee, G. (April, 2013). *Racial Discrimination and Depressive Symptoms among Cambodian American Adolescents: The Role of Gender.* Poster presentation, Society for Research on Child Development Biennial Meeting, Seattle, Washington.

**Sangalang, C. C.**, Lau, A., & Ngouy, S. (April, 2013). *Using Community-Based Participatory Research to Identify Health and Service Needs of Cambodian American Adolescents.* Poster presentation, Southwest Interdisciplinary Research Center Annual Conference, Phoenix, Arizona.

Nguyen, H., Ngo, V., Liu, L., Myers, O., **Sangalang, C.**, Lau, A. & Weiss, B. (August, 2012). *Qualitative Study of Stressors Facing Vietnamese American Youth.* Paper presentation, Asian American Psychological Association Annual Conference, Orlando, Florida.

**Sangalang, C. C.** (January, 2012). *Effects of Racial Discrimination and Ethnic Identity on Depression among Cambodian American Adolescents.* Paper presentation, Society for Social Work and Research Annual Conference, Washington, DC.

**Sangalang, C. C. & Stokes, C.** (October, 2011). *Critical Race Theory: Looking Back and Moving Forward*. Paper presentation, Council on Social Work Education Annual Program Meeting, Atlanta, Georgia.

**Sangalang, C. C. & Gee, G. C.** (January, 2010). *Depression and anxiety among Asian Americans: The effects of social support and strain*. Poster presentation, Society for Social Work and Research Annual Meeting, San Francisco, California.

## **INVITED PRESENTATIONS**

---

**Sangalang, C. C.** (March, 2014). *Immigrant and Refugee Adolescents*. Adolescent Health Issues, University of Arizona School of Public Health.

**Sangalang, C. C.** (September, 2013). *Cambodian American Adolescents: Cultural and Contextual Influences on Mental Health*. Health Disparities Lecture Series, ASU Southwest Interdisciplinary Research Center.

Robbins, D. E. & **Sangalang, C. C.** (August, 2013). *Understanding and Addressing Missing Data*. Data Analysis Clinic Lecture Series, ASU Southwest Interdisciplinary Research Center.

**Sangalang, C. C.** (May, 2010). *Introduction to Community-Based Participatory Research*. Introduction to Research Methods in Social Work, UCLA Department of Social Welfare.

**Sangalang, C. C.** (May, 2009). *The Impact of Welfare Reform on the Cambodian American Community*. The Cambodian American Experience, UCLA Asian American Studies Department.

## **PUBLICATIONS**

---

### **Peer-Reviewed**

**Sangalang, C. C. & Gee, G. C.** (in press). Racial discrimination and depression among Cambodian American adolescents: The role of gender. *Journal of Community Psychology*.

**Sangalang, C. C., Ngouy, S., & Lau, A. S.** (in press). Using community-based participatory research to identify health and service needs of Cambodian American adolescents. *Families & Community Health*.

**Sangalang, C. C. & Chen, A.C.C., Kulis, S., & Yabiku, S.** (2014). Development and Validation of a Discrimination Measure for Cambodian American Adolescents. *Asian American Journal of Psychology*. <http://dx.doi.org/10.1037/a0036706>

**Sangalang, C. C. & Gee, G. C.** (2012). Depression and anxiety among Asian Americans: The effects of social support and strain. *Social Work, 57*(1), 49-60.

Kim, B. J., **Sangalang, C. C., & Kihl, T.** (2012). The role of acculturation and social network support in predicting depressive symptoms among elderly Korean immigrants. *Aging and Mental Health, 16*(6), 787-794.

Abrams, L. S., Shannon, S., & **Sangalang, C.** (2008). Transition services for incarcerated youth: A mixed-methods study. *Children and Youth Services Review, 30*, 522-535.

## **Book Chapters**

Kim, J. S., Hong, J. S., & Sangalang, C. C. (2013). Solution-focused approach with Asian American clients. In J.S. Kim (Ed.), *Solution-Focused Brief Therapy: A Multicultural Approach to Working with Minority Clients*. Thousand Oaks, CA: Sage Publications.

## **RESEARCH EXPERIENCE**

---

Postdoctoral Fellow 9/2012 –  
8/2014  
*ASU Southwest Interdisciplinary Research Center*  
Mentors: Dr. Mary R. Gillmore, Dr. Angela Chen, Dr. Flavio Marsiglia

Research Assistant 10/2011 –  
8/2012  
*UCLA Department of Psychology*  
PI: Dr. Anna S. Lau

Research Assistant 9/2006 –  
6/2007  
*UCLA Department of Social Welfare*  
PI: Dr. Laura Abrams

Research Assistant 1/2002 –  
5/2002  
*UC Berkeley Department of Psychology*  
PI: Dr. Clark McKown

Research Assistant 11/2001 –  
5/2002  
*UC Berkeley Department of Psychology*  
PI: Dr. Serena Chen

Research Assistant 9/1999 –  
5/2000  
*UC Berkeley Harold E. Jones Child Study Center*  
PIs: Dr. Jodi Quas and Mimi Wolff, MSW

## **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 –

5/2009

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 - Alcoholism Council of Greater New York
- 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**

(1980-Present)

**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.

**ADELPHI UNIVERSITY – SCHOOL OF SOCIAL WORK** (New York, NY) (1986-1989)

**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.

**PROGRAM FOR THE DEVELOPMENT OF HUMAN POTENTIAL - Catholic Diocese of New York**  
(New York, NY) (1981-1985)

**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) Interim Director (1998-2000; 2010) Associate Professor (1995-1998) School of Social Work Arizona State University, Phoenix, Arizona		1995-present
Associate Dean College of Public Programs Arizona State University, Tempe, Arizona		1-12/2005

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**

*Journal of Social Work Education* 2012-2015  
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 2010-2012  
New York Community Trust, New York, NY  
*Measuring Empathy in the 21<sup>st</sup> Century: The Development of a  
Social Work Empathy Index Rooted in Social Cognitive  
Neuroscience and Social Justice*  
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

"Enhancing Empathy in Social Work Practice: Tools for Helping Professional" 2013  
(with C. Lietz, A.M. Wagaman, & J. M. Geiger).  
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

"Testing a Model for Social Empathy and Social Justice: Implications for 2012  
Immigration Policy" (with A.M. Wagaman, J. M. Geiger K.Gerdes, C. Lietz,).  
Society for Social Work and Research  
Washington, DC

"Conceptualizations of Empathy in the 21<sup>st</sup> Century: Implications for Social 2011  
Work Practice and Education" (with K.Gerdes, C. Lietz, A.M. Wagaman, &  
J. Mullins Geiger). Panel Facilitator and Presenter

Council on Social Work Education Annual Program Meeting  
Atlanta, Georgia

“Consequences of Immigration Status on Latinos: Implications for Social Work Policy, Practice and Research” 2011  
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) 2011  
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) 2010  
Council on Social Work Education Annual Program Meeting  
Portland, Oregon

## **PROFESSIONAL PUBLICATIONS**

### **Books**

Segal, E.A. (2013). 3<sup>rd</sup> Edition. *Social welfare policies and social programs: A values perspective*. Pacific Grove, CA: Brooks/Cole Cengage Learning. (First edition published in 2007).

Segal, E.A., Gerdes, K. E., & Steiner, S. (2013). 4<sup>th</sup> Edition. *An introduction to the profession of social work: Becoming a change agent*. Pacific Grove, CA: Brooks/Cole Cengage Learning. (First edition published in 2004).

### **Book Chapters**

Segal, E.A. (2014). Social empathy. In *The encyclopedia of social work online*. New York: Oxford University Press and the National Association of Social Workers. DOI: 10.1093/acrefore/9780199975839.013.1152.

Becerra, D., Ayón, C., Gurrola, M., Androff, D.K. & Segal, E.A. (2014). Immigrants and poverty. In Giffords, E. & Garber, K. Eds. *The new reality of poverty*, pp. 388-435. Chicago: Lyceum Press.

Gerdes, K.E., Segal, E.A. & Harmon, J.K. (2014). Your brain on empathy: Implications for social work practice. In H. C. Matto, J. Strolin-Goltzman, & M. S. Ballan (Eds). *Neuroscience for social work: Current research and practice*, pp. 9-36. New York: Springer Publishing Company.

### **Articles in Refereed Journals**

Wagaman, M.A., Geiger, J.M., Segal, E.A. & Shockley, C. (in press). The role of empathy in burnout, compassion satisfaction, and secondary stress among social workers. *Social Work*.

- Wagaman, M.A. & Segal, E.A. (2014). The relationship between empathy and attitudes towards government intervention. *Journal of Sociology and Social Welfare*, XLI (4), 91-112.
- Segal, E.A., Cimino, A., Gerdes, K.E., Harmon, J.K. & Wagaman, M.A. (2013). A confirmatory factor analysis of the Interpersonal and Social Empathy Index. *Journal of the Society for Social Work Research*, 4 (3) 131-153. doi:105243/jsswr.2013.9.
- Segal, E.A., Wagaman, M.A., & Gerdes, K.E. (2012). Developing the Social Empathy Index: An exploratory factor analysis. *Advances in Social Work*, 13 (3) 541-60.
- Gerdes, K.E., Lietz, C.A., Geiger, J.M., Wagaman, M.A. & Segal, E.A. (2012). Examination of known-groups validity for the Empathy Assessment Index (EAI): Differences in EAI scores between social service providers and service recipients. *Journal of the Society for Social Work Research*. 3 (2) 94-112.
- Groch, K., Gerdes, K.E., Segal, E.A. & Groch, M. (2012). The grassroots Londolozzi model of African development: Social empathy in action. *Journal of Community Practice*. 20 (1-2) 154-177. doi: 10.1080/10705422.2012.644207.
- Lietz, C.A., Gerdes, K.E., Sun, F., Geiger, J.M., Wagaman, M.A. & Segal, E.A. (2011). The Empathy Assessment Index (EAI): A confirmatory factor analysis of a multidimensional model of empathy. *Journal of the Society for Social Work Research*. 2 (2), 104-124.
- Gerdes, K.E., Lietz, C.A., & Segal, E.A. (2011). Measuring empathy in the 21<sup>st</sup> century: The development of an empathy index rooted in social cognitive neuroscience and social justice. *Social Work Research*. 35 (2), 83-93.
- Segal, E.A., Gerdes, K.E., Mullins, J., Wagaman, M.A., & Androff, D. (2011). Social empathy attitudes: Do Latino students have more? *Journal of Human Behavior in the Social Environment*. 21 (4), 438-45. doi: 10.1080/10911359.2011.566445.
- Gerdes, K.E. & Segal, E.A. (2011). The importance of empathy for social work practice: Integrating new science. *Social Work*. 56 (2), 141-148.
- Segal, E.A. (2011). Social empathy: A model built on empathy, contextual understanding, and social responsibility that promotes social justice. *Journal of Social Service Research*. 37 (1), 266-277.
- Gerdes, K.E., Segal, E.A., Jackson, K. & Mullins, J. (2011). Teaching empathy: A model rooted in social cognitive neuroscience and social justice. *Journal of Social Work Education*. 47 (1), 109-131.
- Ayón, C., Krysik, J., Gerdes, K., Androff, D., Becerra, D., Gurrola, M. Moya-Salas, L., & Segal, E.A. (2011). The mental health status of Latino children in the public child welfare system: A look at the role of generation and origin. *Child & Family Social Work*.
- Androff, D., Ayón, C., Becerra, D., Gurrola, M. Moya-Salas, L., Krysik, J., Gerdes, K., & Segal, E.A. (2011). US immigration policy and immigrant children's well-being: The impact of policy shifts. *Journal of Sociology and Social Welfare*. XXXVIII (1), 77-98.

Gerdes, K.E., Segal, E.A. & Lietz, C.A. (2010). Conceptualising and measuring empathy: The need for clarity and consistency. *British Journal of Social Work*. 40, 2326-2343. doi:10.1093/bjsw/bcq048.

Duke-Lucio, J., Peck, L.R. & Segal, E.A. (2010). The Latent and Sequential Costs of Being Poor: An Exploration of Housing. *Poverty & Public Policy*. 2, Article 4.

Segal, E.A., Gerdes, K.E., Stromwall, L. & Napoli, M. (2010). Privilege through the lens of empathy. *Reflections: Narratives of Professional Helping*. 16 (1), 79-87.

Moya-Salas, L., Sen, S. & Segal, E.A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society: The Journal of Contemporary Social Sciences*. 91 (1), 91-96.

Becerra, D., Gurrola, M., Androff, D., Ayon, C., Gerdes, K., Krysik, J. Moya-Salas, L., Segal, E.A. (2010). Poverty and other factors affecting migration intentions among adolescents in Mexico. *Journal of Poverty: Innovations on Social, Political & Economic Inequalities*. 14 (1), 1-16.

### **Reports, Monographs and Manuals**

Segal, E.A. (Editor) (2014). *Promoting social justice: Addressing race and ethnicity in a changing world*. Phoenix, AZ: Arizona State University School of Social Work.

Segal, E.A. & Wagaman, M.A. (2013). *Practice behaviors workbook - Social welfare policy and social programs: A values perspective*. Pacific Grove, CA: Brooks/Cole Cengage Learning.

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.

1980 – 1983: Graduate Research Assistant, Autism Research Center, College of Education, University of Maryland, College Park, 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.

Consultant, American Probation and Parole Association, Methamphetamine Re-Entry Initiative, 2007 – 2010.

Co-chair, Assessment Study Research Protocol, Criminal Justice Drug Abuse Treatment Studies, National Institute of Drug Abuse, NIH, 2009 – present.

Chair, Committee, National Addictions Treatment Workforce Survey Workgroup, 2009 – present.

Member, Steering Committee, Criminal Justice Drug Abuse Treatment Studies Research Cooperative, 2009 – present.

Standing Member, NIDA F Review Committee, National Institute of Drug Abuse, National Institute of Health, 2008 - 2010.

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:

- National Institute on Drug Abuse, National Institute on Health, U.S. Department of Health & Human Services.
- 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.
- National Institute of Mental Health, National Institute on Health, U.S. Department of Health & Human Services.

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.

Presentation at Arizona Problem Solving Courts Conference, Prescott, AZ. Topic: Linking Law and Treatment: Evidence-Based Strategies for Inter-Agency Change, May 14, 2013.

Board Member, Lifewell Behavioral Wellness, April 2013 – present.

Plenary Speaker at National Council on Alcoholism and Drug Dependence, Inc. (NCADD), Phoenix, Arizona; Topic: Intersect Between Treatment and Child Protection/Child Welfare, October 2010.

Plenary Speaker at New Alliances: Collaborative Strategies for Criminal Justice and Treatment Communities Conference, Prescott, Arizona. Topic: Bustin' Heads, Hug a Thug, and Recovery: Preventing Treatment Substance Use Disorders Blending Public Health and Public Safety Systems, June 2010.

Panelist at Impact of Public Policy on Prisoner Re-entry, Out 4 Life Reentry Conference, Phoenix, Arizona, April 2010.

#### **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.
- Fike, D.C.\*, Shafer, M.S., Bonifas, R.P., Gustavson, K., Jarrell, K., Vissicaro, P., & Sun, F. (November 4, 2013). Leveraging our place to transform a community: The westward ho initiative. Poster 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 CABHP's 14<sup>th</sup> Annual Summer Institute, Sedona, AZ.
- Shafer, M.S., Rivera, R., & Legander, S. (July 16, 2013). Utility and benefits of gathering data for funders, clients, and clinic or consumer operated programs. Panel presentation at CABHP's 14<sup>th</sup> Annual Summer Institute, Sedona, AZ.
- Prendergast, M.L., Welsh, W., Shafer, M.S., Melnick, G., Stein, L., & Duvall, J. (June 19, 2013). Influence of organizational and staff characteristics on success in implementing process improvement goals in correctional treatment settings. Paper presentation at the annual meeting of College on Problems of Drug Dependence, San Diego, CA.
- Ryan, O., Summers, K., Shafer, M.S., Gotham, H.J., & Cruz, M. (June 19, 2013). Vital signs: A national study of the addiction treatment profession. Poster presentation at the annual meeting of College on Problems of Drug Dependence, San Diego, CA.
- Shafer, M.S., Lindsey, A., & Urbine, T. (May 14, 2013). Interagency collaboration between specialty courts and substance abuse treatment agencies - It looks like a painting by Matisse. Panel presentation at Arizona Problem Solving Courts Conference, Prescott, AZ.
- Malvini Redden, S.\*, Tracy, S.J., & Shafer, M.S. (November 2012). A metaphor analysis of recovering substance abusers' sense making of medicated-assisted treatment. National Communication Association Annual Meeting, Orlando, FL. Recognized as one of the top four papers in health communications.
- Shafer, M.S., Prendergast, M.L., Duffee, D., Lehman, L., Stein, P.D., & Noble-Desy, P. (November 17, 2011). Implementing evidence supported drug treatment in corrections-provider networks: Comparing three models of inter-organizational change. Poster presentation at the annual meeting of the American Society of Criminology, Washington, DC.
- Prendergast, M.L., & Shafer, M.S., (November 6, 2011). Improving best practices for assessment and service planning for offenders: The organizational process improvement intervention (OPII). Panel paper presentation at the annual meeting of The American Society of Criminology, Washington, DC.
- Shafer, M.S., Prendergast, M.L., Duffee, D., Lehman, L., Stein, P.D., & Noble-Desy, P. (June 23, 2011). Implementing evidence supported drug treatment in corrections-provider networks:



- 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., Sauvageot, J., Staples, V., Rivera, R., & Davis, C. (July 23, 2010). Mommas, babies, and drugs: Outcomes, processes, and implications from partnerships of child welfare and substance abuse treatment services. Panel presentation at CABHP's 12<sup>th</sup> Annual Summer Institute, Sedona, AZ.
- 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.
- Pande, A., Mulvey, P.\*, Shafer, M.S., Staples, V., & Rivera, R. (June 15, 2010). Re-entry programming for offenders with co-occurring disorders: Process and outcome findings from a pilot study. Poster presentation at the annual meeting of College on Problems of Drug Dependence, Scottsdale, AZ.
- Choate, D., Shafer, M.S., & Katz, C. (June 15, 2010). Co-occurring mental health and substance use disorders among recently booked arrestees. Poster presentation at the annual meeting of College on Problems of Drug Dependence, Scottsdale, AZ.

**Refereed Journal Publications, \* = students**

- Shafer, M.S., Prendergast, M., Melnick, G., Stein, L.A., Welsh, W.N. & CJDATS Assessment Workgroup (in press). A cluster randomized trial of an organizational process improvement intervention for improving the assessment and case planning of offenders: A study protocol. *Health & Justice*.
- Linton, K.F.\*, & Shafer, M.S. (2013). Factors associated with the health service utilization of unsheltered, chronically homeless adults. *Social Work in Public Health, 29*(1), 73-80.
- Fox, A.M.\*, Mulvey, P.\*, Katz, C.M. & Shafer, M.S. (2013) Untangling the relationship between mental health and homelessness among a sample of arrestees. *Crime & Delinquency*, 001128713511571, first published on November 25, 2013 doi: 10.1177/001128713511571.
- Bean, K.F.\*, Shafer, M.S., & Glennon, M.\* (2013). The impact of housing first and peer support on people who are medically vulnerable and homeless. *Psychiatric Rehabilitation Journal, 36*(1), 48-50.
- Malvini Redden, S.\*, Tracy, S.J., & Shafer, M.S. (2013). A metaphor analysis of recovering substance abusers' sense making of medication-assisted treatment. *Qualitative Health Research, 23*(7), 951-962.
- Carlson, B., Williams, L., & Shafer, M.S. (2012): Methamphetamine –abusing parents in child welfare: Are they more challenging than other substance abusing parents? *Journal of Public Child Welfare, 6*(3), 280-295.
- Friedmann, P.D., Hoskinson, R., Gordon, M., Schwartz, R., Kinlock, T., Knight, K., Flynn, P.M., Welsh, W., Stein, L.A., Sacks, S., O'Connell, D.J., Knudsen, H., Shafer, M.S., Hall, E., & Frisman, L. (2012). Medication-assisted treatment in criminal justice agencies affiliated with the Criminal Justice-Drug Abuse Treatment Studies (CJDATS): Availability, barriers, & intentions. *Substance Abuse, 33*(9), 9-18.
- Hodge, D. R., Moser, S. E.\*, & Shafer, M.S. (2012). Spirituality and mental health among homeless mothers. *Social Work Research, 36*(4), 245-255.
- Carlson, B.E. & Shafer, M.S. (2010). Traumatic histories and stressful life events of incarcerated parents I: childhood and adult traumatic histories. *The Prison Journal, 90*(4), 475-493.

Carlson, B.E., Shafer, M.S., & Duffee, D. (2010). Traumatic histories and stressful life events of incarcerated parents II: gender and ethnic differences in substance abuse and service needs. *The Prison Journal*, 90(4), 494-515.

**TECHNICAL REPORTS, \* = students**

Shafer, M.S., Hartman-Ellis, B., Malvini Redden, S., Staples, V., Kloforn, N. & Ashley, A.\* (2013). Town Hall Report: Greater Arizona RFP. Phoenix, AZ. Arizona State University.  
 Arizona Families F.I.R.S.T Program Annual Evaluation Report, State Fiscal Years 2005 – 2013. Phoenix, AZ. Arizona State University.  
 Maricopa County Drug Court Enhancement, Final Report July 30, 2013. Phoenix, AZ. Arizona State University.  
 Shafer, M.S., James, S.\* , Rivera, R.\* , Sauvageot, J, Davis, C. (2011). Arizona Regional Partnership Grant – Parent to Parent Recovery Program: Final Evaluation Report. Tempe, AZ. Arizona State University.  
 Arizona Citizen Review Panel Annual Reports, State Fiscal Years 2009 – 2011. Phoenix, AZ. Arizona State University.  
 Shafer, M.S. & Hart, B. (2010). Public Behavioral Health Care in Arizona: Preparing for the Storm. Tempe, AZ. Arizona State University.  
 Shafer, M.S., Staples, V., Rhode, R., Tibbs-Ramirez, A.\* (2010). SAMHSA/CSAT Treatment for Homeless Casa Santa Clara Project Final Report. Phoenix, AZ. Arizona State University.  
 Pande, A., Shafer, M.S., & Mulvey, P.\* , Staples, V., & Rivera, R. (2010). Co-Occurring State Incentives Grants Services Pilot Project, Final Evaluation Report: Implementation and Outcomes. Report submitted to the Arizona Governor’s Office of Children, Youth & Families. Tempe, AZ. Arizona State University.  
 Shafer, M.S. & Hart, B. (2009). Arizona’s Public Behavioral Health Care System: Critical Issues in Critical Times. Tempe, AZ. Arizona State University.

**8. GRANTS AND CONTRACTS**

<u>Date</u>	<u>Grant Purpose</u>	<u>Funding Agency</u>	<u>Amount</u>
October 2013- September 2016	Bridging the Gap Offender Re-entry Program	TERROS	\$209,488
October 2012- September 2017	Pacific Southwest Addiction Technology Transfer Center	University of California, Los Angeles (funding from U.S. Department of Health & Human Services, Center for Substance Abuse Treatment)	\$750,000
October 2012 – September 2014	Technical Assistance & Evaluation of Jail Re-entry Program	Bureau of Justice through Maricopa County Superior Court	\$144,720
October 2011- September 2012	Evaluation of Peer Support Recovery Program (grant extension)	SAMHSA through Community Bridges, Inc.	\$65,021

September 2011- December 2012	Blueprints 2.0, Evaluation of Peer Outreach & Engagement	SAMHSA through Community Bridges, Inc.	\$54,578
July 2011 – \$43,200 June 2013	Program Evaluation of Best for Babies Program	Prevent Child Abuse, Inc.	
May 2011- \$100,000 June 2014	Member Status & Satisfaction Survey	Stand Together & Recover Centers, Inc.	
April 2011- \$65,000 June 2012	ADHS Health Integration	Arizona Department of Health Services	
January 2011- \$592,009 August 2012	ADES Advanced Training Academy	Arizona Department of Economic Security	
September 2010- \$275,000 August 2015	EMPOWR-Engaging, Motivating & Providing Options with Recovery for Veterans	Old Pueblo Community Foundation	

## 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)
- British Journal of Social Work (2011): 100 Most Highly Cited Articles, 2011

### Professional Presentations

Smokowski, P.R. (Symposium Organizer, 2014, January). *Bullying victimization and perceptions of school danger: A unique investigation into the lives of rural youth*. Society for Social Work Research: San Antonio, TX.

Smokowski, P.R., Robertson, C.I.B., Cotter, K.L., Guo, S., & Bacallao, M. (2014, January). *Differential effects of episodic and chronic bullying: How victimization affects school experiences, social support, and mental health*. Society for Social Work Research: San Antonio, TX.

Cotter, K.L., Smokowski, P.R., Robertson, C.I.B., & Guo, S., (2014, January). *Contextual predictors of school danger for rural youth: Baseline results from the rural adaptation project*. Society for Social Work Research: San Antonio, TX.

Robertson, C.I.B., Smokowski, P.R., Cotter, K.L., Guo, S., & Bacallao, M. (2014, January). *Giving a voice to victims of middle school bullying: A qualitative study*. Society for Social Work Research: San Antonio, TX.

Smokowski, P.R. (2013, April). *Risk and protective factors for physical, verbal, and electronic bullying victimization in rural youth*. Rutgers University School of Social Work: New Brunswick, NJ.

Smokowski, P.R. (2013, March). *Cultural adaptation and adolescent health: Examining exploratory mechanisms for the immigrant paradox*. Arizona State University: Phoenix, AZ.

Smokowski, P.R. (2013, February). *Risk and protective factors for physical, verbal, and electronic bullying victimization in rural youth*. University of Connecticut: West Hartford, CT.

Smokowski, P.R. (Symposium Organizer, 2013, January). *Risk and protective factors in rural youth: Initial findings from the NC-ACE rural adaptation project*. Society for Social Work Research: San Diego, CA.



- Webber, K.C., Rizo, C.F., Cotter, K.L., Robertson, C., Smokowski, P.R. (2013, January). *Examining Rural adolescents' risk and protective profiles to inform youth violence prevention*. Society for Social Work Research: San Diego, CA.
- Smokowski, P.R., Guo, S., Cotter, K.L., & Robertson, C. (2013, January). *Individual and school risk and protective factors for bullying victimization: Results from the NC-ACE rural adaptation project*. Society for Social Work Research: San Diego, CA.
- Cotter, K.L., Smokowski, P.R., Guo, S., & Robertson, C. (2013, January). *Individual and school risk and protective factors associated with aggression and anxiety in rural youths*. Society for Social Work Research: San Diego, CA.
- Robertson, C., Smokowski, P.R., Guo, S., & Cotter, K.L. (2013, January). *Individual and school risk and protective factors associated with depression and self esteem in rural youths*. Society for Social Work Research: San Diego, CA.
- 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, October). *Cultural adaptation research: Feedback for junior scholars*. Adapting Interventions for Culturally Diverse Families Conference. Washington University: St. Louis, MO.
- Smokowski, P.R. (2012, September). *Promoting comprehensive approaches for implementing evidence-based programs in diverse communities*. Meeting convened by CDC ACEs for federal agencies. Invited Participant.
- Masseti, G. M., Smokowski, P., Gorman-Smith, D., Zimmerman, M., & Farrell, A. (2012, May). *Evaluating comprehensive community-based approaches to youth violence prevention: Innovations in evaluation methodology and prevention science*. Society for Prevention Research: Washington D.C.
- Smokowski, P.R. (2012, March). *Violence in rural (versus urban) settings: How different is it?* 7<sup>th</sup> Youth Violence Prevention Conference: Violence, the Unspoken Health Disparity, Charlotte, NC.
- Smokowski, P.R. (2012, March). *Becoming bicultural: Risk, resilience, and Latino youth*. Arts in Humanities program, University of North Carolina – Chapel Hill.
- Smokowski, P.R. & Bacallao, M. (2012, February). *Becoming bicultural: Risk, resilience, and Latino youth*. Society for Research on Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.
- Webber, K. C., Rizo, C.F., Bowen, N. K., & Smokowski, P. R. (2012, February). *Using a person-centered approach to inform interventions: Exploring protective and risk profiles*. Poster presented at the Society for Research on Child Development Themed Meeting: Positive Development of Minority Children, Tampa, FL.

- Smokowski, P.R. (2012, January). *Violence in rural youths*. Expert testimony provided to the United States Attorney General's Task Force on Children Exposed to Violence, Albuquerque, NM.
- Smokowski, P.R. (2011, November). *Preventing violence in rural youths*. School of Social Work, State University of New York at Buffalo, Buffalo, NY.
- Smokowski, P.R. & Bacallao, M. (2011, April). *Becoming bicultural: Risk, resilience, and Latino youth*. Portland State University, Portland, OR.
- Smokowski, P.R. & Bowen, N.K. (2011, April). *The North Carolina Academic Center for Excellence in Youth Violence Prevention*. U.S. Centers for Disease Control and Prevention, Atlanta, GA.
- Smokowski, P.R. & Bacallao, M. (2011, February). *Becoming bicultural: Risk, resilience, and Latino youth*. School of Social Work, State University of New York at Buffalo, Buffalo, NY.
- Smokowski, P.R. & Bacallao, M. (2011, January). *Becoming bicultural: Risk, resilience, and Latino youth*. Brown School of Social Work, Washington University, St Louis, MO.
- Smokowski, P.R. & Bacallao, M. (2010, November). *Designing Entre Dos Mundos: Process and practice implications for working with Latino families*. Conference on Interventions for Minority Families. Washington University, St Louis, MO.
- 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.
- 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*. (Invited workshop). Oregon Department of Youth Services, Eugene, Oregon.
- Smokowski, P.R. & Bacallao, M. (2010, March). *Entre Dos Mundos: A bicultural skills program for Latino immigrant families* (Invited workshop). Center for Family Development. Eugene, Oregon.

## **Professional Publications**

### *Books/Book Chapters*

- Bacallao, M., Smokowski, P.R., & Cotter, K.L. (2012). Bullying and harassment prevention (including cyberbullying). In D.C. Wiley & A.C. Cory (Eds.), *Encyclopedia of school health*. Thousand Oaks, CA: Sage Publications.
- Smokowski, P.R. & Popish, H. (2012). Children of migrant farm workers. In D.C. Wiley & A.C. Cory (Eds.), *Encyclopedia of school health*. Thousand Oaks, CA: Sage Publications.

Smokowski, P.R. & Bacallao, M. (2010). *Becoming bicultural: Risk, resilience, and Latino youth*. New York, NY: New York University Press.

Smokowski, P.R. & Bacallao, M. (2010). The relationship between acculturation and violence in minority adolescents. In T.M. Johnson (Ed.) *Acculturation: Implications for Individuals, Families and Societies*. Nova Science Publishers Inc: Hauppauge, NY.

Bacallao, M. & Smokowski, P.R. (2010). Worlds Apart: Bicultural Identity Development in Latino Adolescents. In T.M. Johnson (Ed.) *Acculturation: Implications for Individuals, Families and Societies*. Nova Science Publishers Inc: Hauppauge, NY.

Smokowski, P.R. & Bacallao, M. (2010). Acculturation. In R. Levesque (Ed.) *Encyclopedia of Adolescence*. Springer: New York, NY.

Smokowski, P.R. & Bacallao, M. (2010). Assimilation. In R. Levesque (Ed.) *Encyclopedia of Adolescence*. Springer: New York, NY.

Smokowski, P.R. Buchanan, R., & Bacallao, M. (2010). Personal and interpersonal mediators linking acculturation stress to aggressive behavior in Latino adolescents. In N. A. Ramsay & C. Morrison (Eds.). *Youth violence and juvenile justice: Causes, intervention and treatment programs*. Nova Science Publishers Inc: Hauppauge, NY.

Bacallao, M. & Smokowski, P.R. (2010). Sociometric Status and bullying in school: Peer relationships, power, and victimization. In N. A. Ramsay & C. Morrison (Eds.). *Youth violence and juvenile justice: Causes, intervention and treatment programs*. Nova Science Inc: Hauppauge, NY.

Bacallao, M. & Smokowski, P.R. (2010). Entre Dos Mundos/Between Two Worlds: Youth violence prevention for acculturating Latino adolescents. In N. A. Ramsay & C. Morrison (Eds.). *Youth violence and juvenile justice: Causes, intervention and treatment programs*. Nova Science Publishers Inc: Hauppauge, NY.

Bacallao, M. & Smokowski, P.R. (2009). Assimilation and social anxiety in undocumented Mexican immigrant families. In T. Robinson (Ed.) *Social anxiety: Symptoms, causes, and techniques*, pp. 1-28. Nova Science Publishers Inc: Hauppauge, NY.

#### Articles

Evans, C.B.R., Smokowski, P.R., & Cotter, K.L. (2014). Cumulative bullying victimization: An investigation of the dose response relationship between victimization and the associated mental health outcomes, social supports, and school experiences of rural adolescents. *Children and Youth Services Review*, 44, 256-264.

Smokowski, P.R., Evans, C.B.R., Cotter, K.L., & Webber, K.C. (2014). Ethnic identity and mental health in American Indian youth: Examining mediation pathways through self-esteem, and future optimism. *Journal of Youth and Adolescence*. 43(3), 343-355. doi:10.1007/s10964-013-9992-7

Cotter, K.L., Bacallao, M., Smokowski, P.R., & Robertson, C. (2013). Implementation science for parenting interventions: How delivery format impacts the Parenting Wisely program. *Research on Social Work Practice*, 23(6), 239-250. DOI 10.1177/ 1049731513490811

- Smokowski, P.R., Cotter, K.L., Robertson, C., & Guo, S. (2013). Demographic, psychological, and school environment correlates of bullying victimization and school hassles in rural youth. *Journal of Criminology*, 2013, 1-13. DOI: 10.1155/2013/137583.
- Bacallao, M. & Smokowski, P.R. (2013). Obstacles to getting ahead: How assimilation mechanisms impact Mexican immigrant families. *Social Work in Public Health*, 28, 1-20. DOI: 10.1080/19371910903269687.
- Smokowski, P.R., Cotter, K.L., Robertson, C., & Guo, S. (2013). Anxiety and aggression in rural youth: Baseline results from the rural adaptation project. *Child Psychiatry and Human Development*, 44, 479-492. DOI: 10.1007/s10578-012-0342-x.
- Buchanan R.L. & Smokowski, P.R. (2011). Pathways from acculturation stress to negative friend associations among Latino adolescents. *Child and Adolescent Social Work Journal*, 28(5), 375-391, DOI: 10.1007/s10560-011-0239-8.
- Smokowski, P.R., Bacallao, M., & Rose, R. (2010). Influence of risk factors and cultural assets on Latino adolescents' trajectories of self-esteem and internalizing symptoms. *Child Psychiatry and Human Development*. 41(2), 133-150.
- Buchanan, R. & Smokowski, P.R. (2009). Pathways from acculturation stress to substance use among Latino adolescents: Results from the Latino Acculturation and Health Project, *Substance Use and Misuse*, 44(5), 740-762.
- Smokowski, P.R. David-Ferdon, C., & Bacallao, M. (2009). Acculturation and adolescent health: Moving the field forward. *Journal of Primary Prevention*. 30(3/4), 209-214.
- Smokowski, P.R. David-Ferdon, C., & Stroupe, N. (2009). Acculturation, youth violence, and suicidal behavior in minority adolescents: A review of the empirical literature. *Journal of Primary Prevention*. 30(3/4), 215-264.
- Bacallao, M. & Smokowski, P.R. (2009). Entre Dos Mundos /Between Two Worlds: Bicultural development in context. *Journal of Primary Prevention*. 30(3/4), 421-452.
- Smokowski, P.R., Buchanan, R.L., & Bacallao, M. (2009). Acculturation and adjustment in Latino adolescents: How cultural risk factors and assets influence multiple domains of adolescent mental health. *Journal of Primary Prevention*. 30(3/4), 371-394.
- Smokowski, P.R., Rose, R., & Bacallao, M. (2009). Acculturation and aggression in Latino adolescents: Modeling longitudinal trajectories from the Latino Acculturation and Health Project. *Child Psychiatry and Human Development*. Available Online First.
- Smokowski, P.R. & Bacallao, M. (2009). Entre Dos Mundos/Between Two Worlds youth violence prevention for acculturating Latino families: A randomized trial comparing psycho-dramatic and support group delivery formats one-year after program participation. *Small Group Research*, 40(1), 3-27.

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  
B. A., University of Wisconsin-Madison, Social Work and Psychology, Aug. 1973
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  
Wisconsin Association for Developmental Disabilities; various positions, Nov. 1979- August 1986.
5. Society for Social Work and Research, National Alliance for Mental Illness (NAMI)
6. Editorial Board, *Journal of Poverty* 2002-present  
Peer reviewer 1999-2013  
*Community Mental Health Journal* 2009-present  
Peer reviewer  
*Psychiatric Services* 2010-present  
Peer reviewer  
*Social Psychiatry and Psychiatric Epidemiology* 2013-present  
Peer reviewer
7. None
8. Pickens, J. & Stromwall, L. K. (2011) *Effects of antipsychotic medications on people with long-term psychiatric conditions*. Presentation accepted at Preventing and Managing Chronic Conditions Conference, Bangkok, Thailand, March, 2011.  
Stromwall, L.K., Holley, L. C. & Kondrat, D. (2011). *Mental health stigma and discrimination by the general public: Perspectives of peer employees and clinicians*. SSWR Annual Conference, January, 2011, Tampa, FL.  
Stromwall, L.K. & Holley, L. C. (2010). *Stigma in the mental health workplace: Perspectives of peer employees and clinicians*. Society for Social Work and Research 2010 annual conference, Jan. 14, 2010, San Francisco, CA.
9. Holley, L., C., Stromwall, L. K., & Tavassoli, K. (in press). Oppression of people with mental illnesses: Incorporating content into multiple-issue diversity courses. *Journal of Social Work Education*.

Lietz, C.A., Stromwall, L.K., & Carlson, B.E. (2013). Women service members and family reintegration. *Families in Society*. 94, 186–193, doi : 10.1606/1044-3894.4314

Carlson, B. E., Stromwall, L. K. & Lietz, C. A. (2013). Mental health issues in recently returning women veterans: Implications for practice. *Social Work*. Advance Access published 3-24-13.

Stromwall, L. K., Holley, L. C., & Kondrat, D. (2012). Peer employees' and clinicians' perspectives of public mental health stigma and discrimination. *Psychiatric Rehabilitation Journal*, 35, 406-408. doi: 10.1037/h0094502

Holley, L. C., Stromwall, L. K., & Bashor, K. E. (2012). Reconceptualizing stigma: Toward a critical anti-oppression paradigm. *Stigma Research and Action*, 2, 51-61. doi: 10.5463/SRA.v1i1.0.

Stromwall, L. K., Holley, L. C. & Bashor, K. E. (2011). Stigma and discrimination in the mental health workplace: Perspectives of peer employees and clinicians. *Community Mental Health Journal*. 47, 472-481. Doi: 0.1007/s10597-010-9349-6

Segal, E. A., Gerdes, K. E., Stromwall, L. K. & Napoli, M. (2010) Privilege through the lens of empathy. *Reflections: Narratives of Professional Helping*, 16 (1), 79-87.

Gerdes, K. E., & Stromwall, L. K. (2009). Utilizing a measure of conative abilities to identify previously unrecognized student strengths and increase students' self-esteem. *School Social Work Journal*, 33(2), 26-43.

## Fei Sun, PhD, MSW

### EDUCATION

---

2003 - 2008	<b>Doctor of Philosophy in Social Work.</b> The University of Alabama, School of Social Work, Tuscaloosa, AL
2005 - 2007	<b>Master of Social Work.</b> The University of Alabama, School of Social Work, Tuscaloosa, AL
2000 - 2003	<b>Master of Sociology, Master of Art,</b> Nanjing University, China
1996 - 2000	<b>Bachelor of Sociology, Bachelor of Art,</b> Nanjing University, China

### ACADEMIC APPOINTMENTS

---

2014 – Present	<b>Associate Professor.</b> Arizona State University, College of Public Programs, School of Social Work
2008 – 2014	<b>Assistant Professor.</b> Arizona State University, College of Public Programs, School of Social Work

### 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

---

- Editorial Board      Journal of Social Welfare and Sociology (2011 – present)
- 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)

Project title: Developing and Testing a Culturally Relevant Model to Understand Financial Maltreatment of Chinese American Elders.

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.** (Organizer). Understanding Alzheimer's disease and its impact in Chinese society: Multi-disciplinary perspectives. Symposium held at the 66<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America in New Orleans, LA. November 20 to 24, 2013.

**Sun, F. & Hodge, D.** Hospitalized patients and their spiritual needs: Develop a model for spiritual care. Presented at the 66<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America in New Orleans, LA. November 20 to 24, 2013.

**Sun, F.** Coping with stress associated with Alzheimer's caregiving: A comparison between Chinese American caregivers in Phoenix and their counterparts in Shanghai. Presented at the 17<sup>th</sup> Annual Conference of the Society for Social Work and Research at San Diego, California. Jan 16-20, 2013.

**Sun, F., Guo, M, Li, S.J., & Gao, X.** Major depression in Chinese Americans: The role of informal supportive network. Presented at the 17<sup>th</sup> Annual Conference of the Society for Social Work and Research at San Diego, California. Jan 16-20, 2013.

Wardian, J., & **Sun, F.** Risk and protective factors associated with diabetes-related distress: Importance of early diabetes management. Presented at the 65<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America at San Diego, California. Nov 14-18, 2012.

Maschi, T., Morrissey, M., Viola, D., & **Sun, F.** Older adults in prison: International promising practices for cost savings prison and community reintegration programming. Presented at the 65<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America at San Diego, California. Nov 14-18, 2012.

**Sun, F. & Gao, X.** Coping with behavioral problems of patients with Alzheimer's diseases: The experience of Chinese American family caregivers. Presented at the 65<sup>th</sup> Annual Scientific Meeting of the Gerontological Society of America at San Diego, California. Nov 14-18, 2012.

Li, S.J., **Sun, F.**, & Guo, M. Neighborhood context and smoking cessation: A comparison between Latinos and Asian Americans. Presented at the 16<sup>th</sup> Annual Scientific Meeting of the Society for Social Work and Research at Washington D.C., Jan 11-15, 2012.

**Sun, F., & Hodge, D.** Positive aspects of caregiving among Alzheimer's family caregivers: The roles of ethnicity and spirituality. Presented at the 16<sup>th</sup> Annual Scientific Meeting of the Society for Social Work and Research at Washington D.C., Jan 11-15, 2012.

Li, X., & **Sun, F.** Older age support to parents and parents-in-law in China. Presented at the 15<sup>th</sup> Annual Scientific Meeting of the Society for Social Work and Research at Tampa, Florida, January 12-16, 2011



Hodge, D, & **Sun, F.** Positive feelings of caregiving among Latino Alzheimer's family caregivers: Understanding the role of spirituality and religion. Presented at the 15<sup>th</sup> Annual Scientific Meeting of the Society for Social Work and Research at Tampa, Florida, January 12-16, 2011.

**Sun, F.**, Nan, P. S., Roff, L. L., Klemmack, D. L., Parker, M. et al. Predicting the trajectories of depressive symptoms among southern community-dwelling older adults: The role of religiosity. Presented at the 63<sup>rd</sup> Annual Scientific Meeting of the Gerontological Society of America at New Orleans, November 19- 23, 2010.

**Sun, F.**, & Kosberg, J. I. Racial disparities in perceived future housing service use among community-dwelling older adults. Presented at the 14th Annual Conference of Society for Social Work and Research, San Francisco, CA, Jan 14-17, 2010.

**Sun, F.**, & Hodge, D. Stress and depression among Alzheimer's family caregivers: Examining the role of spirituality and religion among Latinos. Presented at the 14th Annual Conference of Society for Social Work and Research, San Francisco, CA, Jan 14-17, 2010.

**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 62<sup>nd</sup> Annual Scientific Meeting of the Gerontological Society of America at Atlanta, GA, November 18-22, 2009.

**Sun, F.**, Waldron, V., Gitelson, R., & Ho, C. H. Loss of loved ones on life satisfaction among residents in a Southwest retirement community: The mediating roles of social support. Presented at the 62<sup>nd</sup> Annual Scientific Meeting of the Gerontological Society of America at Atlanta, GA, November 18-22, 2009.

**Sun, F.**, & Kosberg, J. L. Rural/urban differences in community-based service use among older adults: The roles of perceived structural and cultural factors. Presented at the 13th Annual Conference of Society for Social Work and Research, New Orleans, LA, Jan 16-18, 2009.

#### INVITED COMMUNITY PRESENTATIONS

---

**Sun, F.**, "Cultural considerations in Caregiving-Stress and coping in Chinese American families." A paper presented at the Arizona Geriatrics Society 24<sup>th</sup> Annual Fall Symposium October 27<sup>th</sup>, 2012.

#### PUBLICATIONS

---

(\*denotes student co-authorship)

Guo, M., Li, S.J., Liu, J.Y., & **Sun, F.** (in press). Family relations, social connections, and mental health among Latino and Asian older adults. *Research on Aging*.

Wardian, J.\* & **Sun, F.** (in press). Removing barriers to promote more positive thinking for people with diabetes: Implications for social work. *Health & Social Work*.

Hodge, D., Bonifas, R., **Sun, F.**, & Woloshin, R. (in press). Developing a Model to Address African Americans' Spiritual Needs During Hospitalization, *Clinical Gerontologist*, DOI: 10.1080/07317115.2014.907593

**Sun, F.**, Gao, X\*, & Coon, W. D. (in press). Perceived threat of Alzheimer's Disease (AD) among Chinese American older adults: The role of AD literacy. *The Journals of Gerontology B: Psychological Sciences*. doi: 10.1093/geronb/gbt095

**Sun, F.** (in press). Caregiving stress and coping: A thematic analysis of Chinese family caregivers of persons with dementia. *Dementia: The International Journal of Social Research and Practice*. doi: 10.1177/1471301213485593

**Sun, F.,** Mutlu, A.\* & Coon, D. (2014). Service barriers faced by Chinese American families with a dementia relative: Perspectives from family caregivers and service professionals. *Clinical Gerontologist, 37(2),*120-138.

**Sun, F.,** Gao, X., Shen H., & Burnette D. (2014). Levels and correlates of knowledge about Alzheimer's Disease among older Chinese Americans. *Journal of Cross-Cultural Gerontology, 29,* 173-183.

Hodge, D. R., **Sun, F.** & Wolosin, R. J. (2014). Hospitalized Asian patients and their spiritual needs: Developing a model of spiritual care. *Journal of Aging and Health, 26(3),*380-400. doi: 10.1177/0898264313516995

**Sun, F.,** & Hodge, D. R. (2014). Latino Alzheimer's disease caregivers and depression: Using the stress coping model to examine the effects of spirituality and religion. *Journal of Applied Gerontology, 33(3),* 291-315. doi: 10.1177/0733464812444462.

Wardian, J., & **Sun, F.** (2014). Factors associated with diabetes-related distress: Implications for diabetes self-management. *Social Work in Health Care, 53(4),* 364-381. doi: 10.1080/00981389.2014.884038.

Park, N. S., Lee, B. S., **Sun, F.,** Klemmack, D. L., Roff, L. L., & Koenig, H. G. (2013). Typologies of religiousness/spirituality: Implications for health and well-being. *Journal of Religion and Health, 52(3),* 828-839.

**Sun, F.,** Park, N.S., Wardian, J.\*, Lee, B. et al. (2013). Predicting the trajectories of perceived pain intensity in Southern community-dwelling older adults: The role of religiousness. *Research on Aging, 35(6),*643-662. doi: 10.1177/0164027512456402.

Maschi, T., Viola, D., & **Sun, F.** (2013). The high cost of the international aging prisoner crisis: Well-being as the common denominator for action. *The Gerontologist, 53(4),*543-54. doi: 10.1093/geront/gns125.

**Sun, F.,** Durkin, D. W., Hilgeman, M.M., Gaugler, J. E., Wardian, J.\*, Allen, R.S., & Burgio, L.D. (2013). Predicting desire for institutional placement among racially diverse dementia family caregivers: The role of quality of care. *The Gerontologist, 53(3),* 418-29. doi: 10.1093/geront/gns110.

**Sun, F.,** Lu, C. T., & Kosberg, J. I. (2013). Influences of environmental factors on the physical functioning of older adults in urban communities in China. *Journal of Sociology & Social Welfare, XL(1),* 29-49.

Burnette, D., Sun, J.J., & **Sun, F.** (2013). A comparative review of grandparent care of children in the U.S. and China. *Ageing International, 38(1),* 43-57. doi: 10.1007/s12126-012-9174-z.

Liu, M.R., **Sun, F.,** & Anderson, S. (2013). Challenges in social work field education in China: Lessons from the Western experience. *Social Work Education, 32(2),* 179-196. doi: 10.1080/02615479.2012.723682.

Hodge, D.R. & **Sun, F.** (2012). Positive feelings of caregiving Among Latino Alzheimer's family caregivers: Understanding the role of spirituality. *Aging and Mental Health, 16(6),* 689-698.

Benson, O. G.\*, **Sun, F.,** Hodge, D., & Androff, D. (2012). Religious coping and acculturation stress

among Hindu Bhutanese: A study of newly-resettled refugees in the United States. *International Social Work*, 55(4),538-553.

**Sun, F.**, Ong, R.\*, & Burnette, D. (2012). The influence of ethnicity and culture on dementia caregiving: A review of empirical studies on Chinese Americans. *American Journal of Alzheimer's Disease & Other Dementias*,27(1),13-22.

**Sun, F.**, Waldron, V., Gitelson, R., & Ho, C. H. (2012). The effects of loss of loved ones on life satisfaction among residents in a Southwest retirement community: The mediating roles of social connectedness. *Research on Aging*, 34(2)-222-245.

**Sun, F.**, Park, N.S., Roff, L.L., Klemmack, D. L., Parker, M., Koenig, H., Sawyer, P., & Allman. R. (2012) Predicting the trajectories of depressive symptoms among Southern community-dwelling older adults: The role of religiosity. *Aging and Mental Health*,16(1-2),189-198.

Martin, S. S., Kosberg, J. I., **Sun, F.**, & Durkin, K. (2012). Social work professions in an aging world: Opportunities and perspectives. *Educational Gerontology*, 38(3), 166-178.

Wardian, J.\*, & **Sun, F.** (2011, fall). Treating depression among end-stage renal disease patients: Lessons learned from cognitive behavioral therapy classes. *The Journal of Nephrology Social Work*,35, 17-24.

Lietz, C.A., Gerdes, K.E., **Sun, F.**, Geiger, J.M., Wagaman, A.M., & Segal, E.A. (2011). The empathy assessment index (EAI): A confirmatory factor analysis of a multidimensional model of empathy. *Journal of the Society for Social Work Research*, 2(2), 104-124.

Li, Y.W., **Sun, F.**, He, X.S., & Chan, K.S. (2011). Sense of community and depressive symptoms among older earthquake survivors following the 2008 earthquake in Chengdu China. *Journal of Community Psychology*, 39(7), 1-10.

**Sun, F.** (2011). Community service use by older adults: The roles of perceived structural and cultural factors in rural-urban differences. *Journal of Social Service Research*, 37, 124-135.

Church, W. T., **Sun, F.**, & Li, X. (2011). Attitudes toward the treatment of sex offenders: A SEM analysis. *Journal of Forensic Social Work*, 1, 82-95.

**Sun, F.**, Kosberg, J. I., Leeper, J., Kaufman, A. V., & Burgio, L. (2010). Racial differences in perceived burden of rural dementia caregivers: The mediating effect of religiosity. *Journal of Applied Gerontology*, 29(3), 290-307.

**Sun, F.**, Kosberg, J. I., Kaufman, A. V., & Leeper, J. (2010). Coping strategies and caregiving outcomes among rural dementia caregivers. *Journal of Gerontological Social Work*, 547-567.

Kosberg, J. I., & **Sun, F.** (2010). Meeting the mental health needs of rural men. *Rural Mental Health*, 34(1), 5-11.

Park, N. S., Roff, L. L., **Sun, F.**, Parker, M. W., Klemmack, D. L., Sawyer, P., et al. (2010). Transportation difficulty of Black and White rural older adults. *Journal of Applied Gerontology*, 29(1), 70-88.

Park, N. S., Lee, B. S., **Sun, F.**, Vazsonyi, A. T., & Bolland, J. M. (2010). Pathways and predictors of antisocial behaviors in African American adolescents from poor neighborhoods. *Children and Youth Services Review, 32*(3), 409-415.

**Sun, F.**, Kosberg, J. L., DeCoster, J., & Li, Zhihong (2009). Predicting the trajectories of emotional well-being of Chinese community dwelling oldest old adults: Urban and rural differences. *China Journal of Social Work, 2*(1), 20-33.

**Sun, F.**, Hilgeman, M., Durkin, D., Allen, R.S., & Burgio, L.L. (2009). Perceived income inadequacy as predictor of psychological distress for Alzheimer's Caregivers. *Psychology and Aging, 24*(1), 177-183.

**Sun, F.**, Park, N. Roff, L. L., & Klemmack, D. (2009). Predictors of physical functioning trajectories among the Chinese oldest old: Urban and rural differences. *International Journal of Aging and Human Development, 69*(3), 181-199.

Hilgeman, M., Durkin, D., **Sun, F.**, DeCoster, J., Allen, R. S., & Burgio, L. L. (2009). Testing a theoretical model of the stress process in Alzheimer's caregivers with race as a moderator. *The Gerontologist, 49*(2), 248-261.

#### **Book Chapter**

Burnette, D. & **Sun, F. (in press)** Global aging in the twenty-first century: Prospects, challenges and directions for action. In B. Berkman & S D'Ambruoso (Eds.) *Handbook of Social Work in Health & Aging*.

#### **OTHER PUBLICATIONS**

**Sun, F.** (2011). Challenges to cognitive and emotional health for AAPI older adults: *Health risks, disparities, and community responses*. *The State of Asian Americans & Pacific islanders in Arizona, 2*, 35-36.

**Sun, F.**, & Kosberg, J. I. (2008). A survey on family caregivers in a Chinese rural village. *Global Aging: Issues and Action, 5*(1), 45-58.

#### 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)
- 2013** 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  
Dissertation: *Ideal Dating Styles and Meanings of Romantic Relationships among Latino and White High School Students: A Multi-Method Approach*  
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

Sage: Statistics Primer  
Sexuality Research and Social Policy Journal  
Society for Research on Adolescence Biennial Meeting  
Society for Social Work and Research Annual Meeting

#### 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

27. Nagoshi, J. L., Rueda, H.A. & **Williams, L.R.** (2014, October). *Teen dating violence: Help-seeking and help-offering among acculturating Mexican American adolescents*. Paper accepted at the Council on Social Work Education, Tampa, FL.
26. **Williams, L. R.**, Ayers, S., Baldwin, A., & Marsiglia, F. F. (2014, March). *Delayed youth substance use initiation: A RCT of complementary youth and parenting interventions*. Poster presented at the Society for Research on Adolescence, Austin, TX.
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.
24. Rueda, H. A. & **Williams, L. R.** (2014, March). *Observed conflict among committed Mexican American dating couples: A culturally and developmentally informed qualitative analysis*. Paper presented at the Society for Research on Adolescence, Austin, TX.

23. Rueda, H. A., Lindsay, M. & **Williams, L. R.** (2014, March). *"Social networking is a big, like relationship problem": Conflict, violence, and technology among Mexican American adolescents*. Poster presented at the Society for Research on Adolescence, Austin, TX.
22. Adams, H. L. & **Williams, L.R.** (2014, January). *Mexican American adolescent couples' discrepancies in acculturation and machismo: Associations with observed negativity while discussing relationship problems*. Paper presented at the Society for Social Work Research, San Antonio, TX.
21. Marsiglia, F. F., **Williams, L. R.**, Ayers, S. L., & Booth, J. (2014, January). *The efficacy of Familias: Preparando La Nueva Generación in strengthening parenting and communication of Mexican heritage families in the Southwest US*. Paper presented at the Society for Social Work Research, San Antonio, TX.
20. **Williams, L. R.** (2014, January). *Reducing teen dating violence among Mexican heritage youth: A mediational model for behavioral change*. Paper presented in the symposium *Using research to promote social change among Latino communities* at the Society for Social Work Research, San Antonio, TX.
19. Anthony, E. K., **Williams, L. R.**, & Marsiglia, F. F. (2014, January). *Recent trends in adolescent development impacting research with Mexican American youth: How can we catch up?* Roundtable presented at the Society for Social Work Research, San Antonio, TX.
18. Marsiglia, F. F., **Williams, L. R.**, Ayers, S. L., Booth, J. (2013, May). *The effects of a culturally-specific parenting program in strengthening positive parenting practices of Mexican origin families in the Southwest US*. Paper presented at the Society for Prevention Research, San Francisco, CA.
17. Ayers, S. L., **Williams, L. R.**, Marsiglia, F. F. (2013, May). *The efficacy of a culturally-based parenting intervention: Strengthening open communication between Mexican heritage parents and their adolescents*. Paper presented at the Society for Prevention Research, San Francisco, CA.
16. **Williams, L. R.** (2013, January). *Exposure to Intimate Partner Violence and the Experience of Immigration Among Mexican Heritage Youth: An Ecological Perspective*. Paper presented in the symposium *The impact of immigration policies within Latino communities* at the Society for Social Work Research, San Diego, CA.
15. Adams, H. L., Bean, K. F., & **Williams, L. R.** (2013, January). *"They go away and hook up on campus": A qualitative analysis of school social workers' needs in supporting adolescents with disabilities*. Paper presented at the Society for Social Work Research, San Diego, CA.
14. **Williams, L. R.**, Ayers, S. L., Garvey, M., Marsiglia, F. F., & Felipe, C. (2012, October). *The efficacy of a culturally-based parenting intervention: Strengthening parenting practices between Mexican heritage parents and adolescents*. Paper presented at the Adapting Interventions for Diverse Ethnocultural Families Conference, Washington University, St. Louis, MO.
13. **Williams, L. R.** & Adams, H. L. (2012, March). *Parties, Drugs, and High School Hook-ups: Mexican American and European American Descriptions of Adolescent Romance*. Paper presented in the symposium *The contexts and consequences of co-occurring substance use and sexual behavior* at the Society for Research on Adolescence, Vancouver, BC, Canada.



12. **Williams, L. R.** & Anthony, E. K. (2012, March). *A model of positive family and peer socialization processes in adolescence*. Poster presented at the Society for Research on Adolescence, Vancouver, BC, Canada.
11. **Williams, L. R.** & Adams, H. L. (2012, January). *The quality of social relationships and sexual violence among Mexican American youth*. Paper presented at the Society for Social Work Research, Washington, DC.
10. **Williams, L. R.**, Saltzburg, S., Letendre, J., Schelbe, L., & Chanmugam, A. (2012, January). *Reconciling qualitative research methods with the unique needs and contributions of children and adolescents*. Roundtable presented at the Society for Social Work Research, Washington, DC.
9. Adams, H. L. & **Williams, L. R.** (2011, October). *Jealousy among Mexican American adolescent dating couples as a precursor to violence*. Paper presented at the International Association for Relationship Research Mini-Conference on Health, Emotion, and Relationships, Tucson, AZ.
8. McDonald, D. A., **Williams, L. R.**, & Carter, R. (2011, April). *Reducing risk behaviors through the teen interactive theater education (TITE) program*. Paper presented at the Children, Youth, and Families at Risk conference, Chicago, IL.
7. **Williams, L. R.** & Adams, H. L. (2011, January). *What I wish I would've known: A qualitative analysis of sexual education from the perspectives of Mexican American and White adolescents*. Paper presented at the Society for Social Work Research, Tampa, FL.
6. Nicotera, N., Anthony, E. K., & **Williams, L.R.** (2011, January). *The ecology of youth collective socialization*. Paper presented at the Society for Social Work Research, Tampa, FL.
5. Schelbe, L., Chanmugam, A., Moses, T., **Williams, L. R.**, Saltzburg, S., Letendre, J. (2011, January). *The ethics and logistics of qualitative research with children and adolescents: Extraordinary possibilities and complex challenges*. Roundtable at the Society for Social Work Research, Tampa, FL.
4. Adams, H. L. & **Williams, L. R.** (2010, November). *Practical applications for sexual education: Advice from teens*. Paper presented at the Society for the Scientific Study of Sexuality, Las Vegas, NV.
3. Shafer, M. S, **Williams, L. R.**, Carlson, B., Davis, C., & Rivera, R. (2010, June). *Predictors of child maltreatment among substance abusing families*. Poster presented at the College on Problems of Drug Dependence, Scottsdale, AZ.
2. Altamirano, B. N. & **Williams, L. R.** (2010, January). *Dating violence in adolescent romantic relationships: Qualitative descriptions from Mexican American and White adolescents*. Poster presented at the Society for Social Work Research, San Francisco, CA.
1. Hickle, K. & **Williams, L. R.** (2010, January). *"He cheated on me, I cheated on him back": Mexican American and White adolescents' perceptions of cheating in romantic relationships*. Poster presented at the Society for Social Work Research, San Francisco, CA.

#### INVITED PRESENTATIONS IN THE PAST FIVE YEARS

7. **Williams, L. R.** (2014, September). *Reducing teen dating violence among Mexican heritage youth: A mediational model for behavioral change*. Invited presentation for the Southwest Interdisciplinary Research Center (SIRC) Health Equity Lecture Series, Phoenix, AZ.
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.
5. **Williams, L. R.** & Robbins, D. (2012, April). *Immediate parent and adolescent effects of a culturally-specific Mexican American parenting intervention (breakout session: Enhancing resiliency within Latino families through evidence-based prevention interventions)*. Invited presentation for the Southwest Interdisciplinary Research Center (SIRC) Research Conference, Phoenix, AZ.
4. **Williams, L. R.** (2012, March). *Developing a culturally sensitive intervention model for the reduction of teen dating violence among Mexican heritage youth*. Presentation for one hour of CEU.NASW learning objective: strategies for implementing interventions that are youth-driven and culturally grounded in Mexican American values.
3. **Williams, L. R.** (2012, March). *Adolescent romance in the 21st century: Implications for research and practice*. Invited speaker for the Romantic Relationship Preconference at the Society for Research on Adolescence, Vancouver, BC, 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.
1. **Williams, L. R.** (2010, May). *Understanding the adolescent mind: Applications to teen dating violence*. Paper presentation at the Fifth Annual National Youth Development Master's Institute, Kids at Hope, Phoenix, 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*.
33. **Williams, L. R.**, Adams, H. L., & Nagoshi, J. L. (2014). Trust, cheating, and dating violence in Mexican American romantic relationships. *Journal of the Society for Social Work and Research*, 5, 339-360 doi: 10.1086/677174.
32. Reeb-Sutherland, B. C., **Williams, L. R.**, Degnan, K. A., Pérez-Edgar, K., Chronis-Tuscano, A., Leibenluft, E., Pine, D. S., Pollak, S. D., Fox, N. A. (2014). Identification of emotional facial expressions among behaviorally inhibited adolescents with lifetime anxiety disorders. *Cognition and Emotion*. doi: 10.1080/02699931.2014.913552

31. **Williams, L. R.**, LeCroy, C. W. & Vivian, J. P. (2014). Assessing risk of recidivism among juvenile offenders: The development and validation of the recidivism risk instrument. *Journal of Evidence-Based Social Work, 11*, 318-327. doi:10.1080/10911359.2014.897100
30. Anthony, E. K., **Williams, L. R.**, & LeCroy, C. W. (2014). Trends in adolescent development impacting social work practice: How can we catch up? *Journal of Human Behavior in the Social Environment, 24*, 487-498 doi: 10.1080/10911359.2013.849220.
29. **Williams, L. R.** (2014). Experiences with violence in Mexican American and European American high school dating relationships. *Children and Schools, 36*, 115-124. DOI: 10.1093/cs/cdu009.
28. Rueda, H. A., Linton, K. F., & **Williams, L. R.** (2014). School social workers' needs in supporting adolescents with disabilities towards dating and sexual health: A qualitative study. *Children and Schools, 36*, 79-90. doi: 10.1093/cs/cdu006.
27. Adams, H. L. & **Williams, L. R.** (2014, January). "It's not just you two": A grounded theory of peer-influenced jealousy as a pathway to dating violence among acculturating Mexican American adolescents. *Psychology of Violence, 4*, 294-308. doi: 10.1037/a0034294
26. **Williams, L. R.**, Marsiglia, F. F., Baldwin, A., & Ayers, S. L. (2014, February). Unintended effects of an intervention supporting Mexican-heritage youth: Decreased parent heavy drinking. *Research on Social Work Practice*. Advanced online publication. doi: 10.1177/1049731514524030
25. Letendre, J. & **Williams, L. R.** (2014). "I hear you": Using focus groups to give voice to adolescent girls' experiences with violence. *Social Work with Groups, 37*, 114-128. doi: 10.1080/01609513.2013.823832
24. Rueda, H. A., Nagoshi, J. L. & **Williams, L. R.** (2014). Mexican American and European American adolescent's dating experiences across the ecosystem: Implications for healthy relationships within an ecodevelopmental framework. *Journal of Human Behavior in the Social Environment, 24*, 358-376. doi: 10.1080/10911359.2013.831013
23. Nicotera, N., **Williams, L.R.**, & Anthony, E. K. (2013). The ecology of youth collective socialization. *Social Work Research, 37*, 227-236. doi: 10.1093/swr/svt022
22. **Williams, L. R.** & Anthony, E. K. (2013). A model of positive family and peer relationships on adolescent functioning. *Journal of Child and Family Studies*, online first November 23 doi 10.1007/s10826-013-9876-1.
21. Marsiglia, F. F., **Williams, L. R.**, Ayers, S. L., & Booth, J. (2013). Familias: Preparando la Nueva Generación: A randomized control trial testing the effects on positive parenting practices. *Research on Social Work Practice*, online first August 2 doi: 10.1177/1049731513498828.
20. **Williams, L. R.** & Adams, H. L. (2013). Parties, drugs, and high school hook-ups: Socio-emotional challenges for European and Mexican American adolescents. *AFFILIA: Journal of Women and Social Work, 28*, 240-255. doi:10.1177/0886109913495728 .
19. LeCroy, C. W. & **Williams, L. R.** (2013). Outcome studies in social work journals: A review of publication trends. *Research on Social Work Practice, 23*, 706-709. doi: 10.1177/1049731513487223.

18. Voelkel, H. A., LeCroy, C. W., **Williams, L. R.**, & Holschuh, J. (2013). The full spectrum: Hispanic understanding of autism in southern Arizona. *Best Practices in Mental Health, 9*, 31-46.
17. **Williams, L. R.** & Adams, H. L. (2013). Friends with benefits or “friends” with deficits? The meaning and contexts of uncommitted sexual relationships among Mexican American and European American adolescents. *Children and Youth Services Review, 35*, 1110-1117. [doi.org/10.1016/j.childyouth.2013.04.023](https://doi.org/10.1016/j.childyouth.2013.04.023).
16. **Williams, L. R.**, & Russell, S. T. (2013). Shared social and emotional activities within adolescent romantic and non-romantic sexual relationships. *Archives of Sexual Behavior, 42*, 649-658. [doi.org/10.1007/s10508-012-0043-3](https://doi.org/10.1007/s10508-012-0043-3).
15. **Williams, L. R.**, Ayers, S. L., Garvey, M. M., Marsiglia, F. F., & Castro, F. G. (2012). Efficacy of a culturally based parenting intervention: Strengthening open communication between Mexican-heritage parents and adolescent children. *Journal of the Society for Social Work and Research, 3*, 296-307. [doi.org/10.5243/jsswr.2012.18](https://doi.org/10.5243/jsswr.2012.18)
14. **Williams, L. R.**, Wray-Lake, L., Loken, E., & Maggs, J. L. (2012). The effects of adolescent heavy drinking on the timing and stability of cohabitation and marriage. *Families in Society, 93*, 91-98. [doi.org/10.1606/1044-3894.4216](https://doi.org/10.1606/1044-3894.4216).
13. **Williams, L.R.**, Adams, H. L., & Altamirano, B. (2012). Mexican American adolescents’ perceptions of dating violence programs: Recommendations for effective program design and implementation. *Qualitative Social Work, 11*, 395-411. [doi.org/10.1177/1473325012438633](https://doi.org/10.1177/1473325012438633)
12. **Williams, L. R.**, Davies, D. R., Thiele, K., Davidson, J. R., MacLean, A. W. (2012). Young drivers’ perceptions of culpability of sleep-deprived versus drinking drivers. *Journal of Safety Research, 43*, 115-122. [doi.org/10.1016/j.jsr.2012.02.002](https://doi.org/10.1016/j.jsr.2012.02.002).
11. O’Neill, M. O., Risley-Curtiss, C., Ayón, C., & **Williams, L. R.** (2012). Placement stability in the context of child development. *Children and Youth Services Review, 34*, 1251-1258. [doi.org/10.1016/j.childyouth.2012.02.018](https://doi.org/10.1016/j.childyouth.2012.02.018).
10. Carlson, B. E., **Williams, L. R.**, & Shafer, M. S. (2012). Methamphetamine-Involved parents in the child welfare system: Are they more challenging than other substance-involved parents? *Journal of Public Child Welfare, 6*, 280-295. [doi.org/10.1080/15548732.2012.683361](https://doi.org/10.1080/15548732.2012.683361)
9. Adams, H. L. & **Williams, L. R.** (2011). What they wish they would have known: Support for comprehensive sexual education from Mexican American and White adolescents’ dating and sexual desires. *Children and Youth Services Review, 33*, 1875-1885. [doi.org/10.1016/j.childyouth.2011.05.013](https://doi.org/10.1016/j.childyouth.2011.05.013).
8. **Williams, L. R.** & Hickie, K. (2011). “He cheated on me, I cheated on him back”: Mexican American and White Adolescents’ perceptions of cheating in romantic relationships. *Journal of Adolescence, 34*, 1005-1016. [doi.org/10.1016/j.adolescence.2010.11.007](https://doi.org/10.1016/j.adolescence.2010.11.007).
7. **Williams, L. R.** & Steinberg, L. (2011). Reciprocal relations between parenting and adjustment in a sample of juvenile offenders. *Child Development, 82*, 633-645. [doi.org/10.1111/j.1467-8624.2010.01523.x](https://doi.org/10.1111/j.1467-8624.2010.01523.x).

6. McDonald, D. A., **Williams, L. R.**, & Carter, R. (2011). A reduction of risk behaviors through teen interactive theater education (TITE). *Journal of Extension, 49* (1), 11AW5.
5. Maggs, J. L., **Williams, L. R.**, & Lee, C. M. (2011). Ups and downs of alcohol use among first-year college students: Drinks per day, heavy drinking, and stumble and pass out drinking. *Addictive Behaviors, 36*, 197-202. [doi.org/10.1016/j.addbeh.2010.10.005](https://doi.org/10.1016/j.addbeh.2010.10.005).
4. Adams, H. L. & **Williams, L. R.** (2011). Advice from teens to teens about dating: Implications for healthy relationships. *Children and Youth Services Review, 33*, 254-264. [doi.org/10.1016/j.childyouth.2010.09.008](https://doi.org/10.1016/j.childyouth.2010.09.008).
3. **Williams, L. R.**, Fox, N. A., Lejuez, C., Reynolds, E., Henderson, H. H., Perez-Edgar, K. E., Steinberg, L., & Pine, D. S. (2010). Early temperament, propensity for risk-taking and adolescent substance-related problems: A prospective multi-method investigation. *Addictive Behaviors, 35*, 1148-1151. [doi.org/10.1016/j.addbeh.2010.07.005](https://doi.org/10.1016/j.addbeh.2010.07.005).
2. **Williams, L. R.** & Hickle, K. (2010). "I know what love means": Qualitative descriptions from Mexican-American and White adolescents. *Journal of Human Behavior in the Social Environment, 20*, 581-600. [doi.org/10.1080/10911351003673278](https://doi.org/10.1080/10911351003673278)
1. **Williams, L. R.**, Degnan, K. A., Perez-Edgar, K. E., Henderson, H. A., Rubin, K. H., Pine, D. S., Steinberg, L., & Fox, N. A. (2009). Impact of behavioral inhibition and parenting style on internalizing and externalizing problems from early childhood through adolescence. *Journal of Abnormal Child Psychology, 37*, 1063-1075. [doi.org/10.1007/s10802-009-9331-3](https://doi.org/10.1007/s10802-009-9331-3).

#### PEER-REVIEWED JOURNAL PUBLICATIONS UNDER REVIEW

1. **Williams, L. R.**, Ayers, S., Baldwin, A., & Marsiglia, F. F. (under review). Delayed youth substance use initiation: A RCT of complementary youth and parenting interventions. *Journal of the Society for Social Work and Research*.
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*.
3. Rueda, H. A., & **Williams, L. R.** (under review). Mexican American adolescent couples "talking about" conflict. *Journal of Adolescent Research*.

#### INVITED BOOK CHAPTERS IN THE PAST FIVE YEARS

2. LeCroy, C. W. & **Williams, L. R.** (2013). Interventions with adolescents. Chapter 4 In Holosko, M. J., C. N. Dulmus, & K. M. Sowers (Eds.) *Social work practice with individuals and families: Evidence-Informed assessments and interventions*. New York: John Wiley and Sons.
1. **Williams, L. R.** (2012). "Love is...": How adolescents define and experience romantic love. In M. Paludi (Ed.), *The psychology of love*. Santa Barbara, CA: ABC-CLIO.

#### 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  
Presenter, “Latino perspectives on living with diabetes: Implications for social work practice.” Continuing Education Series, NASW–Arizona Chapter, Mesa, AZ, Feb 7, 2014.  
Presenter, “Gender identity and sexual orientation diversity training.” Seminar at Valle del Sol, Inc., Phoenix, AZ, Jun 12, 2012.  
Presenter, “Symbiosis in systems: Mental and physical health integration.” Seminar at Magellan Health Services, Phoenix, AZ, May 31, 2011.

### **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)**

\**Connecting health professions education and practice: Building interprofessional competencies for field instructors in aging settings.* Co-Investigator (Robin Bonifas, PI), Hartford Change AGENTS Initiative, John H. Hartford Foundation, Gerontological Society of America (\$10,000), Washington, DC (Not Funded, 12/15/2014).

†*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

Nominated for the Society for Social Work and Research 2015 Excellence in Research Award for best scholarly contribution published in 2013 for “Instrumental activity of daily living limitations and supports in a clinic population of low-income Puerto Rican elderly adults with chronic diseases” in *Journal of the American Geriatrics Society*. (Nomination was deemed “highly qualified” but not chosen for the award, 10/27/14.) Luis E. Zayas, PhD January, 2015

### REFEREED CONFERENCE PRESENTATIONS (\*student author)

**Zayas, L.E.**, Bonifas, R., Wisniewski, A.M., & \*McKnight, L. Experiences managing T2 diabetes shortly after diagnosis among adults of Mexican ethnicity in the US Southwest. Oral presentation, American Public Health Association (APHA) 142nd Meeting, New Orleans, LA, Nov 18, 2014. Session #4259.0: Reducing health disparities and promoting health equity.

\*Sullivan, J.E., Baldwin, C.M., & **Zayas, L.E.** Tracking medical repatriations to Mexico: Experiences from the field. Roundtable presentation, APHA 142nd Meeting, New Orleans, LA, Nov 19, 2014. Session #5176.0: Health of Latinos across North American geographical contexts.

\*Sullivan, J.E. & **Zayas, L.E.** *Hospital deportations and ethical considerations for social work.* Roundtable presentation, Values & Ethics track, Council on Social Work Education (CSWE) 58th Meeting, Washington, DC, Nov 11, 2012.

**Zayas, L. E.**, Wisniewski, A. M. & Kennedy, T. *Independent living and social support among chronically-ill Puerto Rican elderly.* Oral presentation, APHA 140th Meeting, San Francisco, CA, Oct 31, 2012.

Arcoleo, K., **Zayas, L.E.**, Hawthorne, A., & \*Begay, R. *Illness representations among Mexican mothers of children with asthma: A factor in children’s health outcomes?* Oral presentation, APHA 139th Meeting, Washington, DC, Oct 31, 2011.

Arcoleo, K., **Zayas, L.E.**, Hawthorne, A., & \*Begay, R. *Mexican mothers’ narratives of complementary and alternative medicine asthma management strategies for their children.* Roundtable presentation, APHA 139th Meeting, Washington, DC, Oct 31, 2011.

Auslander, W.F, \*Sterzing, P.R., **Zayas, L.E.**, & White, N.H. *Barriers and resources to managing Type 2 diabetes and transitioning to adult care among African American adolescents.* Oral presentation, Society for Social Work Research (SSWR) 13th Meeting, New Orleans, LA, Jan 17, 2009.

McMillen, J.C., **Zayas, L.E.**, & \*Lee, M.Y. *Quality assurance and improvement in child and family services.* Oral presentation, SSWR 13th Meeting, New Orleans, LA, Jan 16, 2009.

### 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)

**Zayas, L.E.**, Wisniewski, A.M., & Kennedy, T. (2013). Instrumental activity of daily living limitations and supports in a clinic population of low-income Puerto Rican elderly adults with chronic diseases. *Journal of the American Geriatrics Society*, 61(10):1789-1795.



- Zayas, L.E.**, McMillen, J.C., \*Lee, M.Y., & Books, S.J. (2013). Challenges to quality assurance Luis E. Zayas, PhD January, 2015. A qualitative assessment. *Administration and Policy in Mental Health and Mental Health Services Research*, 40(3):190-198.
- Holmes, D., **Zayas, L.E.**, & \*Koyfman, A. (2012). Student objectives and learning experiences in a global health elective. *Journal of Community Health*, 37(5):927-934.
- \*Lee M.Y., McMillen, J.C., **Zayas, L.E.**, & Books, S.J. (2011). The quality assurance and improvement workforce in social services: An exploratory examination. *Administration in Social Work*, 35(3):243-257.
- Zayas, L.E.**, Wisniewski, A.M., \*Cadzow, R.B., & Tumiel-Berhalter, L.M. (2011). Knowledge and use of ethnomedical treatments for asthma among Puerto Ricans in an urban community. *Annals of Family Medicine*, 9(1):50-56.
- Lietz, C.A. & **Zayas, L.E.** (2010). Evaluating qualitative research for social work practitioners. *Advances in Social Work*, 11(2):188-202.
- Auslander, W.F., \*Sterzing, P.R., **Zayas, L.E.**, & White, N.H. (2010). Psychosocial resources and barriers to self-management in African American adolescents with type 2 diabetes: A qualitative analysis. *Diabetes Educator*, 36(4):613-622.
- \*Williams, E.M., **Zayas, L.E.**, Anderson, J., Ransom, A., & Tumiel-Berhalter, L.M. (2009). Reflections on lupus and the environment in an urban African American community. *Humanity & Society*, 33(1-2):5-17.

#### **Refereed Journal Commentaries & Letters to the Editor**

- \*Sullivan, J.E. & **Zayas, L.E.** (2013). Passport biopsies: Hospital deportations and implications for social work. *Social Work*, 58(3):281-284.
- Wisniewski, A.M., **Zayas, L.E.**, & Naughton, B.J. (2009). Primary care providers' assessment of older Latino patients' instrumental activities of daily living ability: Implications for improving quality of care. *Journal of the American Geriatrics Society*, 57(10):1950-1951.

#### **Invited Book Chapters**

- Lietz, C.A. & **Zayas, L.E.** (2014). Evaluating qualitative research studies. In Grinnell & Unrau (eds.), *Social Work Research and Evaluation: Foundations of Evidence-Based Practice* (10th edition), Ch.29, pp.595-605. New York: Oxford University Press.

#### **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

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; Kyoko Tavassoli's **doctoral thesis**: "Secondary trauma in capital trial defense practice in the indigent legal service setting: A qualitative study." Chair: Dr. Lynn Holley, School of Social Work, CPSCS, ASU (Fall 2011 – present). Candidate successfully defended her thesis proposal on July 2, 2012. Luis E. Zayas, PhD January, 2015

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)

*Journal of the American Geriatrics Society* (2015 – present)

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)

*Annals of Family Medicine* (2006 – present) Luis E. Zayas, PhD January, 2015

### 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)

2008 – Ongoing. Reviewer for *Portularia*. Journal published by the Universidad de Huelva. Spain.

1995 – Ongoing. Translator and reviewer for the *International Social Work Journal*.

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.

2004 - 2014 Reviewer of *Journal of Social Work Values and Ethics*.

1997 – 2011 Reviewer for *Families in Society*.

## COMMUNITY SERVICE

2010 (April) Workshop: “Ethical Dimensions of Social Work,” Clinical Workshop Spring Series. Presented at the request of the Tucson Component Student Council as a fundraising activity.

2010 (May) Workshop: “El Trabajo Social como Proyecto Ético.” Escuela de Trabajo Social, Universidad de Huelva. Spain.

2010 (May) Workshop: “Retos Éticos en la Enseñanza de Campo del Trabajo Social en un Contexto Multicultural.” Escuela de Trabajo Social, Universidad de Huelva. Spain.

## PRESENTATIONS

Martinez-Brawley, E. & Zorita, P. (April 2014). *Internacionalización vs. Globalización en la educación para el trabajo social: Implicaciones para el desarrollo de los programas de estudios*. Presented at the I Congreso Internacional de Facultades y Escuelas de Trabajo Social. Universidad de Murcia. Spain.

Zorita, P. M-B. (April 2013). *Social Work Ethics in Personalist Communities: The Case of Spanish-Speaking Cultures*. Presented at SIRC 11<sup>th</sup> Annual Research Conference. Phoenix, AZ.

Martinez-Brawley, E. & Zorita, P. M-B. (April 2013). *The Controversial Use of Principles of Social Network Theory in Practice with Immigrants in Border Areas*. Presented at the 55<sup>th</sup> Annual Conference of the Western Social Science Association. Denver, CO.

Martinez-Brawley, E. & Zorita, P. M-B. (August 2012) *Professionalizing across Borders: The Dilemma of Social Work as a Democratic Occupation*. Presented at the Second ISA [International Sociological Association] Forum of Sociology: Social Justice and

Democratization. Buenos Aires, Argentina.

Martinez-Brawley, E. & Zorita, P. M-B. (February 2012). *No es una Talla Única: Adaptando los Paradigmas de la Investigación en el Trabajo Social a la Frontera*. Presented at La Frontera: Una Nueva Concepción Cultural. XVI Reunión Internacional. Zacatecas, MX.

**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.**

Zorita, P. M-B. (2010). *Social Work Professional Identity and Catholic Identity: an Exploration of the Source of Conflicts*. Presented at the Baylor symposium on Faith and Culture: "Human Dignity and the Future of Health Care." Baylor University, Waco, TX.

Martinez-Brawley, E. & Zorita, P. (2009, 24-26 October). *Immigration Human Services: The Perils of Professionalization*. Presented at the Third Biennial Conference of the Inter-University Program for Latino Research. (IUPLR Siglo XXI: The State of Latino Studies). Chicago, IL.

Martinez-Brawley, E. & Zorita, P. (2009, April). *Immigration and Social Work: What do Practitioners Need to Know?* Presented at the 51<sup>st</sup> Annual Conference of the Western Social Science Association. Albuquerque, NM.

Martinez-Brawley, E. & Zorita, P. (2008, April). *Humanistic Elements in Social Work Curriculum: Advantages for Latinos*. Presented at the 50<sup>th</sup> Annual Conference of the Western Social Science Association. Denver. CO.

## PUBLICATIONS

### *Refereed journals*

Martinez-Brawley, E. & Zorita, P. M-B. (2014). The neglect of network theory in practice with immigrants in the Southwest. *Journal of Sociology and Social Welfare*. 41(1), pp. 123-136.

Martinez-Brawley, E. & Zorita, P. M-B. (2014) Social work as a democratic experiment in the U.S. *Social Development Issues*, 36(2). pp. 1-16.

Martínez-Brawley, E. & Zorita, P. M-B. (2014) Un diálogo de pensares: Dos paradigmas para la práctica y la investigación en el trabajo social en el mundo hispanoparlante. *Azarbe. Revista Internacional de Trabajo Social y Bienestar*, 2, pp. 41-46. Published by la Universidad de Murcia, Spain.

Martínez-Brawley, E.; Zorita, P.; Rennie, F. (2013) Dual language contexts in social work practice: The Gaelic in the *Comhairle nan Eilean Siar* region (Outer Hebrides, Scotland) and Spanish in the Southwestern United States. *European Journal of Social Work*, 16(2), 187-204.

Zorita, M-B. P. (2011) Reflexiones sobre la estructura ética del pensamiento de Mary Richmond. *Cuadernos de Trabajo Social*, 24, pp. 23-33.

Martinez-Brawley, E. & Zorita, P. M-B. (2011) Immigration and social work: Contrasting practice and education. *Social Work Education*, 30(1), pp. 17-28.

Martinez-Brawley, E. & Zorita, P. M-B. (2011) Immigration and human services: The perils of professionalization. *Families in Society*, 92(2), pp. 133-137.

#### *Chapter*

Bushfield, S. & Zorita, P. (2009). Personalism and Dual Relationships: Case Scenario. In P. Black; Congress, E.; Black; Strom-Gottfried, K. (Eds.), *Teaching Social Work Values and Ethics: A Curriculum Resource* (2<sup>nd</sup> ed., pp. 105-108). Alexandria, VA: CSWE.

#### *Book Reviews*

Zorita, P. M-B. (2014) [*Diccionario de Trabajo Social*. Eds. Tomás Fernández García, Rafael de Lorenzo & Octavio Vázquez (2012), pp. 588. Madrid: Alianza Editorial]. *European Journal of Social Work*.

Zorita, P. M-B. (2012) [*United States Welfare Policy: A Catholic Response*. Massaro, T. J., SJ. (2007). Washington, DC: Georgetown University Press]. *Social Work and Christianity*, 39(2), pp. 231-233.

Zorita, P. M-B. (2012) [*Humanistic Social Work: Core Principles in Practice* Payne, M. (2011). Chicago, IL: Lyceum Books]. *Social Work and Christianity*. 39(1), pp. 104-106.

Zorita, P. M-B. (2010). [*Hidden in pain: A life story of personal transformation*. By Jeanne G. Miller, (Mustang, OK: Tate Publishing & Enterprises, 2006). Pp. 198. ISBN 1-5988645-7-2.] *Social Work and Christianity*, 37(4), 477-479.

# **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)  
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  
Oct 1994 – March 1996
  - \* -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  
Jan. 1979 – June 1981
- \* 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  
Arizona Department of Economic Security, Division of Developmental Disabilities, Support Coordinator, Phoenix, AZ 4/2004 – 7/2004
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 “Bill to Law Process” to professional social workers and students at Social Work Day at the Legislature events hosted by NASWAZ each February  
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

**Bagwell, M.,** Messing J., Durfee, A. (2015, January). A Mixed Methods Study of Barriers to Protection Order Use Among Survivors of Intimate Partner Violence Residing in Shelter. 2015 Annual Conference of the Society for Social Work and Research, New Orleans, LA.

**Bagwell, M.,** Messing, J., Durfee, A. (2014, October). The Perceived Helpfulness of Self-Protective Actions Among Survivors of Intimate Partner Violence. Accepted presentation at The Council on Social Work Education 2014 Annual Program Meeting, Tampa, Florida.

**Bagwell, M.,** Messing, J., Durfee, A. (2014, January). Protective Orders for Survivors in Shelter (Protect SiS). Presentation at the Society for Social Work Education Conference, San Antonio, TX.

Thaller, J. Messing, J., **Bagwell, M.** (2014, January) Reproductive Coercion among Survivors Seeking Shelter. Presentation at the Society for Social Work Education Conference, San Antonio, TX.

Salamone, D., **Bagwell, M.**, Nielsen, K., Wright, M., Ayers, S. L., Marsiglia, F. F. (2013, April). Health care providers' views on HIV in Tanzania: Barriers & Challenges to Quality Care. Poster Presentation at the Southwest Interdisciplinary Research Center Conference, Phoenix.

Chen, A. C., Menon, U., Szalacha, L., & **Bagwell, M.** (2012, April). Feasibility and acceptability of an online HIV/STI prevention survey among Asian American and Pacific Islander Young Adults. Presentation at the Society for Behavioral Medicine Conference, New Orleans, LA.

Messing, J. T., Thaller, J., **Bagwell, M.** (2012, March). Sexual abuse and forced sex among a sample of women experiencing intimate partner violence: Identifying the need for sexual health interventions and sexual safety planning. Presentation at the Futures without Violence National Conference on Health and Domestic Violence, San Francisco, CA.

Messing, J. T., Thaller, J., **Bagwell, M.** (2012, January). Factors Related to Sexual Abuse and Forced Sex Among a Sample of Women Experiencing Intimate Partner Violence. Presentation at the Society for Social Work Research Conference, Washington, DC.

## 9. Professional Publications

**Bagwell, M. E.**, Messing, J. T., & Baldwin, A. (in press). Intimate Partner Sexual Violence: A Review of Terms, Definitions, and Prevalence. *Trauma, Violence, & Abuse*, 16(3). Expected print date: July 2015.

Rountree, M. A., Granillo, T., & **Bagwell, M.** (in press). Promotion of Latina health: Intersectionality of IPV and Risk for HIV/AIDS. *Violence Against Women*.

Rountree, M. A., Chen, L., **Bagwell, M.** (in press) HIV Testing Rate and Testing Location among Women Who Have Experienced Intimate Partner Violence: Data from the Center for Disease Control Behavioral Risk Factor Surveillance System, 2006. *Violence Against Women*.

Orellana, E.R., Goldbach, J., Rountree, M., & **Bagwell, M.** (in press). Access to mental health and substance abuse services by people living with HIV/AIDS: The case manager perspective. *Health and Social Work*.

Goldbach, J. T., Tanner-Smith, E. E., **Bagwell, M.**, Dunlap, S. (in press). Minority stress and substance use in sexual minority adolescents: A meta-analysis. *Prevention Science*.

Messing, J. T., Thaller, J., & Bagwell, M. (2014). Factors related to sexual abuse and forced sex in a sample of women experiencing police involved intimate partner violence. *Health & Social Work*, 39(3), 181-191.

Rountree, M. A., & Zibalese-Crawford, M., Bagwell, M. (2012). Challenging the silence around the intersectionality of the intimate partner violence and HIV/AIDS: The voices of African-American women. *Journal of Research on Women and Gender*, 5, 21 – 43.

Rountree, M. A., Goldbach, J., Bent-Goodley, T., **Bagwell, M.** (2011). HIV/AIDS knowledge and prevention programming in domestic violence shelters: How are we doing? *Journal of HIV/AIDS & Social Services, 10*, 42-54.

Rountree, M. A., & Mulraney, M. (2010). HIV/AIDS risk reduction intervention for women who have experienced intimate partner violence. *Clinical Social Work Journal, 38*, 207-216.

## **Adrienne Baldwin-White**

### EDUCATION

---

2012-Present	PhD	Arizona State University Social Work
2012	MSW	University of Alabama Social Work
2008	B.A.	Birmingham Southern College English

### ACADEMIC APPOINTMENTS

---

05/2013-Present	Arizona State University Faculty Affiliate Phoenix, Arizona
-----------------	---

### SOCIAL WORK EXPERIENCE

---

01/2014-07/2014	Program Evaluator Unlimited Potential Phoenix, Arizona
01/2012-05/2012	Social Work Intern Veterans Affairs Birmingham, Alabama
02/2011-05/2012	Rape Advocate Rape Crisis Center Birmingham, Alabama

### MEMBERSHIPS

---

#### *Professional*

2014-Present	Council on Social Work Education
2014-Present	Society on Social Work Research



*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

\***Baldwin-White, A.** (2015). The relationship between perceptions of alcohol consumption & myth acceptance among college students. Society on Social Work Research. New Orleans, Louisiana.

Marsiglia, F., Ayers, S. & **Baldwin, A.** (2014). How parents increase the effects of keepin' it REAL in Latino families. International Symposium on Minority Health and Health Disparities. Baltimore, Maryland.

**Baldwin, A.** (2014). Effects of Alcohol Consumption on Social Worker's Levels of Rape Myth Acceptance. Council on Social Work Education. Tampa, Florida.

**Baldwin, A.** (2014). The Effects of Alcohol on Social Worker's Rape Myth Acceptance. International Conference for the Institute of Violence, Abuse and Trauma. San Diego, California.

Marsiglia, F. F., Ayers, S. L., **Baldwin, A.** & Booth, J. (2014). Increasing the effects of keepin' it REAL: How a culturally-specific Mexican American parenting intervention can mediate long-term adolescent substance use outcomes. Paper presented at the annual conference of the Society for Prevention Research, Washington, DC.

Ayers, S., Williams, L., **Baldwin, A.** & Marsiglia, F. (2014). The unintended effects of reducing youth substance use: Decreasing heavy drinking in parents. Annual Meeting American Sociological Association. San Francisco, California.

Williams, L., Ayers, S., **Baldwin, A.** & Marsiglia, F. (2014). The unexpected effects of a culturally based substance use prevention program for Mexican heritage youth on parents heavy drinking. Society for Research on Adolescence, Austin, Texas.

Williams, L., Ayers, S., **Baldwin, A.** & Marsiglia, F. (2014). Delayed initiation of alcohol use: A RCT of the parenting intervention Familias: Preparando la Nueva Generación. Society for Research on Adolescence, Austin, Texas.

**Baldwin, A.**, Ayers, S., Robbins, D. & Marsiglia, F. (2013). "Latinas and Substance Use: The influence of Families Preparing a New Generation (FPNG) on smoking behaviors." Southwest Interdisciplinary Research Center Conference (SIRC), Phoenix, AZ.

**Baldwin, A.** & Mendoza, N. (2013). "Exploring the relationship between demographics, emotional exhaustion and depersonalization amongst substance abuse counselors." Research Society on Alcoholism, Orlando, Florida.

**Baldwin, A.** & Mendoza, N. (2013). "Psychological distress among substance abuse counselors." Research Society on Alcoholism, Orlando, Florida.

#### PEER-REVIEWED JOURNAL PUBLICATIONS

---

\*Indicates a name change

Marsiglia, F., Ayers, S., Robbins, D., Nagoshi, J., **Baldwin, A.** & Castro, F. (2014).

The initial assessment of a community-based intervention with Mexican-heritage parents in boosting the effects of a substance use prevention intervention with youth. *Journal of Community Psychology*. Towson, Maryland.

\***Baldwin-White, A. (2014)**. Psychological distress and substance abuse counselors: An exploratory pilot study of multiple dimensions of burnout. *Journal of Substance Use*. London, United Kingdom.

Bagwell, M., Messing, J. & **Baldwin, A.** (2014). Intimate partner sexual violence: A review of terms, definitions and prevalence. *Trauma, Violence and Abuse*. Seattle, Washington.

Williams-Rankin, L., Marsiglia, F., **Baldwin, A.** & Ayers, S. (2013). Unintended effects of an intervention supporting Mexican-heritage youth: Decreased parent heavy drinking. *Research on Social Work Practice*. Tallahassee, Florida.

Lindsay, M., Messing, J.T., Thaller, J., **Baldwin, A.**, Clough, A., Bloom, T., Eden, K.B., Glass, N. (2013). 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. Philadelphia, Pennsylvania

Mendoza, N., Conrow, L., **Baldwin, A.** & Booth, J. (2012). Using GIS to describe risk and neighborhood-level factors associated with substance abuse treatment outcomes, *Journal of Community Psychology*, 41:7, 799-810. Towson, Maryland.

Marsiglia, F., Booth, J. & **Baldwin, A.** (2012). Individual practice with undocumented immigrants. *Social Work Encyclopedia Online*.

Marsiglia, F., Booth, J. Ayers, S. & **Baldwin, A.** (2012). Acculturation and satisfaction among immigrant Mexican adults. *Advances in Social Work: Special Issue*. Indianapolis, Indiana.

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: Manager, Social Services
    - 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 Bercei**

**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**

Sept. 2014. Luke Air Force Base: AETC 56 MDOS/SGOMHF Presented TRE to the staff of the mental health treatment center.

March 2014. Theresian Military Academy “Theresianische Militäarakademie” Presented a 1-day workshop to 150 soldiers on the use of body interventions (TRE) as a method for resiliency and stress reduction.

Feb. 2014. Northern Illinois University (NIU)

Presented an experiential workshop to the College of Education, Department of Counseling, Adult & Higher Education.

Jan. 2014. Presented TRE as a self-directed method for stress reduction in relation to substance abuse and mental health.

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.

Dec. 2013. U.S. Department of health and human services

Presented TRE as a self-directed method for stress reduction in relation to substance abuse and mental health.

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.

Oct. 2013. Flood Recovery Workshops for Boulder & Longmont, Colorado Provided TRE as a self-help therapeutic recovery process for disaster survivors of Colorado flooding.

Oct. 2013. Attachment & Trauma Treatment Center for Healing Keynote speaker regarding self-induced unclassified therapeutic Tremors (SUTT) as a therapeutic process for trauma recovery.

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.

Dec. 2012. Provided trauma recovery services for New Zealand earthquake survivors Sept. 2012.

Setermoen Military Base, Bardu, Norway: Provided 1 day training on the neuro-physiology of stress & trauma.

July, 2012. Polícia 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](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 Level I & II training in Trauma Releasing Exercises for German Certification program.

<http://niba-ev.de/>

Vlotho & Ovelgönnen, 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](http://www.innervisionyoga.com)

Phoenix, AZ

Sept. 2014. **The Works Partnership**

Provided Level II certification training program for TRE certification process.  
[www.theworkspartnership.com](http://www.theworkspartnership.com) *Singapore, Singapore*

**Sept. 2014. Luke Air Force Base: AETC 56 MDOS/SGOMHF**

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](http://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.  
<http://www.traumareleaseexercises.com.au/>  
*Brisbane, Sydney and Melbourne, Australia*

**March 2014 . Theresian Military Academy "Theresianische Militäarakademie"** 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*

Jan. 2014. **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.**

Presented TRE as a self-directed method for stress reduction in relation to substance abuse and mental health. Washington, DC.

Dec. 2013. **U.S. Department of health and human services**

Presented TRE as a self-directed method for stress reduction in relation to substance abuse and mental health. [www.samhsa.org](http://www.samhsa.org) Austin, Tx.

Nov. 2013. **Malteser International**

Trained eight members of the Malteser Psycho-social staff for aid of Syrian Refugees located in Turkey.

<http://www.malteser-international.org/en/home/home.html>

Kilis, Turkey

Nov. 2013. **TRE Certification Training**

Provided certification training program for TRE certification Process.

Norddeutsches Institut für Bioenergetische Analyse. <http://bioenergetik-deutschland.de/fortbtre/allgemein.php> Ovelgönne, Germany

Oct. 2013. **Danish Multiple Sclerosis Society**

Provided TRE awareness training to MS staff as it relates to the Physiotherapeutic process of Multiple Sclerosis.

<http://www.msif.org/about-us/member-map-and-search/danish-multiple-sclerosis-society.aspx>

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/> Toronto, Canada

Sept. 2013. **TRE Certification Training**

Provided certification training program for TRE certification process.

<http://www.christinestewardrmt.com/> Vancouver, BC

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. **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. <http://www.trecolombia.com/>  
[Bogotá, Columbia](#)

July, 2013. **TRE Certification Training**  
Provided Level II certification training program for TRE certification. <http://www.trecolombia.com/>  
[Bogotá, Columbia](#)

June, 2013. **TRE Certification Training**  
Provided advanced certification training program for TRE certification. [Cefalù, Sicily](#)

June, 2013. **Bioenergetics 22<sup>nd</sup> International Conference** Keynote speaker on, *The grounded body: Grounding from a Neuro-anatomical perspective.*  
<http://www.bioenergetic-therapy.com/index.php/en/> [Palermo, Sicily](#)

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. <http://www.madison.va.gov/> [Madison, WI.](#)

June, 2013. **Kripalu Center for Yoga and Health**  
Provided Level I certification training program for TRE certification as it applies to the concepts of yoga and improved health. <http://www.kripalu.org/>  
[Stockbridge, Mass.](#)

May, 2013. **Healing Highrise Event**  
Introductory presentations for TRE within alternative methods of healing. <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/> [Coszalin, Poland](#)

May, 2013. **TRE Certification Training: Gesundheitsschule Hildegard von Bingen** Provided certification training program for TRE trainees. <http://www.treaustria.com/>  
[Wiener Neustadt, Austria](#)

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> *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> *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.  
*Big Sur, CA.* <http://www.esalen.org/>

**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/>

**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/>

**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.youtube.com/watch?v=9hm3wDmCvWc>

**Nov. 2012. TRE Australia**

Provided Level I & II training for TRE providers in Australia. *Sydney & Melbourne, Australia* <http://www.traumareleaseexercises.com.au/>

**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>

**Oct. 2012. TRE Slovenia**

Provided Level I training for TRE providers in Slovenia.  
*Ljubljana, Slovenia* <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>

**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.

*Vancouver, B.C.* <http://traumaprevention.com/2010/06/09/certified-tre-practitiioners-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>

**July, 2012. Polícia 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.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/>

**July, 2012. Academia de Polícia Civil**

Provided TRE training to police personnel and mental health professionals.

*Goiânia, Brazil* <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.

*Santiago, Chile*

<http://www.ohanichile.com/2010/06/21/biomagnetismo-practicas-clinicas-ex-hospital-san-jose/>

**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.otalca.cl>

**June, 2012. TRE Argentina**

Provided Level II training for TRE providers in Argentina. *Buenos Aires, Argentina*

<http://www.bercelienargentina.com.ar/>

June, 2012. **Kripalu Center for Yoga and Health**  
Provided introductory TRE workshop. *Stockbridge, Massachusetts* <http://kripalu.org/>

June, 2012. **Gesundheitsschule Hildegard von Bingen**  
Provided Level II TRE training to medical professionals.  
*Wiener Neustadt, Austria* <http://www.bingen.at/>

June, 2012. **TRE Finland**  
Provided Level III instruction to medical professionals.  
*Helsinki, Finland* <http://www.tretrit.fi/73343779>

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** Provided Level I TRE training for therapists of Southern Spain. *Seville & Malaga, Spain*  
<http://www.bioenergeticsaab.com/en/society.html>

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/>

Jan. 2012. **TRE Japan (TRE in 宮城・福島) (Tsunami & earthquake survivors)**  
Introduction of body-based TRE interventions for individual, mass and cultural trauma recovery for the Japanese society.  
*Fukushima, Sendai, Tokyo, & Yokohama, Japan* <http://www.tre-japan.com/>

Dec. 2011. **TRE New Zealand (Christchurch earthquake survivors)** Introduction of body-based TRE interventions for individual, mass and cultural trauma recovery for the New Zealand city of Christchurch. *Christchurch, NZ* <http://traumarelease.co.nz/>

Nov. 2011. **TRE Australia**  
Provided workshops and training programs for the introduction of TRE in Australia. <http://trauma-release-exercises.com.au/> *Melbourne, Canberra, Brisbane, Perth & Sydney*

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*

York, NY <http://www.lowenfoundation.com/index.html>

Oct. 2011. **TRE Poland - Bioenergetyka Ośrodek Bioenergetycznej Pracy z Ciałem** TRE training program sponsored by the Bioenergetics Society in Poland cooperating with The Alexander Lowen Foundation.

*Gdansk, Poland* [http://www.bioenergetykalowena.pl/en\\_index/](http://www.bioenergetykalowena.pl/en_index/)

Sept. 2011. **TRE Austria - EINFÜHRUNGSWORKSHOP**

Introduced TRE and Neurogenic Tremors as a form of body psychotherapy as understood through neuro-physiological concepts. *Vienna, Austria*

Sept. 2011. **D.G.K. Deutsche Gesellschaft Für Körperpsychotherapie**

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*

Aug. 2011. **Nordlandssykehuset, Rønvik** [Psychiatric Hospital] Bodö, Norway.

Introduction of body-based TRE interventions for individual, mass and cultural trauma recovery for the Norwegian culture. *Bodö, Norway*

[http://www.ub.uit.no/baser/arkinord/categories.php?cat\\_id=511](http://www.ub.uit.no/baser/arkinord/categories.php?cat_id=511)

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.centroreichiano.com.br/>

June, 2011. **TRE Argentina** Provided workshops and training programs for the introduction of TRE in

Argentina. *Buenos Aires, AR* <http://www.bercelienargentina.com.ar/>

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/>

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>

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/>

April, 2011. **TRE Germany** Provided workshops and training programs for the introduction of TRE.

*Bremen, Germany* <http://bioenergetik-deutschland.de/fortbtre/allgemein.php>

April, 2011. **TRE South Africa** Provided workshops and training programs for the introduction of TRE in South Africa. *Johannesburg & Cape Town, SA*

<http://www.onevisionafrica.com/>

March, 2011. **TRE Norway** Provided workshops and training programs for the introduction of TRE in Australia. *Oslo, Norway*

Feb. 2011. **TRE Australia**

Provided workshops and training programs for the introduction of TRE in Australia. <http://trauma-release-exercises.com.au/> *Melbourne, Canberra, Brisbane, & Sydney*

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 (NICoE)**

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*

Aug, 2010. **3<sup>rd</sup> Brigade 4<sup>th</sup> Combat Team, Ft. Carson**

Pre deployment training in Combat Operational Recovery Exercises (CORE), traumatic stress symptoms for deployment to Afghanistan. *Colorado Springs, CO*

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

March, 2010. **Male Survivor: International Conference on Male Sexual Victimization:**  
Trauma Release Process as applied to sexual abuse recovery. John Jay College of Criminal Justice. New York, N.Y.

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**

Berceli, D. (2011). *Un uomo fatto d'argilla: Aiutami a guarire me stesso*. [A man made of clay: Help me to heal myself]. La rivista italiana di analisi bioenergetica. Via Magna Grecia 128, 00183 Roma, Italia. N. 1/2 – 2010.

### **Refereed Journal Articles**

Berceli, D., Salmon, M., Bonifas, R., Ndefo, N. (Sept. 2014). Effects of Self---induced Unclassified Therapeutic Tremors on Quality of Life Among Non---professional Caregivers: A Pilot Study. *Global Advances in Health and Medicine*, 3(5), 45---48. [www.gahmj.com](http://www.gahmj.com)

Berceli, D. (2010). Neurogenes Zittern: Eine körperorientierte Behandlungsmethode für Traumata in großen Bevölkerungsgruppen. *Trauma & Gewalt: Forschung und Praxisfelder*, (4), 148---156.

### **Additional Published Articles**

Berceli, D. (2010). *Un uomo fatto d'argilla*. (A man made of clay). *La rivista italiana di analisi bioenergetica. I & II semester – Finito di stampare nel dicembre pp. 77---111.*

## **Book Chapters**

Berceli, D. (2011). ...allowing the body to continue to heal itself. In *Handbook for Bioenergetic Analysis* (pp. 331--340). Berlin: Majuskel Medienproduktion.

## **Conference Papers**

Berceli, D. (2010, October). Neurogenic tremors in self--regulation of autonomic state and spinal tension. *Conference Proceedings of the Norwegian Chiropractors' Association 75<sup>th</sup> Anniversary International Conference*.

## **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)
- Program Evaluator (1997-1999; 2004-2006)
- Tucson, Arizona
- Start date (1999)
- End date (2006)

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



- American Evaluation Association
  - Arizona Evaluation Network
  - Commissioner, Tucson Metropolitan Housing Commission
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:**

Aug. 1986 to May 1988 *Arizona State University Graduate School of Social Work, Tempe, AZ.*  
 Masters of Social Work degree completed May 1988. Graduated with distinction, was awarded Arizona Regents Academic Scholarship for both 1986-87 and 1987-88 academic years, G.P.A. 3.8/4.0.

Jan. 1982 to Dec. 1985 *Arizona State University School of Social Work, Tempe, AZ.*  
 Bachelor of Social Work degree completed December 1985. Graduated with distinction Magna Cum Laude, member of the National Dean's List, G.P.A. 3.7.

Aug. 1980 to Dec. 1981 *Phoenix Community College, Phoenix AZ.* Graduated with distinction. Associate of Arts Degree G.P.A. 3.7

### **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 through 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 To Present *Sole proprietor of Nick Caruso Counseling & Coaching Services, LLC Phoenix Az,*  
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 to June 2014 *Phoenix Union High School District, Phoenix AZ.*  
CLINICAL SCHOOL SOCIAL WORK SERVICES  
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 through July 2002 *Westside Social Services, Inc. Glendale AZ.*  
SITE SUPERVISOR, OUTPATIENT MENTAL HEALTH CLINIC  
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 through Sept. 1989 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 to March 2002 *City of Phoenix Human Services Department, Phoenix, AZ.*  
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 to July 1995 *City of Phoenix Human Services Department, Phoenix, AZ.*  
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 *Arizona Youth Associates, Inc., Phoenix, AZ.*

Oct. 1990 CLINICAL DIRECTOR

Dec. 1985 to In charge of program development, implementation and management of treatment  
May 1987 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)

Chilton & O'Connor, Inc., Los Angeles, California 1987 - 1993  
V.P. Operations Manager

National Housing Ministries, Glendale, California 1980 - 1991  
Administrator

#### **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-BACCALAUEATE & 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



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

---

### Professional License

Licensed Clinical Social Worker (Idaho) #31117	Obtained 03/07/2011	Expires 9/11/2015
Licensed Master Social Worker (Idaho) #27435	Obtained 06/27/2006	Expired 3/06/2011

### 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

Lietz, C. A., Hayes, M. J., **Cronin, T.W.**, & Julien-Chinn, F. (2014). Supporting family-centered practice through supervision: An evaluation of strengths-based supervision. *Families in Society*, 95(4), 227 – 235.

### Other Publications

**Cronin, T. W.** (2015). Stories from the field. In C. Langer & C. Lietz (Eds.), *Applying Theory to Generalist Social Work Practice: A Case Study Approach* (pp. 203 – 204). New Jersey: Wiley.

### Peer Reviewed National/International Conferences

**Cronin, T. W.**, & Perpich, R. (2014). Best Practice MSW Curriculum and Field Education. Roundtable presentation at the Title IV-E National Roundtable, May 21-23, 2014, Gaveston, TX

Lietz, C. A., Hayes, M. J., & **Cronin, T.W.** (2013). Strengths-Based Clinical Supervision: Supporting Family Centered Practice through Strengths-Based Supervisory Process. Paper presentation at the Annual Program Meeting of the Council on Social Work Education, October 31-November 3, 2013, Dallas, TX.

### Peer Reviewed Local Conferences

**Cronin, T. W.** (2013). A Narrative Approach to Cultures of Literacy. Roundtable presentation at the Mary

### Local Invited Presentations

**Cronin, T. W.** (2013). Engaging Fathers. Training for students and social workers presented at the Child Welfare Education Unit, October 25, 2013, Tucson, AZ.

**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.

**Cronin, T. W.** (2011). Strengths-Based Narrative Therapy with Active-Duty Airmen. Clinical Roundtable presented at Air Force Base Hospital, April 11, 2012, Mountain Home, ID.

Burch, L., & **Cronin, T. W.** (2010). Ethics for Child Welfare Professionals. Staff training presented at regional office of the Department of Health and Welfare, July, 22, 2010, Caldwell, ID.

### 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.
- PRIDE Training: Pre-Service Training for Foster and Adoptive Parents. (2007). Curriculum Developed by Child Welfare League of America. Populations Trained: PRIDE panels, foster parents, and social workers.

### 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)

- In-person class of 24 students. Course units: practice issues, child abuse investigations, assessment of domestic violence/animal abuse, treating family/animal abuse, assessment of substance abuse, substance abuse treatment, assessment of serious mental illness, treatment for serious mental illness, and co-morbidity.

**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 50<sup>th</sup> 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



- August, 2006 – August, 2008
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
    - Publication: *Human Behavior in the Social Environment: A Multidimensional Perspective (4<sup>th</sup> ed.)*
    - 2009, Belmont, CA

## **Corinne 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)

**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 **21<sup>st</sup> 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*

- Thesis: Evaluating self-concept in adolescents with mental retardation. Unpublished.

### **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*

U. S. Veterans Initiative (October 2004 - October 2005)  
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

Social Welfare Action Alliance (2008 – 2010)

### ***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

Project H3 (Home, Health, Hope): Vets, Volunteer (2012)

- 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

Stop Violence Against Women Day (2008, 2009, 2010, 2011, 2012)

- Legislative advocacy, presented by the Arizona Coalition Against Domestic Violence

Social Work Day at the Legislature (2009, 2010, 2011)

- Presented by the National Association of Social Workers, Arizona chapter

Arizona StandDown, Volunteer (2004, 2005, 2012)

- 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**

**Fike, D.C.**, Shimansky, S., Androff, D.K., and Klimek, B. (2015). *Empowering refugee communities: A qualitative analysis of a grassroots capacity-building model*. Paper presentation at the Society for Social Work and Research 19<sup>th</sup> Annual Conference. January 14 – 18, 2015. New Orleans, LA. (accepted)

Androff, D.K., **Fike, D.C.**, & Rorke, J. (2014). *Greening social work education: Teaching environmental rights and sustainability in community practice*. Paper presentation at the 2014 Council on Social Work Education Annual Program Meeting. October 23 – 26, 2014. Tampa, FL. (accepted)

Gallagher, J.M., **Fike, D.C.**, & Hayes, M.J. (2014). *Attention to Social Determinants in State and Local HIV Epidemiological Profiles*. Poster presentation at the 2014 National STD Prevention Conference. June 9 – 12, 2014. Atlanta, GA.

**Fike, D.C.** (2014). *The Impact of the global economic crisis on domestic violence services in an urban community in the southwestern United States*. Paper presentation at the 2014 Hawaii International Conference on Social Sciences. May 28 – 31, 2014. Honolulu, HI.

**Fike, D.C.**, Shafer, M.S., Bonifas, R., Gustavson, K., Jarrell, K., Sun, F., & Vissicaro, P. (2013). *Leveraging our place to transform a community: The Westward Ho initiative*. Poster presentation at the American Public Health Association Annual Meeting. November 2 – 6, 2013. Boston, MA.

Crudup, C., & **Fike, D. C.** (2013). *Critical mixed race pedagogy: Analyzing the Children's Museum of Phoenix*. Poster presentation at the 2013 Hawaii International Conference on Social Sciences. May 29 – June 1, 2013. Honolulu, HI.

### **Invited Community Presentations**

**Fike, D.C.**, Gieszl, K., Brooks, S., Klimek, B., & Androff, D.K. (2014). *Promoting refugee community empowerment: Capacity building for behavioral health and domestic violence issues*. TERROS 10<sup>th</sup> Annual Cesar E. Chavez Behavioral Health Conference. March 27, 2014. Phoenix, AZ.

**Fike, D.C.** & Salisbury, M. (October 2012). *Integrating the transgender community into homeless services*. Selected for presentation at the 19<sup>th</sup> 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 18<sup>th</sup> Annual Statewide Conference on Homelessness hosted by the Arizona Coalition to End Homelessness.

**Fike, D.C.** & Rich, S. (March 2011). *Legislative advocacy in Arizona*. Co-facilitated online training coordinated by Arizona State University's Southwest Interdisciplinary Research Center (SIRC).

**Fike, D.C.** (February & March 2010). *Legislative advocacy*. Presented at Social Work Day at the Legislature hosted by the Arizona chapter of the National Association of Social Workers.

### **Grant Applications**

Bhutanese Community in Arizona. (June 2014). *Arizona Consortium for New American Integration: Increasing Refugee Employability through Community-Building, Social Entrepreneurship, and Collaboration*. Office of Refugee Resettlement Ethnic Community Self Help Program (HHS-2014-ACF-ORR-RE-0816). Author.

### **Evaluation Reports**

Shafer, M., **Fike, C.** & Elias, G. (2012). *Arizona Families FIRST Program Annual Evaluation Report State Fiscal Year 2012*. Phoenix, AZ: Center for Applied Behavioral Health Policy.

**Fike, C.**, Camarena, M. & Shafer, M. (2012). *Best for Babies: Maricopa County's Cradle to Crayons Year 1 Evaluation Report*. Phoenix, AZ: Center for Applied Behavioral Health Policy.

**Fike, C.** (June 2011). *Gabriel's Angels Program Evaluation Report 2010*. Phoenix, AZ: Author.

### **Technical Reports**

Martinez, M.J., Kawam, E., & **Fike, C.** (2014). *Arizona legislative advocacy handbook for social workers*. Phoenix, AZ: Arizona State University PhD Social Work Scholars Club and National Association of Social Workers Arizona Chapter. Retrieved from: <http://www.naswaz.com>.

## **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

**End Date: 08/2012**

**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: 0 7/2007

**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: 0 5/2004

**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**

---

- Ashford, J. B., FitzHarris, B., & Diggs, N. (2010) Correlates of a recovery orientation: A consumer survey of class members diagnosed with serious mental disorders. *American Journal of Orthopsychiatry*, 80(3), 317-326.
- Holley, L. C., Moya Salas, L., Marsiglia, F. F., Yabiku, S. T., FitzHarris, B., & Jackson, K. F. (2009). Youth of Mexican Descent of the Southwest: Exploring Differences in Ethnic Labels. *Children and Schools*, 31(1), 15-26.
- Marsiglia, F. F., Kulis, S., FitzHarris, B., & Becerra, D. (2010) Parent-child acculturation gaps in Latino immigrant families and youth problem behaviors. *Social Work Forum*, 42/43, 5-25

## 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 Initiative*, 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

---

- Jarrell, K., Ozymy, J., **Gallagher, J.** Hagler, D., Corral, C, & Hagler, A. (2014). Constructing the foundations for compassionate care: How service-learning affects students’ attitudes towards the poor. *Nurse Education in Practice*, 14, 299-303. doi: 10.1016/j.nepr.2013.11.004

### Book Chapters

---

- Gallagher, J.M.** (forthcoming). Advocacy in administrative forums: Guidelines for practice in benefit appeals. In K. Corcoran & J.B. Ashford (Eds.). *Social Workers’ Desk Reference (3<sup>rd</sup> Edition)*. New York: Oxford Press.

- Marsiglia, F. F., **Gallagher, J.**, Secakuku-Baker, D. & Booth, J. M. (2014). Community



engagement and HIV prevention with American Indian/Alaskan Native communities: Working with the whole person. In Rhodes, S. D. (ed.). *Innovations in HIV prevention research and practice through community engagement* (pp. 105-134). New York: Springer.

### **Refereed Presentations**

---

**Gallagher, J.M.** & Ashford, J.B. (2014, July). *Short, Reliable, and Population Tested: Support for using the brief version of the Buss-Perry Aggression Questionnaire with Assaultive Offenders*. National Association of Forensic Social Work. New York, NY.

**Gallagher, J.M.**, Fike, D.C. & Hayes, M.J. (2014, June). *Attention to Social Determinants in State and Local HIV Epidemiological Profiles*. Centers for Disease Control and Prevention, 2014 STD Prevention Conference. Atlanta, GA. [poster presentation]

**Gallagher, J.** (2012, November). *Exploring the Empowering Aspects of Law in Social Work Practice and Education*. Council on Social Work Education. Washington, D.C. [poster presentation]

**Gallagher, J.** & Marsiglia, F. (2012, March). *HIV Surveillance Data: Limits and Implications for Vulnerable Populations*. Pacific Sociological Association: San Diego, CA.

Koch-Martinez, C., **Gallagher, J.** & Peavy, M. (2009). *Special Assistance in Arizona*. National Association for Rights Protection and Advocacy: Phoenix, AZ

**Gallagher, J.** (1995, March). *Power Relations as a Barrier to Success in Homeless Shelters*. Society for Applied Anthropology: Albuquerque, NM.

### **Evaluation Reports**

---

Ashford, J.B. & **Gallagher, J.M.** (2014, July). *Maricopa County WIA-youth program evaluation, Process evaluation: Phase I*. [Prepared for] Maricopa County Human Services Department, Workforce Development Division: Phoenix, AZ.

Ashford, J.B. & **Gallagher, J.M.** (2014, January). *Evaluation of the Maricopa County Community Justice Support Services Program: Experimental intervention for older juvenile probationers*. [Prepared for] Maricopa County Human Services Department: Phoenix, AZ.

Ashford, J.B. & **Gallagher, J.M.** (2013, September). *Interim Report: Community Justice Support Services Program, Data validation study results*. [Prepared for] Maricopa County Human Services Department: Phoenix, AZ.

Ashford, J.B. & **Gallagher, J.M.** (2013, June 8). *Evaluation of the Positive Alternatives Program*. [Prepared for] City of Phoenix Prosecutor's Office, Diversion Unit: Phoenix, AZ

Ashford, J. B. & **Gallagher, J.** (2012, October 29). *Maricopa County Human Services Department Community Justice Support Services Program: Outcome Evaluation Report*. [Prepared for] Maricopa County Human Services Department: Phoenix, AZ.

### **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-home 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

## **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 course work 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**

Galvin, L. M. (2006). Mothers coming out in midlife; the impact of the parental experience on sexual identity. Master's thesis, Arizona State University, Tempe, USA

## **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  
RIO SALADO COMMUNITY COLLEGE Phoenix, Arizona 1989 – 1994  
Adjunct Faculty

### **SOCIAL WORK EXPERIENCE**

YAVAPAI REGIONAL MEDICAL CENTER Prescott, Arizona December 2014 – Present  
Medical Social Worker (LCSW)  
MOUNTAIN HEALTH AND WELLNESS Apache Junction, Arizona February 2010 – November 2015  
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 11, Program Manager, Dual Diagnosed Treatment Program, Program Manager, Transitional Residential Treatment Program, and Team Leader  
7720 INCORPORATED Chicago, Illinois Summer of 1985 – March 1987 Directed Operations (Clinical and Administrative) of two Mental Health Residential facilities.  
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.  
SALVATION ARMY Chicago, Illinois June 1977 - Summer of 1980. Clinician 1 Provided individual and group counseling.

### **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)  
Alumini 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  
CREDENTIALLED 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**

**Gao, X.**, Li Z.H., & Sun, F., Influence of Cultural Factors on Coping with Behavioral Problems of Alzheimer’s Patients: Experience of Chinese American Caregivers in Phoenix and Their Counterparts in Shanghai. Presented at the 66th Annual Scientific Meeting of the Gerontological Society of America in New Orleans, LA. Nov. 20 to 24, 2013.

Sun, F., & Guo, M., Li S., & **Gao X.**, Major Depression in Chinese Americans: The Role of Informal Supportive Networks. Presented at the 17th Annual Conference of Society for Social Work and Research, San Diego, CA, Jan 16-20, 2013.

Sun, F., **Gao X.**, Jiang G.H., & Coon D. Depressive Symptoms in Chinese American Elders: The Role of Acculturation, Health, and Family Support. Will be presented at the 67th Annual Scientific Meeting of the Gerontological Society of America in Washington D.C., Nov. 20 to 24, 2014.

### **Professional Publications**

Sun, F., **Gao, X.**, & Coon, W. D. (in press). Perceived threat of Alzheimer's Disease (AD) among Chinese American older adults: The role of AD literacy. *The Journals of Gerontology B: Psychological Sciences*.

Sun, F., **Gao, X.**, Shen, H., & Burnette, D. (2014). Levels and Correlates of Knowledge about Alzheimer's Disease among Older Chinese Americans. *Journal of cross-cultural gerontology*, 29(2), 173-183.

## **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 **6/2007 – present**  
University of Arizona Health Network, University of Arizona Medical Center  
OB/GYN and Pediatric Clinic - Social Worker and Parent Educator

**Instructor/Teacher** (part-time) Tucson, Arizona **8/2013 - present**  
Arizona State University, School of Social Work Tucson Component

**Health and Prevention Educator**, Carmel, NY **11/2006 – 6/2007**  
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 **11/2004 - 08/2006**  
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 **1997 – 2004**  
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

**Psychotherapist**, Vestal, NY **1999 – 2004**  
Employee Network Inc., a national Employee Assistance Program  
Counselor - part-time, evenings with short-term, solution focused counseling  
Samaritan Counseling Center, Endicott, NY **1991 – 1994**



Counselor, with an emphasis on a holistic perspective- both short and long term therapy; began as a Social Work Intern (1991-1992).

**Self-Employed, Vestal, NY**

**1987 – 10/2004**

Parent educator, workshop leader, public speaker and group facilitator for schools, organizations and individuals requesting assistance with issues relating to mental health.

**Cognitive Behavioral Therapist, Binghamton, NY**

**1995 – 1997**

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

- PhD, Social Work**, Emphasis: Early Childhood. **Current**  
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 Borders conference **2011**

### PUBLICATIONS

- Bonifas, R. P., & Gray, A. K. (July, 2013). Preparing social work students for interprofessional practice in geriatric health care: Insights from two approaches. *Educational Gerontology*(Florence, KY), 39(7), 476-490.

## 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  
City, UT  
Program Manager

June 2006- May 2007 Salt Lake

ABA/RDI/Floor Time Intervention Program  
City, UT  
Instructor and Team Leader

September 2003 - April 2006 Salt Lake

#### 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.
- ◆ Prepared a comprehensive Program Authorization Review (PAR) on the Domestic Violence Program for Legislature.
- ◆ 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 2<sup>nd</sup> Regular Session. Assisted the Chief by attending legislative hearings and developing reports of the proceedings.

1986-1991 – AZ Women’s Education and Employment Phoenix, AZ

**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 groups, 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*  
Phoenix, AZ  
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 Valuable Team Player" at New Horizons Counseling Service in 2008, 2010, and 2011.

Voted "Most Caring" at New Horizons Counseling Service in 2007, 2008, and 2010.

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.

Voted "Best Customer Service" at New Horizons Counseling Service in 2008.

Awarded "Employee of the Month" at New Horizons Counseling Service January 2010, August 2010, June 2011, December 2011, and February 2012.

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** PSY 101: Psychology Introduction **2002**

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

**2004 to 2014**

**Behavioral Health Clinician III**

Phoenix, Arizona

- 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

**2005 to 2014**

**Behavioral Health Technician**

Phoenix, Arizona

- 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

**2009 to 2010**

**MSW Student Intern**

Phoenix, Arizona

- 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    2010  
 Research Assistant  
 Phoenix AZ,

- 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.

10<sup>th</sup> Annual Phoenix Area Integrated Behavioral Health Training, Phoenix, AZ 2013

**Haley, D.** “Ceremonial Values for Wellness: Native American Traditional Practice of Balance & Harmony.” Power-point on cultural diversity presented at the 7<sup>th</sup> Annual Cesar E. Chavez Behavioral Health Conference. Phoenix, AZ 2011.

**Haley, D. & Jacque John** “Circle of Strength: Building Supports for Recovery Commitment.” Best practice approach for family wellness at the Tribal Community Wellness & Awareness Conference. Central Arizona College, Casa Grande, AZ 2011

**Haley, D.** “Cultural Competency: Native American and Mental Health” 4 Part Series.

A cultural diversity enhancement training on co-occurring disorder among Native Americans in the Southwest. Southwest Behavioral Health Services – Phoenix, AZ., 2009 – 2013

**Haley, D.** “Professional Ethics”. Providing CEU accredited training to the behavioral health professional. Southwest Behavioral Health Services – Phoenix, Arizona 2011 – 2013

**Haley, D.** “Professional Ethics”. Co-facilitator training to behavioral health professionals working with Native Americans. Native American Connections – Phoenix, Arizona 2011 – 2013

**Haley, D.** “Native American Family Services” – *Mental Health & Addiction, Child Welfare Services* Arizona State University 2010 – 2011

- 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

- Degree  
**MASTER OF SOCIAL WORK (MSW)**  
ARIZONA STATE UNIVERSITY • Summa Cum Laude Honors  
Major: Social Work  
May 2006

**CERTIFIED PUBLIC MANAGER (CPM)**  
ARIZONA STATE UNIVERSITY  
Phoenix, Arizona (2000-2002)

**BACHELOR OF SCIENCE IN SOCIAL WORK (BSW)**  
BOWLING GREEN STATE UNIVERSITY  
Major: Social Work  
June 1982

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

09/1991-02/1998

#### **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  
August 1992 – October 1998

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

October 1988 – December 1989

Department of Economic Security  
Case Manager  
Maricopa County, District One  
February 1986 – September 1988

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 Aging, 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

7. Certified Mental Health Facilitator, Master Trainer, National Board for Certified

Counselors International, 2014

Distinguished Faculty Award, University of Phoenix, 2011

8. Ethics: Boundaries and Dual/Multiple Relationships, 10<sup>th</sup> Annual Phoenix Integrated Health Conference

9. **Hoskins, R.** (2008). Immigration, cultural competency, and the courts. *Future Trends in State Courts, 20<sup>th</sup> Anniversary Edition*, pp. 96-98. Williamsburg, VA

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



**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.  
 Child and Family Resources Inc, (Board Member; Finance and Governance Committees)  
 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)

Melody

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.
 

**James, S., & Shafer, M.S. (2014).** *Factors associated with juvenile court petitions among child welfare-involved families with intellectually disabled caregivers.* Poster presented at the 19<sup>th</sup> National Conference on Child Abuse and Neglect, New Orleans, LA.

**James, S.,** Rivera, R., Shafer, M.S., Blackburn, S., & Kappas, E. (2012). *Utility of peer recovery coaches in engaging substance abusing parents into treatment.* Poster presented at the 74<sup>th</sup> annual College on Problems of Drug Dependence conference, Palm Springs, CA.

**James, S.,** Rivera, R., & Sauvageot, J. (2011). *The effectiveness of peer recovery coaches for child welfare-involved families with substance exposed newborns and methamphetamine using parents.* Oral presentation at the 12<sup>th</sup> annual Center for Applied Behavioral Health Policy Summer Institute conference, “The Next Generation of Health Care Systems”, Sedona, 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.
 

**James, S.,** Williams, K., Silove, N., & Stevenson, S.W. (2013). Chelation for autism spectrum disorder (ASD) (Protocol). *Cochrane Database of Systematic Reviews (10)* Art. No.: CD010766. DOI: 10.1002/14651858.CD010766.

**James, S.,** Montgomery, P., & Williams, K. (2011). Omega-3 fatty acids for autism spectrum disorders (ASD) (Review). *Cochrane Database of Systematic Reviews (11)* Art No.: CD007992. DOI: 10.1002/14651858.CD007992.pub2.

**1. Nicole Janich**

2. Degree information  
Arizona State University, Phoenix AZ August 2013 to Present  
PhD Student: *School of Social Work*  
Arizona State University, Phoenix AZ August 2010 to August 2012  
Master of Social Work  
Chestnut Hill College, Philadelphia PA August 2006 to December 2009  
Bachelor of Arts: *Psychology*
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.  
Shafer, M.S., Lindsey, A., Malvini-Redden, S., Janich, N. & Litwicki, T. (July 17, 2014). A Practical Guide to Organizational Change: Inter-Agency Collaboration and Implementing Evidence Based Practice. Presented at the 15<sup>th</sup> Annual Summer Institute, Prescott, 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.  
None

## Francie Julien-Chinn, MSW

### Education

---

2013 – Present	Doctor of Philosophy (Ph.D.) Arizona State University, School of Social Work
May 2005	Master of Social Work Arizona State University
May 2000	Bachelor of Social Work Northern Arizona University

### Academic Appointments

---

Fall 2014	Instructor Course: Foundations of Practice (Graduate) School of Social Work, Arizona State University Tucson, Arizona
Spring 2013 & 2014	Instructor Course: Integrative Field Seminar (Undergraduate) School of Social Work, Arizona State University Tucson, Arizona

#### 2013 – Present Field Liaison

School of Social Work, Arizona State University  
Agencies: Pima County Juvenile Court and Arizona Department of Child Safety.

### Professional post-baccalaureate and post-master's social work experience

2002 – 2013	<i>Deputy Program Manager</i> (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	<i>Social Work Intern</i> . 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	<i>Case Manager/Outreach Worker</i> . 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

Julien-Chinn, F. & Lietz, C. (2014, October). Permanency-focused Supervision and Workers' Self-Efficacy in Decision Making: Exploring the Link. Paper to be presented at the annual Council on Social Work Education, Tampa, Fl.

Peer Reviewed Publications

Lietz, C.A., Hayes, M.J., Cronin, T.W. & Julien-Chinn, F. (in press). Supporting family-centered practice through supervision: An evaluation of strengths-based supervision.

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.)
- 2013 – 2014 Project: Quantitative study exploring case worker satisfaction with supervision in child welfare.  
 (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



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.

LeCroy, C. (forthcoming) *Handbook of Free Outcome Measures for Program Evaluation: Individuals, Families, and Communities*. Sage Publications.

LeCroy, C. **Kampfner, A.**, Okamoto, S., (forthcoming) Guidelines for selecting and using assessment tools with children. In A. Roberts, (Ed). *Social Work Desk Reference* (Chapter 38)  
 Dr. Curtis McMillin, SSA Handling Intense Emotions, A curriculum for Adolescents, Their Caregivers, and Clinicians (<http://www.handlingintenseemotions.com>)

Gorman-Smith, D., **Kampfner, A.**, Bromman, K. (2014) "What should be done in the family to prevent gang membership?" *Principles of Gang Membership Prevention*. Washington DC: National Institute of Justice and Center for Disease Control

Henry, D. Halloran, J., & **Kampfner A.** (2012) *Normative Feedback Interventions for Violence Prevention in Schools*. Chicago: IL, Chapin Hall.

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**

Doctor of Philosophy in Social Work, Expected Graduation: Spring 2015

Arizona State University

Master of Social Work- Advanced Standing Policy, Advocacy and Community; Child Welfare Specialization, Summa Cum Laude, May 2008

Arizona State University

Master's Certificate – Child Welfare and Child Development, May 2008

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

**Research Assistant, Center for Applied Behavioral Health Policy, Arizona State University**, Child Welfare Research and Evaluation, Child Fatality Report Review. 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.

2011 Researcher on Record: Dr. Judy Krysik  
**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.

2008 Researcher on Record: Dr. Margaret Camarena  
**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

2007- 2010 *Investigative Case Specialist III, Child Protective Services Arizona*  
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 Criminology 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 50<sup>th</sup> 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, 9<sup>th</sup> Annual Conference, Phoenix, AZ*

1/2013 *Student Volunteer, Society for Social Work and Research, 17<sup>th</sup> Annual Conference, San Diego, C.A.*

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*

1/2012 *Student Volunteer, Society for Social Work and Research, 16<sup>th</sup> Annual Conference, Washington, D.C.*

11/2011 *Volunteer, State of Our State Conference: Public Policy Choices for Arizona, Phoenix, AZ*

8/2011- 5/2012 *Mentor, Spirit of Service Scholars.*

9/2011 *Volunteer, National Association of Deans and Directors Schools of Social Work Retreat, ASU*

2/2010- 4/2012 *Journal Reviewer: Journal of Social Work Values and Ethics*

**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*

2014-2015 *Fellowship - Doris Duke and Chapin Hall 2013-2015 Prevention of Child Abuse Fellowship Grant Year 2. Value of grant: \$25,000*

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 *Fellowship* - Doris Duke and Chapin Hall 2013-2015 Prevention of Child Abuse Fellowship 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  
<http://ssw.asu.edu/news-events/news-items/ph.d.-student-receives-teaching-excellence-award>: \$500.00
- 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***

Martinez, M.J., **Kawam, E.**, Huang, S., Prado, G (2015, *submitted*). Parent stress Latino families: Does family functioning protect against substance use? *Society for Social Work Research 19<sup>th</sup> Annual Conference*. New Orleans, LA.

**Kawam, E.** & Krysik, J. (2015, *submitted*). Early education as a form of child welfare prevention: The use of environmental scans to inform systems change. *Society for Social Work Research 19<sup>th</sup> Annual Conference*. New Orleans, LA.

Martinez, M.J., Marsiglia, F.F., **Kawam, E.**, Ayers, S.L., Wright-Salas, C., & Porta, M. (2014). School connectedness and Guatemalan adolescent substance use: What's gender got to do with it? Oral/Poster submitted to the 14<sup>th</sup> annual *National Hispanic Science Network International Conference*, El Paso, TX.

**Kawam, E.**, Peixoto, P., & Krysik, K. (2014, *accepted*). Integrating Early Head Start with Child Welfare to Create Comprehensive, Developmentally Specific Child Maltreatment Prevention Programs for Young Children in Foster Care. *Zero to Three 29<sup>th</sup> National Training Institute*. Ft. Lauderdale, FL

**Kawam, E.**, & Krysik, J. (Oct 2014). Building Sustainable Early Education Infrastructure for Young Children in Foster Care. *Council on Social Work Education*.

**Kawam, E.**, & Krysik, J. (Oct 2014). Community-University Partnerships in Child Welfare: Needs Assessments and Collaborations. *Council on Social Work Education*

**Kawam, E.** & Peixoto, P. (July 2014, *submitted*). Interagency Collaboration and Early Education: Assessing the Current System and Building a Sustainable Infrastructure for Young Foster Children. *Head Start's 12<sup>th</sup> Annual Research Conference*. Washington, DC.

Maguire Jack, K. & **Kawam, E.** (May 2014). Creating a Needs Assessment Framework for the Prevention of Child Maltreatment. *Society of Prevention Research 22<sup>nd</sup> Annual Meeting*. Washington, DC.

Peixoto, P. & **Kawam, E.** (April 2013). Arizona Early Childhood Education: Approach to Measurement and Evaluation. *2013 Network For Action: Preventing Child Maltreatment and Promoting Well-Being*. Alexandria, VA.

**Kawam, E.** (2013, *accepted*). Trauma Informed Care: Utilization and Supervision with Vulnerable Populations. *Ninth Interdisciplinary Conference on Clinical Supervision*. Adelphi University: New York

**Kawam, E.** & Amaro, L. (2013). Predicting Treatment Intent for Partners of Alcoholics: The Importance of Social Support and Self-Efficacy in Intervention *Society of Prevention Research*, San Francisco: CA.

**Kawam, E.** (2013, accepted). Health Disparities and Traumatic Stress for Young People in Nursing Homes. *Health Disparities Research at the Intersection of Race, Ethnicity, and Disability: A National Conference*. Washington, DC.

**Kawam, E.**, Lacasse, J.R., Martinez, M.J., & Hodge, D.R. (Jan 2013). Institutional-level scholarly impact in academic social work: Results from a national probability sample. *16<sup>th</sup> Annual Conference of the Society for Social Work and Research*. San Diego, CA.

**Kawam, E.**, Edwards, E., Auer, J., Fernandez, K. (Aug 2012, accepted as a panel presentation). Reflections on Privatization in a Renewed Public Sector. *American Political Science Association Annual Meeting*, New Orleans, LA.

**Kawam, E.** & Martinez, M.. (June 2012, accepted). Neoliberalism and Young Disabled Nursing Home Residents: What the future Holds in the face of changes to Medicaid? *Paper Presentation Society for Disability Studies 25<sup>th</sup> Annual Conference Presentation*: Denver, CO.

**Kawam, E.** & Martinez, M. (Mar 2012). The Rise of Neoliberal Rhetoric and the Intersection of Modern Day Medicaid Priority: A Study of Young Residents in Nursing Homes. *Paper Presentation Pacific Rim Conference on Disability and Diversity*, Honolulu, HI

**Kawam, E.** & Martinez, M.J. (Feb 2012, accepted). The Effect of Neoliberalism: A Study of Young Medicaid Recipients in Nursing Homes. *Paper Presentation Peaks Interdisciplinary Conference*, Flagstaff, AZ.

LaCasse, J., Hodge, D., Bean, K., Cimino, A., **Kawam, E.** & Wardian, J. (Jan 2012). Evaluating the Impact of Social Work Scholarship Through H-Index and Related Bibliometric Indicators. *Paper Presentation Society of Social Work Researchers*, Washington, D.C.

**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**

**Kawam, E.** & Pexioto, P. (2014). Early Education, Head Start and Child Welfare Systems Reform: Results of a Two Year Pilot Demonstration. *Strong Families Arizona Home Visiting Conference*. Glendale, AZ

**Kawam, E.** & Pexioto, P. (2014). Early Education, Head Start and Child Maltreatment Prevention: The Role of Interagency University-Community Partnerships. *Prevent child abuse Arizona 20<sup>th</sup> Annual Child Abuse Prevention Conference*. Glendale, AZ

**Kawam, E.** & Martinez, M. (2013, accepted). Race, Ethnicity, and Gender: The Addiction of Privilege. *Pedagogy of Privilege Conference*. Chambers Center for the Advancement of Women. The Women's College, University of Denver: Denver, Colorado

#### **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)**

**Kawam, E.** (2014, *in press*). Revisiting the adoption assistance and child welfare act of 1980 Analysis, critique and future directions. *World Journal of Social Science Research*

Martinez, M. & **Kawam, E.** (2014, *in press*). A call to action for social workers: Food insecurity and child health. *Social Work*.

Risley-Curtiss, C., Rogge, M.E., & **Kawam, E.** (2013). Factors associated with social work practitioners including animals in their practice. *Social Work, 58*(2), 153-162.

**Kawam, E.** (2012). Remembering Francis Perkins: The Past, Present, and Future of Social Work. *Perspectives in Social Work*.

**Kawam, E.** (2012). The rise of neoliberal rhetoric and the intersection of modern day medicaid policy: A population study of young people in nursing homes, *Disability Studies Quarterly, 32*(1).

***Book Review (invited)***

**Kawam, E.** (Feb 2014). Alzheimer's Disease, Media Representations, and the Politics of Euthanasia. *Critical Social Policy*.

***Book Chapter (in preparation)***

Geiger, J., Schelbe, L., Hayes, M., **Kawam, E.**, Katz, C., & Kilka, B. (2014). Intergenerational Maltreatment in Child Welfare (Book chapter) (*working title*). Springer.

***Monograph***

Krysik, J. & **Kawam, E.** (2014). Informing reasonable efforts in child welfare: Enhancing our current services. *Promoting Social Justice: Addressing Race and Ethnicity in a Changing World*.

***Peer Reviewed, Non-Journal Articles (under review)***

**Kawam, E.** (2014, *submitted*). Trauma Informed Care, Ethics and Social Work Education. *Social Justice Solutions (online)*. [socialjusticesolutions.org](http://socialjusticesolutions.org)



## 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) **Psychotherapist 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:

- **June 2012 to Present:** Facilitate a weekly bereavement support group at the Epiphany Lutheran Church, on a pro bono basis

### PROFESSIONAL PRESENTATIONS:

- **September 12, 2014:** Keynote speaker Hope and Healing Conference, Mesa Arizona. **Topic:** Transcendence Grief Work
- **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

MSW California State University Sacramento	Justice Management	May 1978
MPA University of Arizona	Social Policy	May 1997

3. Academic appointments

University of Arizona	School of Social Policy	Adjunct Lecturer
Tucson, Arizona	Spring Semester Only	January 2002 – May 2007
Arizona State University	School of Social Work	
Tucson, Arizona	Fall Semester Only	August 2013 - Current

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

Catholic Community of Southern Arizona	August 1984 – May 2004
Executive Director, Pio Decimo Center	
Pima County Government	May 2004 – Present
Director, Community Development and Neighborhood Conservation Department	

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

National Association of Counties  
National Association of Counties Community and Economic Development

6. List your community service responsibilities and activities for the last 3 years.

Catholic Community Services	Policy Committee	5 years
St, Thomas Moore	Board Member	10 years
Los Samaritanos	Volunteer	11 years

# 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

Tempe, 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

Durham, New Hampshire January 1992 -

January 1999

### University of New Hampshire, Department of

Education Instructor

Durham, New Hampshire January 1991 -

January 1992

### Colorado State University, School of Social Work Instructor

Fort Collins, Colorado January 1981 - January

1990

## **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 Project Coordinator  
Durham, New Hampshire September 1991 - August 1994

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
- National Science Foundation Annual IGERT Conference. Moderator for the Annual Report Workshops. Washington, DC. May 2012
- School of Social Work (ASU) – Mentor and Committee Member of Jay Hedgpeth dissertation committee. *The Impact of Moving toward a Culture of Empowerment on the Lives of Residents of Assisted Living Centers*. January 2010 – December 2011.
- TASH International – Proposal review for community living strand for annual conference. Atlanta, GA – December 2011
- 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:

Believing in the Possibilities & Creating Opportunities for People with Disabilities – March 2010.

- Southwest Autism Research and Resource Center (SARRC Advancing Futures for Adults with Autism (AFAA). Participant in National Town Hall. Phoenix, AZ. November 2009
- Southwest Autism Research and Resource Center (SARRC Advancing Futures for Adults with Autism (AFAA). Expert Review of Participant Guide for National Town Hall Phoenix, AZ. October 2009.
- Northern Arizona University College of Education. Video presentation on Issues of Community Inclusion and Life Coaching to Task Force on Employment. Phoenix, AZ. October 2009.

## **Grants**

Klein, J. PI (August 2013 – May 2014) Traumatic Brain Injury Detection & Reporting System.  
National Science Foundation. NSF: Innovation Corps (I-Corps). Award: \$50,000.

Panchanathan, S. - PI & Klein, J. Co-PI et al. (August 2011 - September 2016). Alliance for Person-centered Accessible Technologies. National Science Foundation (NSF): Integrative Graduate Education Research & Traineeship (IGERT). Award: \$3,000,000.

## **Professional Presentations**

Klein, J. (2013, October 24). A Day in Our Shoes. [Panel Participant]. Morrison Institute for Public Policy, Arizona State University. Mesa. Arizona

Klein, J. (2013, February 7). Opportunities & Resources for Housing – A Vehicle to Inclusion in the Community. [Keynote]. Lutheran Services in America. Carefree, AZ.

Klein, J. (2011, November 30 - December 3). Annual Community Living Gathering. 2011 International TASH Conference. [Organizer and Presenter]. Atlanta, GA.

Klein, J. (2012, February 15). Essential Learning Developmental Disabilities Online Content Advisory Board. [Consultant]. San Diego, CA.

Klein, J. (2011, November 30 - December 3). Annual Community Living Gathering. 2011 International TASH Conference. [Organizer and Presenter]. Atlanta, GA.

Klein, J. (2011, November 18). Essential Learning Developmental Disabilities Online Content Advisory Board. Teleconference. [Consultant]. San Diego, CA.

Klein, J. (2011, September 22). Community Vision Board Retreat - Strategic Planning. [Facilitator and Presenter]. Portland, OR.

Klein, J. (2011, August 24). 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.

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.

Klein, J. (2011, August 2). Essential Learning Developmental Disabilities Online Content Advisory Board. Teleconference. [Consultant]. San Diego, CA.

Klein, J. (2011, July 16). Having a Home of Your Own: Supportive Living, Personal Assistance, & Housing. [Facilitator/Presenter]. Partners in Policy Making. Albuquerque, NM.

Klein, J. (2011, June 7). Housing Salon. [Panelist/Presenter]. American Association on Intellectual and Development Disabilities: Annual Conference. Inclusive Communities Pathways to Realizing the Vision. Twin Cities, Minnesota.

Klein, J. (2011, May 16). Multnomah Educational Service District Early Childhood Program. [Presenter]. Inclusion: planning with administration team. Portland, OR.

Klein, J. (2011, April 30). Essential Learning Developmental Disabilities Online Content Advisory Board. [Consultant]. San Diego, CA.

Klein, J. (2010, December 9) Creating Inclusive Communities: Believing in the Possibilities & Creating Opportunities. [Presenter]. TASH International Conference, Denver, CO.

Klein, J. (2010, June 17) Roundtable on Inclusive Options for Adults. [Facilitator/Presenter]. 6<sup>th</sup> Annual Arizona TASH Conference, Deer Valley, AZ.

Klein, J. (2010, May 20). Affordable, Accessible, and Integrated Housing Options for People with Intellectual Disabilities. [Co-Instructor/Presenter]. Webinar. Jay Nolan Community Services Inc., Mission Hills, CA.

Klein, J. (2010, March 6) Community Living, Housing, Homeownership, & Valued Experiences. [Presenter]. PEAK Parent Center. Denver, CO.

Klein, J. (2009, October 3). Living in the Community: Supported Living, Personal Assistance, and Homeownership. [Facilitator/Presenter]. Partners in Policy Making. Boise, ID.

## TEACHING

Klein, J. (2014, August 21 - December 9). Community Inclusion: Introduction to People with Disabilities [Instructor]. Arizona State University, School of Social Work. Phoenix, AZ.

Klein, J. (2014, January 6 – May 16). Affordable Housing and Sustainability [Instructor]. Arizona State University, Stardust Center - School of Sustainability. Phoenix, Arizona.

Klein, J. (2013, August 26 - December 13). Community Inclusion: Introduction to People with Disabilities [Instructor]. Arizona State University, School of Social Work. Phoenix, AZ.

Klein, J. (2013, January 7 – May 6). Macro Social Work Practice [Instructor]. Arizona State University, School of Social Work. Phoenix, Arizona.

Klein, J. (2013, January 10 – May 9). Macro Social Work Practice [Instructor]. Arizona State University, School of Social Work. Phoenix, Arizona.



Klein, J. (2012, August 23 - December 7). Community Inclusion: Introduction to People with Disabilities [Instructor]. Arizona State University, School of Social Work. Phoenix, Arizona.

Klein, J. (2012, January 5 - May 3). Community Inclusion: Introduction to People with Disabilities [Instructor]. Arizona State University, School of Social Work. Phoenix, Arizona.

Klein, J. (2011, January 18 - May 3). Community Inclusion: People with disabilities [Instructor]. Arizona State University, School of Social Work. Phoenix, Arizona.

Klein, J. (2011, January 24 - May 2). Macro Social Work Practice [Instructor]. Arizona State University, School of Social Work. Phoenix, Arizona.

Klein, J. (2007, June - August). School and community: People with disabilities [Online Course/Instructor]. Colorado State University, Department of Social Work and Department of Education. University of New Hampshire, Department of Social Work. Fort Collins, CO.

## **Michael W. Klinkner**

### **EDUCATION**

1997-1999 **West Virginia University** Morgantown, West Virginia  
Master of Social Work degree, May 1999

1993-1997 **Washington & Jefferson College** Washington, Pennsylvania  
Bachelor of Arts degree, May 1997 Major: Psychology

### **LICENSURE**

Licensed Clinical Social Worker (LCSW) #10820. Earned license in 2004.

### **EXPERIENCE**

2013-present **A New Leaf** Mesa, Arizona  
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

2012-present **Oasis Behavioral Health** Chandler, Arizona  
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

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:

M.S.W, **Masters of Social Work**, Child Specialization, Arizona State University, Tucson, AZ 1998.

B.A., Course of Study: **Child Psychology**, Syracuse University, Syracuse, NY 1995.

Current Experience:

**Faculty Associate**, Arizona State University School of Social Work. Human Behavior in the Social Environment and Social Work Interventions. Tucson, Arizona. 2005 to Present.

**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:

Basic Tobacco Intervention Skills Certification, Arizona Department of Health Services Office of Tobacco Education and Prevention. June 2005.

**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 (**H**elping **O**ur **P**atients and families through **E**ducation and **S**upport) program  
“Learning to Relax”.  
Provide psychosocial support for Look Good Feel Better Program.

Clinical Training:

Domestic Violence/HAVEN training. *Domestic Violence Assessment and Intervention, Integrating Screening into Social Work Practice*. November 2003.

Medical Conversational Spanish. March 2004.

Social Work Grand Rounds: The Role of the Father in Male Development, Responding to Disasters, Cultural Diversity: A Clinician’s Perspective, The Ten Commandments of Advocacy, Psychopharmacology Update, Reflections on Social Work-Necessary Miscellaneousness and the Cure of Consumption.

**Pediatric Bone Marrow Transplant Clinical Social Worker**, University Medical Center, 1998-1999, University Physicians Inc., Tucson, AZ. 2000-2003.

- 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.
3. Efficacy of Computer Image Evaluation in the Diagnosis of Cervical Disease. Dean’s Physician-Scientist Career Development Award. Collaboration with the 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.

**Social Work Intern**, Arizona Cancer Center, Tucson, AZ, 1997-1998

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.

**Counseling Facilitator Health Educator.** Girl's Together Program, 1997-1998

- Work with school-aged girls promoting self-confidence, problem solving and awareness of pressure.

**Social Work Intern,** Child Protective Services, Tucson, AZ 1997

- 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:

LICSW, State of Massachusetts, March 2005.

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

- Phoenix, AZ
  - July, 2013
4. Professional post–baccalaureate and post–master’s social work experience
    - NA
  5. List your current professional, academic, community-related, and scientific memberships.
    - NA
  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. **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.
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.  
3 state military symposiums

## 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**

January '14 to Current

**Faculty Associate**

- 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**

August '11 to September '14

**Artistic Behavioral Therapist**

- 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**

July '08 to August '11

**Senior Programs Supervisor**

- 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 middle 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–baccalaureate 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.  
**Lindsay, M.,** Messing, J., & Thaller, J. (2015, Jan). Development and testing of a relationship safety smartphone application and decision aid for college students. Presentation at the Society for Social Work and Research 19<sup>th</sup> Annual Program Meeting, New Orleans, Louisiana.

**Lindsay, M.,** Geiger, J., & Hayes, M. (2015, Jan). Foster families, the internet, & social media: parents' approaches to supervision and safety. Presentation at the Society for Social Work and Research 19<sup>th</sup> Annual Program Meeting, New Orleans, Louisiana.

**Lindsay, M** (2014, July) Females’ Perspectives on Emergence to Adulthood: The Role of Information Communication Technologies. Presentation Oxford Internet Institute Summer Doctoral Program, Oxford, UK.

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.

Thaller, J., Messing, J., & **Lindsay, M.** (2014, January). Depictions of intimate partner violence in popular Culture: Students' Evaluation of Media. Presentation at the Society for Social Work and Research 18<sup>th</sup> Annual Program Meeting, San Antonio, TX.

**Lindsay, M.** (2013, October). Females' Perspectives on Emergence to Adulthood: The Role of Information Communication Technologies. Presentation at Association of Internet Research 14<sup>th</sup> Annual Meeting, Denver, Colorado.

**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.

**Lindsay, M.,** Booth, J., & Thaller, J. (2013, January). Emotional reactions of victims of online harassment: Does the relationship to the harasser matter? Presentation at the Society for Social Work and Research 17<sup>th</sup> Annual Program Meeting, San Diego, CA.

Thaller, J., Messing, J., & **Lindsay, M.** (2012, November). Depictions of intimate partner violence in popular culture: Students' evaluation of media. Presentation at the Council on Social Work Education 58<sup>th</sup> Annual Program Meeting, Washington, D.C.

**Lindsay, M.** (2011, September). Online harassment among college students: A replication incorporating new Internet trends presentation at Oxford Internet Institute Symposium. Cambridge, England.

Krysiak, J. & **Lindsay, M.** (2011, June). Expanding the research on home visitation: A 12-month randomized control trial presentation at the Society for Prevention Research conference. Washington, D.C.

**Lindsay, M.** (2011, April) Online harassment among college students: A replication incorporating new Internet trends presentation at the College of Public Programs Conference for Doctorial Students. Phoenix, Arizona.

Krysiak, J., **Lindsay, M.** & Knott, C. (2011, March). Speak Up Be Safe: Strengthening families through primary prevention efforts poster presentation at The Family Communication Consortium Conference at Arizona State University. Phoenix, Arizona

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.

Mexican American adolescents' experiences with technology and romantic relationship conflict. *Journal of Adolescent Research* **Lindsay, M.,** Messing, J. T., Thaller, J., Baldwin, A., Clough, A., Bloom, T., ... & Glass, N. (2013).

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

**Lindsay, M.** & Krysiak, J. (2012). Online harassment among college students: A replication incorporating new Internet trends. *Information, Communication & Society*, DOI:10.1080/1369118X.2012.674959.

### **Book Chapters**

**Lindsay, M.** (in press). Performative acts of gender in online dating: An autoethnography comparing

sites. *Online Courtship: Interactions Across Borders*. Iclal Alev Degim (Ed.). Institute of Network Cultures, Carbondale, IL.

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* 1996-1998

*University of Wyoming* 2000-2002

*Arizona State University* 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

St. Joseph's Children's Home, Psychotherapist/Clinical Coordinator,  
Torrington, WY Sept, 2000- May, 2002  
Also every summer

St. Dominic's Family Service Center, Psychotherapist, Bronx, New York May 1995- May 1998

### **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)

21<sup>st</sup> 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 of 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

- *School Psychologist, Flowing Wells School District, August 2000-2001*

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.

- *School Psychologist, Tucson Unified School District, Nov 1994- May 2000*

*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 Exceptional Education, 2007-2009-* Trainer/facilitator for Autism Spectrum Disorder training grant series. Responsible for reviewing and presenting new material, in collaboration with Birgit Lurie, Scottsdale Unified School District
- *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*

#### **RESEARCH/CONSULTANT EXPERIENCE**

- *Consultant, Flowing Wells School District, January-February 2013, Professional Development*  
Department: Promoting Social and Emotional Competence for All Students Using Positive Behavior Supports
- *Consultant, Flowing Wells School District, January-February 2013, Professional Development*  
Department: Promoting Social and Emotional Competence for All Students Using Positive Behavior Supports
- *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, Flowing Wells School District, January-February 2012, Professional Development*  
Department: Promoting Social and Emotional Competence for All Students Using Positive Behavior Supports
- *Consultant, Flowing Wells School District, January-February 2011, Professional Development*  
Department: Promoting Social and Emotional Competence for All Students Using Positive Behavior Supports
- *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 Noagales 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 'sTitle 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*

Department of Architecture, Tucson, AZ *Under the supervision of Sarah Dinham, Ph.D. researched and organized materials for book chapter published in The Encyclopedia of Architecture, Design, Engineering and Construction, 1991.*

- *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
- **Position:** Assistant Chief (1994-2004), Chief (2004-2013)
- **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

Designing and managing programs: An effectiveness-based approach (2013) Sage Publications,  
Thousand Oak, CA. 4<sup>th</sup> edition. Co-authors, P. Kettner and L. Martin  
We are currently drafting the 5<sup>th</sup> edition to be published in 2016

## Lynda Murden

### EDUCATION

Master of Business Administration  
Master of Social Work  
Bachelor of Social Work

Ottawa University  
Arizona State University  
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

Family & Community Partnership Manager ~ November 1992 – November 1998

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
- Tucson 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 term 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 term 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:**

**2014: Arizona Public Defender Association Conference:** lecture on the supervision and treatment of sex offenders on probation in Arizona.

**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 (3-11<sup>th</sup> grade)
  - Eugene, OR
  - March 2004
  - June 2007
  
  - Self Employed
  - Tutor – 6-12<sup>th</sup> 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)
- English teacher for Somali refugees – Somali Bantu Association Tucson Arizona (2007 – 2009)
- “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

Phoenix College Adjunct Faculty Phoenix, Arizona August 2011 to present	Arizona State University Faculty Associate Phoenix, Arizona January 2013 to present
--	--

### Professional post-baccalaureate and post-master's social work experience

Phoenix College	Adjunct Faculty - Sociology August 2011 to present
Arizona State University	Faculty Associate – Social Work January 2013 to present
City of Phoenix Parks and Recreation Department Phoenix, Arizona	Parks and Preserve Administrator May 2002 to October 2012
City of Phoenix Human Services Department Phoenix, Arizona	Deputy Director January 1999 to May 2002

City of Phoenix Parks, Recreation and Library Department Phoenix, Arizona	Recreation Supervisor October 1988 to December 1998 Recreation Coordinator August 1983 to October 1988
Phoenix Opportunities Industrialization Center (OIC) Phoenix, Arizona	Youth Counselor January 1982 to August 1983
Chicanos Por La Causa Phoenix, Arizona	Youth Counselor May 1981 to November 1981

**Current Professional, Academic, Community-related, memberships.**

Professional Memberships	National Association of Social Workers National Parks and Recreation Association National Forum Board Program Committee Ethnic Minority Society Revenue School Board National Forum of Black Public Administrators Arizona Parks and Recreation Association
Community Related	Arizona Call a Teen Youth Resources Board of Directors Phoenix Children's Chorus Board of Directors
Academic	Adjunct Faculty Association member

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

Arizona State University	Field Instructor Field Liaison
City of Phoenix COMFORT Program	Volunteer
Arizona Call a Teen Youth Resources	Board Member
Phoenix Children's Chorus	Treasurer/Chair
Tanner Chapel AME	Church School Teacher Women's Day Chairperson
Phoenix Mountain Preserves Committee	Member
Arizona Association of Food Banks	Board Member

**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
- **Peer Review**, *Emergency Medical Technician*, Barbara Aehlert (2010)

**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**

**Peterson, S.** (2013). Integrative Approaches and Complementary Alternative Medicine in Cancer Treatments. Presented at the Association for Career and Technical Education Annual Conference, Las Vegas, NV, 2013.

**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**

- Ensured proper preparation and delivery of narcotic and non-narcotic intravenous medications. Maintained patient safety, patient confidentiality and procedural efficacy. Chemotherapy compounding qualified.

**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**

**2013-present**

**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 in 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.  
Harvard Business School Executive Education Program, 2007 and 2009- strategic planning and non-profit management.

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

- 05/15
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

- 1/2012
- 5/2012
- **Arizona State University**
- Faculty Associate for SWU291
- Phoenix, Arizona
- 8/2011
- 12/2011
- **Arizona State University**
- Faculty Associate for SWU291
- Phoenix, Arizona
- 1/2011
- 5/2011
- **Arizona State University**
- Faculty Associate for SWG685
- Phoenix, Arizona
- 8/2010
- 12/2010
- **Arizona State University**
- Faculty Associate for SWG685
- Phoenix, Arizona
- 1/2010
- 5/2010
- **Arizona State University**
- Faculty Associate for SWU332
- Tempe, Arizona
- 8/2006
- 12/2006
- **Arizona State University**
- Faculty Associate for SWU291
- Tempe, Arizona
- 1/2006
- 5/2006
- **Arizona State University**
- Faculty Associate for SWU301
- Tempe, Arizona
- 8/2005
- 12/2005
- **Arizona State University**
- Faculty Associate for SWU457/SWG557
- Tempe, Arizona
- 1/2004
- 5/2004
- **Arizona State University**
- Faculty Associate for SWG682
- Tempe, Arizona
- 8/2002
- 12/2002

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.

- Cornerstone Christian Fellowship Children’s Ministry and Missions Volunteer
  - Cactus-Pine Girl Scout Council Troop Leader
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.
- Poster Presentation, “An Undergraduate Child Welfare Core Program for Case Aides in Child Protective Services”, Council on Social Work Education 2014 Annual Program Meeting
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.**

- *Evaluation Policy Topical Interest Group (TIG) Program Chair*, AEA, responsible for coordinating review and disposition of paper abstracts for annual conference (2012, 2013, 2014)
- *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.**

***Influencing the Context of Evaluation: Generating 21<sup>st</sup> Century Evaluation Policies for Quality***

***Evaluation Practice*** Panel Organizer and Panel Presenter, American Evaluation Association Annual Conference, 2013

***Strategy Evaluation Methodology: Matching Evaluation Practice and Policies to 21<sup>st</sup> Century Entities and Governance Structures*** Panel Presentation, American Evaluation Association Annual Conference, 2013

***Evaluation Policy, Evaluation Practice, and the Policy Sciences: Exploring Points of Connection***

Roundtable, American Evaluation Association Annual Conference, 2012

***Strategy Evaluation: Usefulness and Utilization in Local Ecologies*** Panel Presentation (Lead Presenter), American Evaluation Association Annual Conference, 2012

***State Level Evaluation Policy: A Call for Dialogue*** Panel Presentation, American Evaluation Association Annual Conference, 2011

***Evaluation Policies That Matter: Naming Them and Explaining their Value*** Think Tank, American Evaluation Association Annual Conference, 2011

***Cross-National Comparative Analysis of Evaluation Policy in Human Service Agencies*** Paper, American Evaluation Association, 2010

***Blueprint for Quality Evaluation and Quality Services in Human Service Organizations*** Paper, American Evaluation Association, 2010

***Incorporating "Signature of Power" Principles in an Evaluative Context*** Paper, Policy Sciences Institute, Yale University, October 2010

***Developing a Community of Practice in Advocacy Evaluation***

Paper, American Evaluation Association Annual Conference, 2007

***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.**

None

**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**

- Employer  
 Illinois Department of Children and Family Services, Chicago, Illinois, 9/69-5/72  
 Position: District Administrator  
 City of Chicago, Chicago, Illinois  
 Position: Clinical Social Worker 1V  
 Department of Health and Human Services, Chicago, Illinois, 9/72-9/75  
 Position: Region V Representative  
 City of Cincinnati, Cincinnati, Ohio, 5/76-9/81  
 Position: Assistant City Manager
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.  
 Gap Closing Collaborative: A request for capacity building funds to address issues of Disproportionality in the Arizona Child Welfare System, Phoenix, Arizona, September 19, 2013.  
 Presentation: A Guide to Evidence Based Trauma and Crisis Intervention. Morley Glicken; Ben Robinson and Ann Thompson, Phoenix Arizona, December 19, 2010.
  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.  
 Book: Treating Worker Dissatisfaction during Economic Change, March, 2013, Elsevier, London, U.K. Waltham, MA, and San Diego CA.
  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

**(2001—2003)**



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  
**(1995—1996)**

Southwest Behavioral Health Services  
Prevention Specialist  
Phoenix, Arizona  
**(1991—1995)**

Camelback Community Counseling  
Behavioral Health Counselor  
Mesa, Arizona  
**(1989—1990)**

Tri-City Community Health Center  
Case Manager  
Mesa, Arizona,  
**(1987—1989)**

### **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**

Moya Salas, L., Ayón, C. and Gurrola, M. (2012, January). Estamos Traumados: The impact of anti-immigrant sentiment and policies on the mental health of Mexican immigrant families. Paper presented at the Annual Conference of the Society for Social Work and Research. Washington DC.

Moya Salas, L. (2010, January). Building on the wisdom of Mexican immigrant mothers: Incorporating “traditional” parenting practices in the child welfare system. Paper presented at the Annual Conference of the Society for Social Work and Research. San Francisco, CA.

### **Professional Publications**

Gurrola, M., Moya Salas, L., & Ayón, C. (2014). Latino adolescents’ education and hopes in an anti-immigrant environment: The perspectives of first and second generation youth and parents. *Journal of Family Issues*.

Moya Salas, L., Ayón, C., Gurrola, M. (2013). *Estamos traumatados*: The impact of anti-immigrant sentiment and policies on the mental health of Mexican immigrant families. *Journal of Community Psychology*, 41(8), 1005-1020.

Moya Salas, L. & Altamirano, B. (2012). *A behavioral health disparities curriculum infusion initiative: Eliminating behavioral health disparities for racial and ethnic minority populations: Workforce development to mobilize social work as a resource*. U.S. Department of Health and Human Services, Office of Minority Health and the National Association of Deans and Directors of Schools of Social Work

Ayón, C., Gurrola, M. & Moya Salas, L. (2012). Intended and unintended consequences of the employer sanctions law on Latino families. *Qualitative Social Work*. 11(6), 587-603.

Androff, D., Ayón, C., Becerra, D., Gurrola, M., Moya Salas, L., Krysik, J., Gerdes, K., & Segal, E. (2011). US immigration policy and immigrant children's well-being: The impact of policy shifts. *Journal of Sociology & Social Welfare*. 38, 77-98.

Ayón, C., Krysik, J., Gerdes, K., Androff, D., Becerra, D., Gurrola, M., Moya Salas, L., Segal, E.A. (2011). The mental health status of Latino children in the public child welfare system: A look at the role of generation and origin. *Child and Family Social Work*. 16, 369-379.

Moya Salas, L., Sen, S., & Segal, E. A. (2010). Critical theory: Pathway from dichotomous to integrated social work practice. *Families in Society*. 91(1), 1-6.

Becerra, D., Gurrola, M., Ayón, C., Androff, D., Gerdes, K., Krysik, J., Moya Salas, L., & Segal, E., (2010). Poverty and Other Factors Affecting Migration Intentions among Adolescents in Mexico. *Journal of Poverty*, 14, 1-16.

### **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
  10. AZ – LMSW-12559 Expires 5/2016

**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

May 2012

Arizona State University, Downtown Campus; Phoenix, AZ

Master of Social Work; Policy, Administration, and Community Practice; GPA 3.73

May 2011

Arizona State University, Downtown Campus; Phoenix, AZ

Bachelor of Science, American Indian Studies, Cum Laude GPA 3.5

May 2002

Arizona State University; Tempe, Arizona

### 3. ACADEMIC APPOINTMENTS

ARIZONA STATE UNIVERSITY, Phoenix, AZ

#### **Faculty Associate**

December 2014-May 2015

Instructor for SWU 498/SWG 591: Working with American Indians course.

### 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 3<sup>rd</sup> grade between two classes, 1<sup>st</sup> 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 2003-May 2004

**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

August 2010-May 2011

**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 2009-May 2010

**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.
- February 2013 *Political Involvement in Sustaining Native Nations*. Panel moderator at American Indian Studies Association conference.
- January 2013 *Effective Recruitment, Retention, and Supervision of Staff* – Co-presenter at Tribal Maternal, Infant, and Early Childhood Home Visiting (MIECHV) Winter Regional Meeting, presentation.
- 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.
- February 2012 *From Self Governance to International Relations: Expanding the Boundaries of the Indigenous World*. Panel Moderator at American Indian Studies Association conference.
- July 2011 *American Indian Health Disparities in Arizona Congressional District 7* – Presentation to the Udall Foundation and congressional staff.

## 9. PROFESSIONAL PUBLICATIONS

Sharp, C., Limb, G., Beckstein, A. & Bullock, Z. (In press). Completing the circle of life: Death and dying among Native Americans. In J. Cacciatore & J. DeFrain (Eds.), *Family Bereavement Across Cultures*. New York: Springer.

U.S. Department of Human and Health Services, Office of Child Care, and Administration for Children and Families. (In press). *Social Media Guide for Tribal Home Visiting Programs*. Primary contributor for report prepared for the Office of Child Care, Administration for Children and Families, in the U.S. Department of Human and Health Services. Walter R. McDonald & Associates, Inc. and its contractor, Arizona State University.

U.S. Department of Human and Health Services, Office of Child Care, and Administration for Children and Families. (2013). *Effectively Staffing a Tribal Home Visiting Program*. Primary contributor for report prepared for the Office of Child Care, Administration for Children and Families, in the U.S. Department of Human and Health Services. Walter R. McDonald & Associates, Inc. and its contractor, Arizona State University.

## 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

Best Law Journal Note, 2004, Snell & Wilmer

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 9<sup>th</sup> District      January 2013 – Present

Serve on the Financial Services Committee. Serve on the Subcommittee on Financial Institutions and Community Credit. Serve on the Subcommittee on Monetary Policy and Trade. Serve as Chief Deputy Whip to Minority Whip Congressman Steny Hoyer in the House Democratic Caucus. Co-founder, United Solutions Caucus. Member, Problem Solvers Caucus, New Democrat Coalition, Blue Dog Coalition. Re-elected in November 2014 for a second term.

**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  
2011

March 2009 – Dec.

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

Dec. 2006 – Dec. 2011

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  
*The Supreme Court of Arizona: Its 2003-2004 Decisions*, ASU Law Journal, issue 37:1, Spring 2005  
“No Surprises: the development of anti-immigrant legislation in Arizona” Chapter 1 in *Punishing Immigrants: Policy, Politics and Injustice*, New York University Press, 2012  
*Imagining Imagination*, in Norman K. Denzin (ed.) *Studies in Symbolic Interaction*, v. 39, pp. 227-250, 2012.

#### **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***

May, 2011	<b>Arizona State University, Phoenix, AZ</b> Master of Social Work, Honors
May, 2010	<b>Arizona State University, Phoenix, AZ</b> Bachelor of Social Work, Advanced Standing, Summa Cum Laude
May, 2008	<b>Pima Community College, Tucson, AZ</b> Associate in Liberal Arts

#### ***Academic Appointments***

August, 2011-present	<b>Faculty Associate</b> Arizona State University, School of Social Work Tucson, AZ
August, 2014-present	<b>Faculty Associate</b> Pima Community College, Department of Social Sciences
2007-2011	<b>Lecturer</b> Pima Community College, Department of Social Sciences

#### ***Professional Experience***

2011-present	<b>Faculty Associate</b> Arizona State University, Tucson, Arizona
2011-2014	<b>Guidance Counselor</b> St. Gregory College Preparatory School, Tucson, Arizona
2004-2011	<b>Instructor/In Home Support Specialist</b> Devereux Arizona, Tucson, Arizona

2010-2011            **Development Consultant**  
Emerge! 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**

Peace-Steimer, K., & Russo, K., (2011). *Working with children that have been sexually abused.* Pima County Foster Care Forum. July, 2011, Tucson, Arizona.

Peace-Steimer, K., (2010). *Multicultural perspectives within foster care.* The 5<sup>th</sup> Annual Tucson Foster-Adopt Conference. May, 2010, Tucson, Arizona.

Peace-Steimer, K., & Twinfeather, K. (2010). *Conflict resolution in the shelter environment.* Emerge! Center Against Domestic Abuse Employee Conference. April, 2010, Tucson, Arizona.

Peace-Steimer, K., (2009). *Systems and navigation: Successful parenting of youth with special needs.* The 4<sup>th</sup> Annual Tucson Foster-Adopt Conference. May, 2009, Tucson, Arizona.

Peace-Steimer, K., & Guy, M. (2008). *Therapeutic approaches and the provision of foster care.* The 3<sup>rd</sup> Annual Tucson Foster-Adopt Conference. May, 2008, Tucson, Arizona.

### **Guest Lectures**

Peace-Steimer, K., (Sept. 2009) *Therapeutic approaches and the provision of foster care* (abridged). Lecture to the course, Introduction to Social Work. Pima Community College, Social Services, Tucson, Arizona.

Peace-Steimer, K., (April 2008) *Interventions in foster care.* Lecture to the course, Introduction to Social Work. Pima Community College,

Social Services, Tucson, Arizona.

Peace-Steimer, K., (Oct. 2008, Nov. 2007) *Eco-mapping the child welfare system*.  
Lecture to the course, Introduction to Social Work. Pima Community College,  
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 *Arizona Best for Babies Program: Process Evaluation*. Co-Investigator.  
Evaluation of implemented first time program in Arizona.  
Findings presented to the Maricopa Judicial Court Committee.

### **Publications**

Peace-Steimer, K., (in prep, 2015). *Conflict as a Catalyst*. For  
submission to *Applying theory to generalist social work practice: A case  
study approach*, John Wiley & Sons, Inc., Hoboken, New Jersey.

### **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**

SWU 374 Diversity and Oppression in the Social Work Context  
SWG 533 Diversity and Oppression in the Social Work Context  
SWU 340 Macro Human Behavior in the Social Environment  
SWG 585 Macro Social Work Practice  
SWG 598 Micro Social Work Practice  
SSE 110 Introduction to Social Welfare  
SSE 111 Group Work  
SSE 285 Foundations of Social Work

#### **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-Adoptive Council of Tucson (2007-2009)

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

<b>Program Manager</b> Undergraduate Child Welfare Education Program School of Social Work, Arizona State University	<b>July 2012 - Present</b>
--	----------------------------

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.

<b>Post-Doctoral Scholar</b> Child Welfare Training Program School of Social Work, Arizona State University	<b>July 2009 - June 2012</b>
---	------------------------------



**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

May 2004 - June 2009

**Child Welfare Training Project**

School of Social Work, Arizona State University

Assisted 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**

**May 2005 - Aug. 2005**

Child Welfare Training Project

School of Social Work, Arizona State University

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**

**Aug. 2003 - Aug. 2004**

**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**

**Sept. 2000 - Aug. 2003**

**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 June 2000 - Aug. 2000  
Child Welfare Training Unit, Child Protective Services

Provided assistance to the primary case manager. Supervised visits between parents and their children. Assisted parents in applying for benefits and services. Conducted monthly in-home visits with foster parents and children in out-of-home care. Maintained case records.

**Youth Supervisor Oct. 1998 - Aug. 2000**  
**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 Sept. 1998 - May 1999  
Valley Vocational Services (alternative school for adjudicated youth)

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 Feb. 1997 - Sept. 1998**  
**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**

Stott, T. Emotional and Social Well-Being of Young Adults from Foster Care. Paper presented at the Society for Social Work and Research Conference. San Antonio, TX. January 18, 2014

Stott, T. Placement Instability and Risky Behaviors among Young Adults from Foster Care. Paper presented at the Society for Social Work and Research Conference. Washington D.C.; January 2012

Stott, T. Reconceptualizing Permanence for Older Youth in Foster Care. Paper presented at the Council for Social Work Education Conference. Atlanta, GA; October, 2011.

## **Poster Presentations**

Stott, T. Policies and Practices Relating to Young Adults from Foster Care. Poster presented at Council on Social Work Education Conference. Dallas, TX. November 2, 2013.

Stott, T. Young Adults from Foster Care: A Comparative Analysis. Poster presented at Society for Social Work and Research Conference. New Orleans, LA; January 2009.

## **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**

Stott, T (2013). Transitioning youth: Policies and outcomes. *Children and Youth Services Review*, 35, 218-227.

Stott, T. (2012). Placement instability and risky behaviors of youth aging out of foster care. *Child and Adolescent Social Work Journal*, 29, 61 – 83.

Stott, T. & Gustavsson, N. (2010). Balancing permanency and stability for youth in foster care. *Children and Youth Services Review*, 32, 619 – 625.

### **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

- Gila River Healthcare Corporation, Diabetes Care Program  
Lead Case Manager  
Sacaton, AZ (Gila River Indian Community)  
July 2014  
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 Country 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** May 2011  
Arizona State University, Phoenix, Arizona  
Specialization in Health/Behavioral Health with Adults

**Certificate in Trauma and Bereavement** May 2011  
Arizona State University, Phoenix, Arizona

**Bachelor of Arts in Sociology and Anthropology** Dec 2005  
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*
- Cacciatore, J., **Thieleman, K.**, Killian, M., & Tavasolli, K., (2014). Braving human suffering: Death education and its relationship to empathy and mindfulness. *Social Work Education*.
- Thieleman, K.**, Cacciatore, J., & Wonch-Hill, P. (2014). Traumatic bereavement and mindfulness-based care: A preliminary study of mental health outcomes using the ATTEND model. *Clinical Social Work Journal*, 42(3), 260-268.
- Thieleman, K.**, & Cacciatore, J. (2014). A witness to suffering: Mindfulness and compassion fatigue amongst traumatic bereavement volunteers. *Social Work*, 59(1), 34-41.
- Cacciatore, J., **Thieleman, K.**, & Osborn, J. (2014). Of the soul and suffering: Mindfulness-based interventions and bereavement. *Clinical Social Work Journal*, 42(3), 269-281.
- Thieleman, K.**, & Cacciatore, J. (2014). When a child dies: A critical analysis of grief-related controversies in DSM-5. *Research on Social Work Practice*, 24, 114-122.
- Thieleman, K.**, & Cacciatore, J. (2013). The DSM-5 and the bereavement exclusion: A call for critical evaluation. *Social Work*, 58(3), 277-280.
- Cacciatore, J., & **Thieleman, K.** (2012). Pharmacological treatment following traumatic bereavement: A case series. *Journal of Loss and Trauma*, 17(6), 557-579.

### **Refereed Conference Presentations**

- Thieleman, K.** (2014). *Grief and loss in LGBT populations: Exploring disenfranchised grief*. Workshop. 3<sup>rd</sup> Annual Let's Get Better Together Conference. Tucson, Arizona.
- Thieleman, K.** (2014). *Grief in ethnic minority populations*. Workshop. 10<sup>th</sup> Annual Cesar E. Chavez Behavioral Health Conference. Phoenix, Arizona.
- Thieleman, K.** (2014). *Braving human suffering: Mindfulness and its relationship to mindfulness and empathy*. Poster presentation. American Association of Behavioral and Social Sciences. Las Vegas, Nevada.
- Cacciatore, J. & **Thieleman, K.** (2012). *Is it bereavement or mental illness?: Dilemmas in the DSM-5*. Mental Health Tomorrow: Advancing the Paradigm Shift. University of Texas Pan-American. South Padre Island, Texas.

## 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  
24 Hour Residential Support, Phoenix, Arizona

Aug 2009-May 2010

- 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  
School of Social Work, Arizona State University, Phoenix, Arizona

Aug 2012-Present

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

### Service

#### 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*

#### Presenter

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**

Thomas, C: *Nephrology News & Issues*, Conditions of Participation for Transplant Centers and Implications for Social Workers. August 2010.

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.

## **Zhyldyz Urbaeva**

### Education

Arizona State University – Ph.D., expected April 2015

School of Social Work

Dissertation “Women’s Autonomy and Utilization of Prenatal Services in Armenia and Azerbaijan: Analysis of the Demographic Health Surveys 2005-2006”

Columbia University – Master of Science, 2004

School of Social Work, Concentration: Family and Children

### Academic Appointments

#### **Instructor at ASU’s School of Social Work**

Research Methods for Social Work. BSW course. (Fall 2014).

Macro Human Behavior and the Social Environment. BSW course. (Fall 2014).

Research Methods for Social Work. MSW course. (Spring 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).  
Research Methods for Social Work. MSW course. (Spring 2013).  
Micro Human Behavior in the Social Environment. MSW course. (Fall 2012).  
International Social Work. MSW course. (Fall 2011).

#### **Post MSW Professional Experience**

Secretary. Development Partner Coordination Council. Kyrgyzstan. 2006-2010.  
Responsibilities: coordination of international joint initiatives, information management among international organizations

#### **Regional NGO Consultant. Central Asian Program on AIDS Control and Intervention Targeting**

##### **Youth and High-Risk Groups. John Snow Institute. Kazakhstan. 2006.**

Responsibilities: HIV prevention, capacity development of non-governmental organizations, technical assistance to country offices

Project Manager. United Nations Populations Fund. Kyrgyzstan. 2005.

Responsibilities: emergency aid to maternal health centers in areas affected by earthquake in 2004

Program Assistant. UNICEF Liberia. 2004-2005.

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)

Travel grant reviewer. Graduate and Professional Student Association, Arizona State University.  
(2012 – present).

#### **Fellowships and Grants**

Travel grant - Graduate and Professional Student Association. Arizona State University. \$950. (2014).

Fellowship - Global Supplementary Fellowship Program. Open Society Foundations. \$7,000. (2013).

Travel grant - School of Social Work. Arizona State University. \$500. (2013).

#### **Conference Presentations**

##### **Refereed Presentations**

Urbaeva, Z. & Krysik, J. (2013, October 31-November 3). Perceptions of professional preparedness among graduating MSW students. [Fifty-ninth annual program meeting]. Council on Social Work Education. Dallas, TX.

Urbaeva, Z. & Agadjanian, V. (2014, April 24-26). Aftermath of ethnic violence: multilevel analysis of interethnic relations in Kyrgyzstan. [Nineteenth annual ASN world convention]. Association for the Study of Nationalities. New York, NY.

##### **Invited Presentations (non-refereed)**

Urbaeva, Z. & Agadjanian, V. (2014, March 27-28). Aftermath of ethnic violence: multilevel analysis of interethnic relations in Kyrgyzstan. [Global Supplementary Grant Program spring conference]. Open Society Foundations. New York, NY.

### Refereed Journal Articles

Ayers, S., Marsiglia, F., Hoffman, S., & **Urbaeva, Z.** (2012). Understanding the gendered patterns of substance use initiation among adolescents living in rural, central Mexico. *International Journal of Drug Policy*.

Ayers, S. L., Marsiglia, F. F., Hoffman, S., **Urbaeva, J.**, & Booth, J. (2012). Mexican adolescents' risky sexual behavior and migration intentions. *International Journal of Migration, Health and Social Care*, 8(2), 56-71.

Wardian, J., **Urbaeva, J.**, & Thaller, J. (in press). Multiple sources of psychosocial disadvantage and their correlation to reported overall health. *Social Work*.

### 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.  
- Voelkel, H., LeCroy, C. W., Williams, L. R., & Holschuh, J. (2013). The Full Spectrum: Hispanic Understanding of Autism. *Best Practice In Mental Health*, 9(1), 31-46.

## 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
7. Office of Arizona Governor Janice K. Brewer, Service Recognition, 2013.
8. List your professional presentations presented during the last 5 years.  
Early Childhood Comprehensive System Development in Arizona, Annual Meeting of Early Childhood Comprehensive Systems Grantees, HRSA, Washington DC, 2011

Collective Impact, First Things First Annual Conference, Phoenix Arizona, 2011  
Planning and Development of Early Childhood Services in Rural Arizona, First Things First Annual Meeting, Phoenix, Arizona, August 2010.

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

1. **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**

**Wardian, J.** (2012, November). *Risk and Protective Factors Associated with Diabetes-related Distress: Importance of Early Diabetes Management*. Presentation at the Gerontological Society of America's 65th Annual Scientific Meeting. San Diego, CA.

**Wardian, J.** (2012, March). *Connecting Native American Youth to Their Culture as a Way to Increase Resiliency*. Presentation at the Pacific Sociological Association (PSA) Annual Meeting. San Diego, CA.

Lacasse, J.R., Hodge, D.R., Bean, K.F., Cimino, A.N., Kawam, E., & **Wardian, J.** (2012, January). *Evaluating the impact of social work scholarship through H-index and related bibliographic indicators*. Presentation at the 16<sup>th</sup> Annual Society for Social Work in Research (SSWR) Conference. Washington, D.C.

**Wardian, J.** (2011, June). *Treating Depression Among ESRD Patients: Lessons Learned from CBT Classes*. Poster presentation at 12th Annual Evidence-Based Practice National/International Conference. Phoenix, Arizona.

#### **Other Refereed Presentations**

**Wardian, J.** (2014). Diabetes medication adherence: How hard can it be?. Presentation at Medtronic Headquarters in Tempe, AZ.

**Wardian, J. & Choate, D. (2014).** *Community Data Project: Using Data to Empower Arizona Communities.* Presentation at the First Annual Strategic Prevention Framework Partnership for Success Conference at the Glendale Civic Center, Glendale, Arizona.

Wolferstieg, W. Dustman, P., Reeves, L., Harthun, M. Hamm, K. Moreland, D. **Wardian, J.**, Davidson, K., and Morales, K. (2014). *Moving from urban to rural: Results from the implementation of keepin' it REAL and Families Preparing a New Generation in Florence, Arizona.* Poster Presentation at the 12<sup>th</sup> Annual Southwest Interdisciplinary Research Center (SIRC) Conference, Phoenix, Arizona.

**Wardian, J. & Sun, F. (2013, April).** *Risk and Protective Factors Associated with Diabetes-related Distress: Importance of Early Diabetes Management.* Poster Presentation at the 11<sup>th</sup> Annual Southwest Interdisciplinary Research Center (SIRC) Conference, Phoenix, Arizona.

Fernandez, K., **Wardian, J.**, Reeves, L., & Wolfersteig, W. (2013, April). *Using Data to Empower Arizona Communities: The Community Data Project.* Poster Presentation at the 11<sup>th</sup> Annual Southwest Interdisciplinary Research Center (SIRC) Conference, Phoenix, Arizona.

**Wardian, J. (2012, April).** *Connecting Native American Youth to Their Culture as a Way to Increase Resiliency.* Poster presentation at the 10<sup>th</sup> Annual SIRC Conference, Phoenix, Arizona.

Brown, E., Hibbeler, P., Dustman, P., Wolfersteig, W.L., & **Wardian, J.** (2011, December). *Plans and pitfalls: Real life during community-research partnerships.* Presentation at the 27<sup>th</sup> Annual ITCA Indian Child & Family Conference, Tucson, Arizona.

**Wardian, J. & Schepel, E. (2011, April).** *Adult Alcohol Consumption in Arizona Today Mirrors National Alcohol Trends Tomorrow.* Poster presentation at the 9<sup>th</sup> Annual SIRC Conference, Phoenix, Arizona.

Thaller, J., **Wardian, J.**, & Urbaeva, Z. (2011, April). *Multiple Sources of Psychosocial Disadvantage and their Correlation to Reported Overall Health.* Panel presentation at 1<sup>st</sup> Annual Arizona State University College of Public Programs Conference, Phoenix, Arizona.

**Wardian, J. (2011, April).** *Treating Depression Among ESRD Patients: Lessons Learned from CBT Classes.* Poster presentation at 1<sup>st</sup> annual SIRC Leadership Conference. Phoenix, Arizona.

Thaller, J., **Wardian, J.**, & Urbaeva, Z. (2011, March). *Multiple Sources of Psychosocial Disadvantage and their Correlation to Reported Overall Health.* Panel presentation at Woman as Hero Conference. Phoenix, Arizona.

### **Invited Speaker**

Medtronic Employee Health Group (2014, September 22). *Diabetes Medication Adherence: How Hard Can It Be?* Presentation as part of Medtronic employee Lunch and Learn series. Tempe, Arizona.

American Diabetes Association (2013, December 7). *Diabetes-related Distress and How to Overcome It.* Presentation at the annual Diabetes Health Fair. Mesa, Arizona.

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

**Wardian, J.** & Sun, F. (2014). Factors associated with diabetes-related distress: Implications for diabetes self-management. *Social Work in Health Care, 53*(4), 364-381. doi: 10.1080/00981389.2014.884038. <http://ejournals.ebsco.com.ezproxy1.lib.asu.edu/direct.asp?ArticleID=46F9A4601215F6D5187B>

**Wardian, J.**, Thaller, J., & Urbaeva, Z. (in press). The accumulation of multiple sources of psychosocial disadvantage and their correlation to reported overall health: Establishing a threshold. *Social Work*.

Sun, F., Park, N.S., **Wardian, J.**, Lee, B.S., Roff, L.L., Klemmack, D.L., Parker, M.W., Koenig, H.G., Sawyer, P., & Allman, R.M. (2013). Predicting the trajectories of perceived pain intensity in southern community-dwelling older adults: The role of religiousness. *Research on Aging, 35*(6), 643-662.

**Wardian, J.** & Sun, F. (in press). Removing barriers to promote more positive thinking for people with diabetes: Implications for social work. *Social Work*.

**Wardian, J.**, Robbins, D., Wolfersteig, W.L., Dustman, P., & Johnson, T. (2013). Validation of the DSSI-10 to measure social support in a general population. *Research on Social Work Practice, 23*(1), 100-106. doi:10.1177/1049731512464582.

**Wardian, J.**, Schepel, E., & Wolfersteig, W.L. (2013). Alcohol Consumption in Diverse Populations: How Ethnicity Moderates Average Drinks per Day and Age. *Journal of Substance Use, 18*(3), 229-237.

Sun, F., Durkin, D., Hilgeman, M., Harris, G., Gaugler, J.E., **Wardian, J.**, Allen, R., & Burgio, L. (2012). Predicting desire for institutional placement among racially diverse dementia family caregivers: The role of quality of care. *The Gerontologist*. <http://gerontologist.oxfordjournals.org/content/early/2012/08/24/geront.gns110.full.pdf+html>.

**Wardian, J.** (2012, Spring). Field Education at Its Best. *Field Educator, 2*.1. <http://fielddeducator.simmons.edu/article/field-education-at-its-best/#more-593>.

**Wardian, J.** & Sun, F. (2011) Treating depression among ESRD patients: Lessons learned from CBT classes. *Journal of Nephrology Social Work. 35*, 17-23.

## 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

5. /
6. Volunteer at Ft. McDowell Alcohons and Pow- Wows.
7. White Bison "Change Agent of the Year", 2010
8. 7/23/10, 10<sup>th</sup> Summer Institute, CABHP, "Mindfulness as a Basis for Psychotherapeutic Rapport"

## **Donese Worden, NMD**

Experience Dr. Donese Worden, PLC Scottsdale and Mesa, Arizona

Current 2015

Naturopathic Medical Doctor – Private Practice

Director of Medical Clinic (Scottsdale and Mesa)

Board of Directors of Naturopathic Physicians Board of Aesthetic Medicine

Diplomat of American Academy of Pain Management

Adjunct Faculty at Arizona State University, Human Health Department (2006 – current)

CME Lecturer for Hospitals, Industry, and Medical Associations

Legislative Committee for AZNMA

Host of PBS TV Show "Health Hot Seat" – in production

Principle researcher for multiple industry companies – design and conduct

Consultant to multiple medical line companies

Formulator of nutritional products for medical lines

Consultant for acquisition and sale of health related companies

Former

Board of Directors Naturopathic Academy of Therapeutic Injections

Chair of Medical Advisory Board for Olympic Labs

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

2001-2003

Desert Pain Institute

Mesa, Arizona

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

1988-1992 Suzuki Music Mesa, Arizona

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

Research/Publications

2013 Lady Lux Magazine  
Breast Cancer rise in Young Women  
2010-13 Dynamic Living Magazine  
Multiple articles

Community Service  
and Activities

2013 HOPE AWARD Recipient for education and prevention in Behavioral Health

***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.

***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.***

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

(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)<br>Participation in at least one curriculum program committee<br>Professional advisement for 20 students<br>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<br>Service on School, University, and College committees<br>Service to the Profession<br>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 professional 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

3<sup>rd</sup> 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 1<sup>st</sup> through 6<sup>th</sup> 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

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.

**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.**

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.

**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.**

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



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.

**Program Expense Budget**  
**Council on Social Work Education**  
**Commission on Accreditation**

**2008 EPAS**

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

Program Expenses	Previous Year 2014		Current Year 2015		Next Year 2016	
	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money	Dollar Amount	% Hard Money
Faculty & Administrators	2,005,008	100%	1,887,502	100%	1,906,377	100%
Support Staff	339,623	57%	381,710	65%	385,527	60%
Temporary or Adjunct Faculty & Field Staff	403,358	0	477,561	0	482,337	0
Fringe	714,972	86%	708,659	86%	715,746	86%
Supplies & Services	74,736	56%	24,038	100%	54,278	75%
Travel	49,733	38%	108,546	2%	79,631	25%
Student Financial Aid	N/A	N/A	N/A	N/A	N/A	N/A
Technological Resources	2,396	86%	44,335	84%	44,778	85%
Other (Specify)						
<b>TOTAL</b>	3,589,826	-----	3,632,351	-----	3,668,674	-----

**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)\***

Call Number Range	Subject Heading	Number of Titles NATC '15
HQ1-10	Family, Marriage, Women, Sexual Life, General Works	233
HQ12-472	Sexual Life	5160
HQ503-1058	Family, Marriage, Home	11,764

HQ1059-1073	Middle Age, Aged, Gerontology (social aspects), Retirement, Death, Dying	1,998
HQ1075-1090	Sex Role, Men	1,096
HQ1101-2044	Women, Feminism, Life Skills, Life Style	12,300
HV1-4995	Social Work	15,257
	<b>Total:</b>	<b>47,808</b>

\*Data gathered from the North American Title Count and Library System analysis.

### Digital Collections

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,

and coverage of The Wall Street Journal, The New York Times and The Christian Science Monitor.

- 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+) 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.

***3.5.5: The program describes and demonstrates sufficient office and classroom space and/or computer-mediated access to achieve its mission and goals.***

### **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 7<sup>th</sup> and 8<sup>th</sup> 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 8<sup>th</sup> 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 8<sup>th</sup> floor for the student organization and Phi Alpha Honor Society. The 7<sup>th</sup> 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



each. 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.

***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**

<b>EPAS Competency</b>	<b>EPAS Practice Behaviors</b>	<b>Measures</b>	<b>Mean for Practice Behavior assessment item (scale 1-4)</b>
<p><i>Core Competency EP2.1.1</i></p> <p>Identify as a professional social worker and conduct oneself accordingly.</p>	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 3.30
	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
<p><i>Core Competency EP 2.1.2</i></p>	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

<p>Apply social work ethical principles to guide professional practice.</p>	<p>guide practice</p> <p>6. Make ethical decisions by applying standards of NASW's Code of Ethics</p> <p>7. Tolerate ambiguity in resolving ethical conflicts</p> <p>8. Apply strategies of ethical reasoning to arrive at principled decisions</p>	<p>MSW Graduating Student Survey – item #28 MSW ADP Field Performance – item #1a</p> <p>MSW Graduating Student Survey – item #29 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #30 MSW ADP Field Performance – item #1e</p>	<p>3.25 3.25</p> <p>3.08 3.79</p> <p>3.19 3.10</p>
<p><i>Core Competency EP 2.1.3</i></p> <p>Apply critical thinking to inform and communicate professional judgments.</p>	<p>4. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom</p> <p>5. Analyze models of assessment, prevention, intervention and evaluation</p> <p>6. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues</p>	<p>MSW Graduating Student Survey – item #31 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #32 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #33 ADP Integrative Seminar final grades</p>	<p>3.29 3.79</p> <p>3.27 3.79</p> <p>3.33 3.79</p>



<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in practice.</p>	<p>4. Recognize the extent to which a culture’s structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</p> <p>5. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</p> <p>6. Recognize and communicate their understanding of the importance of difference in shaping life experiences</p> <p>7. View themselves as learners and engage those with whom they work as informants</p>	<p>MSW Graduating Student Survey – item #34 MSW ADP Field Performance – item #4b</p> <p>MSW Graduating Student Survey – item #35 MSW ADP Field Performance – item #1b</p> <p>MSW Graduating Student Survey – item #36 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #37 MSW ADP Field Performance – item #4c</p>	<p>3.32 3.30</p> <p>3.47 3.15</p> <p>3.29 3.79</p> <p>3.38 3.27</p>
<p><i>Core Competency EP 2.1.5</i></p> <p>Advance Human rights and social and economic justice.</p>	<p>4. Understand the forms and mechanisms of oppression and discrimination</p> <p>5. Advocate for human rights and social and economic justice</p> <p>6. Engage in practices that advance social and economic justice</p>	<p>MSW Graduating Student Survey – item #38 MSW ADP Field Performance – item #4b</p> <p>MSW Graduating Student Survey – item #39 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #40 ADP Integrative Seminar final grades</p>	<p>3.32 3.30</p> <p>3.22 3.79</p> <p>3.20 3.79</p>
<p><i>Core Competency EP 2.1.6</i></p> <p>Engage in</p>	<p>3. Use practice experience to inform scientific inquiry</p>	<p>MSW Graduating Student Survey – item #41 ADP Integrative Seminar final grades</p>	<p>3.11 3.79</p>

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
<i>Core Competency EP 2.1.7</i>  Apply knowledge of human behavior and the social environment	3. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation  4. Critique and apply knowledge to understand person and environment	MSW Graduating Student Survey – item #43 MSW ADP Field Performance – item #5b  MSW Graduating Student Survey – item #44 ADP Integrative Seminar final grades	3.32 3.07  3.43 3.79
<i>Core Competency EP 2.1.8</i>  Engage in policy practice to advance social and economic well-being and to deliver effective social work services	3. Analyze, formulate, and advocate for policies that advance social well-being  4. Collaborate with colleagues and clients for effective policy action	MSW Graduating Student Survey – item #45 ADP Integrative Seminar final grades  MSW Graduating Student Survey – item #46 ADP Integrative Seminar final grades	3.06 3.79  3.07 3.79
<i>Core Competency EP 2.1.9</i>  Respond to	3. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological	MSW Graduating Student Survey – item #62 MSW ADP Field Performance – item #10a	3.55 3.32

<p>contexts that shape practice</p>	<p>developments, and emerging societal trends to provide relevant services</p> <p>4. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>MSW Graduating Student Survey – item #48 ADP Integrative Seminar final grades</p>	<p>3.03 3.79</p>
<p><i>Core Competency EP 2.1.10a-d</i></p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p><i>Engagement:</i></p> <p>4. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <p>5. Use empathy and other interpersonal skills</p> <p>6. Develop a mutually agreed – on focus of work and desired outcomes</p> <p><i>Assessment</i></p> <p>5. Collect, organize, and interpret client data</p>	<p>MSW Graduating Student Survey – item #49 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #50 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #51 ADP Integrative Seminar final grades</p> <p>MSW Graduating Student Survey – item #52 MSW ADP Field Performance – item #7b</p>	<p>3.22 3.79</p> <p>3.56 3.79</p> <p>3.33 3.79</p> <p>3.29 3.18</p>

	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
	<i>Intervention</i>		
	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

	<i>Evaluation</i>		
	2. Critically analyze, monitor, and evaluate interventions	MSW Graduating Student Survey – item #61 ADP Integrative Seminar final grades	3.27 3.79

**Table 4.2**

**MSW PAC Plan for Assessment of Individual Practice Behaviors Associated with Practice Competencies with mean scores from aggregate scale 1-4**

<b>EPAS Competency</b>	<b>EPAS Practice Behaviors</b>	<b>Measures</b>	<b>Mean for Practice Behavior assessment item (scale 1-4)</b>
<i>Core Competency EP2.1.1</i>  Identify as a professional social worker and conduct oneself accordingly.	1. Advocate for client access to the services of social work	MSW Graduating Student Survey – item #21 MSW PAC Field Performance – item #26	3.33 3.12
	2. Practice personal reflection and self-correction to assure continual professional development	MSW Graduating Student Survey – item #22 MSW PAC Field Performance – item #15	3.34 3.34
	3. Attend to professional roles and boundaries	MSW Graduating Student Survey – item #23 MSW PAC Field Performance – item #8	3.41 3.45
	4. Demonstrate professional demeanor in behavior, appearance, and communication	MSW Graduating Student Survey – item #24 MSW PAC Field Performance – item #5	3.26 3.79

	5. Engage in career-long learning	MSW Graduating Student Survey – item #25 PAC Portfolio	3.25 3.84
	6. Use supervision and consultation	MSW Graduating Student Survey – item #26 MSW PAC Field Performance – item #6	3.31 3.29
<i>Core Competency EP 2.1.2</i>  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 PAC Portfolio	3.25 3.84
	2. Make ethical decisions by applying standards of NASW’s Code of Ethics	MSW Graduating Student Survey – item #28 MSW PAC Field Performance – item #2	3.25 3.66
	3. Tolerate ambiguity in resolving ethical conflicts	MSW Graduating Student Survey – item #29 PAC Portfolio	3.08 3.84
	4. Apply strategies of ethical reasoning to arrive at principled decisions	MSW Graduating Student Survey – item #30 PAC Portfolio	3.19 3.84
<i>Core Competency EP 2.1.3</i>  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 MSW PAC Field Performance – item #3	3.29 3.29
	2. Analyze models of assessment, prevention, intervention and evaluation	MSW Graduating Student Survey – item #32 PAC Portfolio	3.27 3.84
	3. Demonstrate effective oral and written communication in	MSW Graduating Student Survey – item #33 MSW PAC Field Performance – item #12	3.33 3.34

	working with individuals, families, groups, organizations, communities and colleagues		
<p><i>Core Competency EP 2.1.4</i></p> <p>Engage diversity and difference in practice.</p>	<ol style="list-style-type: none"> <li>1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power</li> <li>2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups</li> <li>3. Recognize and communicate their understanding of the importance of difference in shaping life experiences</li> <li>4. View themselves as learners and engage those with whom they work as informants</li> </ol>	<p>MSW Graduating Student Survey – item #34 PAC Portfolio</p> <p>MSW Graduating Student Survey – item #35 PAC Portfolio</p> <p>MSW Graduating Student Survey – item #36 MSW PAC Field Performance – item #4</p> <p>MSW Graduating Student Survey – item #37 MSW PAC Field Performance – item #27</p>	<p>3.32 3.84</p> <p>3.47 3.84</p> <p>3.29 3.75</p> <p>3.38 3.18</p>
<p><i>Core Competency EP 2.1.5</i></p> <p>Advance Human rights and social and economic justice.</p>	<ol style="list-style-type: none"> <li>1. Understand the forms and mechanisms of oppression and discrimination</li> <li>2. Advocate for human rights and social and economic justice</li> <li>3. Engage in practices that advance social and economic justice</li> </ol>	<p>MSW Graduating Student Survey – item #38 MSW PAC Field Performance – item #4</p> <p>MSW Graduating Student Survey – item #39 PAC Portfolio</p> <p>MSW Graduating Student Survey – item #40 MSW PAC Field Performance – item #5</p>	<p>3.32 3.75</p> <p>3.22 3.84</p> <p>3.20 3.79</p>

<p><i>Core Competency EP 2.1.6</i></p> <p>Engage in research-informed practice and practice-informed research.</p>	<ol style="list-style-type: none"> <li>1. Use practice experience to inform scientific inquiry</li> <li>2. Use research evidence to inform practice</li> </ol>	<p>MSW Graduating Student Survey – item #41 MSW PAC Field Performance – item #8</p> <p>MSW Graduating Student Survey – item #42 MSW PAC Field Performance – item #3</p>	<p>3.11 3.45</p> <p>3.36 3.29</p>
<p><i>Core Competency EP 2.1.7</i></p> <p>Apply knowledge of human behavior and the social environment</p>	<ol style="list-style-type: none"> <li>1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation</li> <li>2. Critique and apply knowledge to understand person and environment</li> </ol>	<p>MSW Graduating Student Survey – item #43 PAC Portfolio</p> <p>MSW Graduating Student Survey – item #44 PAC Portfolio</p>	<p>3.32 3.84</p> <p>3.43 3.84</p>
<p><i>Core Competency EP 2.1.8</i></p> <p>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</p>	<ol style="list-style-type: none"> <li>1. Analyze, formulate, and advocate for policies that advance social well-being</li> <li>2. Collaborate with colleagues and clients for effective policy action</li> </ol>	<p>MSW Graduating Student Survey – item #45 PAC Portfolio</p> <p>MSW Graduating Student Survey – item #46 MSW PAC Field Performance – item #5</p>	<p>3.06 3.84</p> <p>3.07 3.79</p>



<p><i>Core Competency EP 2.1.9</i></p> <p>Respond to contexts that shape practice</p>	<ol style="list-style-type: none"> <li>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</li> <li>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</li> </ol>	<p>MSW Graduating Student Survey – item #47 PAC Portfolio</p> <p>MSW Graduating Student Survey – item #48 MSW PAC Field Performance – item #9</p>	<p>3.11 3.84</p> <p>3.03 3.10</p>
<p><i>Core Competency EP 2.1.10a-d</i></p> <p>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</p>	<p><i>Engagement:</i></p> <ol style="list-style-type: none"> <li>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</li> <li>2. Use empathy and other interpersonal skills</li> <li>3. Develop a mutually agreed – on focus of work and desired outcomes</li> </ol>	<p>MSW Graduating Student Survey – item #49 MSW PAC Field Performance – item #9</p> <p>MSW Graduating Student Survey – item #50 MSW PAC Field Performance – item #4</p> <p>MSW Graduating Student Survey – item #51 PAC Portfolio</p>	<p>3.22 3.10</p> <p>3.56 3.75</p> <p>3.33 3.84</p>

	<i>Assessment</i>		
	1. Collect, organize, and interpret client data	MSW Graduating Student Survey – item #52 MSW PAC Field Performance – item #16	3.29 3.25
	2. Assess client strengths and limitations	MSW Graduating Student Survey – item #53 PAC Portfolio	3.66 3.84
	3. Develop mutually agreed-on intervention goals and objectives	MSW Graduating Student Survey – item #54 MSW PAC Field Performance – item #26	3.36 3.12
	4. Select appropriate intervention strategies	MSW Graduating Student Survey – item #55 PAC Portfolio	3.31 3.84
	<i>Intervention</i>		
	1. Initiate actions to achieve organizational goals	MSW Graduating Student Survey – item #56 MSW PAC Field Performance – item #9	3.21 3.10
	2. Implement prevention interventions that enhance client capacities	MSW Graduating Student Survey – item #57 PAC Portfolio	3.13 3.84
	3. Help clients resolve problems	MSW Graduating Student Survey – item #58 MSW PAC Field Performance – item #26	3.35 3.12
	4. Negotiate, mediate, and advocate for clients	MSW Graduating Student Survey – item #59 PAC Portfolio	3.34 3.84

	5. Facilitate transitions and endings	MSW Graduating Student Survey – item #60 MSW PAC Field Performance – item #20	3.15 3.09
	<i>Evaluation</i>		
	1. Critically analyze, monitor, and evaluate interventions	MSW Graduating Student Survey – item #61 MSW PAC Field Performance – item #18	3.27 3.22

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.

**4.0.2: The program provides summary data and outcomes for the assessment of each of its competencies, identifying the percentage of students achieving each benchmark.**

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**

<b>Results for Assessment of MSW ADP Concentration Practice Competencies</b>		
<b>EPAS Competency (Benchmark ≥ 80%)</b>	<b>EPAS Practice Behaviors</b>	<b>Mean for Practice Behavior Measures</b>
<b>Core Competency EP2.1.1</b>  <b>Identify as a professional social worker and conduct oneself accordingly.</b>	1. Advocate for client access to the services of social work	3.32
	2. Practice personal reflection and self-correction to assure continual professional development	3.25
	3. Attend to professional roles and boundaries	3.40
	4. Demonstrate professional demeanor in behavior, appearance, and communication	3.53
	5. Engage in career-long learning	3.52
	6. Use supervision and consultation	3.29
	<b>Aggregate Mean Score</b>	<b>3.39</b>
<b>Percent of students achieving competency benchmark</b>		<b>84.8%</b>

<b>Core Competency EP 2.1.2</b>  <b>Apply social work ethical principles to guide professional practice.</b>	1. Recognize and manage personal values in a way that allows professional values to guide practice	3.20
	2. Make ethical decisions by applying standards of NASW's Code of Ethics	3.25
	3. Tolerate ambiguity in resolving ethical conflicts	3.44
	4. Apply strategies of ethical reasoning to arrive at principled decisions	3.15
	<b>Aggregate Mean Score</b>	<b>3.26</b>
<b>Percent of students achieving competency benchmark</b>		<b>81.5%</b>
<b>Core Competency EP 2.1.3</b>  <b>Apply critical thinking to inform and communicate professional judgments.</b>	1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	3.54
	2. Analyze models of assessment, prevention, intervention and evaluation	3.53
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	3.56
	<b>Aggregate Mean Score</b>	<b>3.54</b>
<b>Percent of students achieving competency benchmark</b>		<b>88.5%</b>
<b>Core Competency EP 2.1.4</b>  <b>Engage diversity and difference in practice.</b>	1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3.31
	2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	3.31
	3. Recognize and communicate their	3.54

	understanding of the importance of difference in shaping life experiences  4. View themselves as learners and engage those with whom they work as informants	3.33
	<b>Aggregate Mean Score</b>	<b>3.37</b>
<b>Percent of students achieving competency benchmark</b>		<b>84.3%</b>
<b><i>Core Competency EP 2.1.5</i></b>  <b>Advance Human rights and social and economic justice.</b>	1. Understand the forms and mechanisms of oppression and discrimination	3.31
	2. Advocate for human rights and social and economic justice	3.51
	3. Engage in practices that advance social and economic justice	3.50
	<b>Aggregate Mean Score</b>	<b>3.44</b>
<b>Percent of students achieving competency benchmark</b>		<b>86.0%</b>
<b><i>Core Competency EP 2.1.6</i></b>  <b>Engage in research-informed practice and practice-informed research.</b>	1. Use practice experience to inform scientific inquiry	3.45
	2. Use research evidence to inform practice	3.58
	<b>Aggregate Mean Score</b>	<b>3.52</b>
<b>Percent of students achieving competency benchmark</b>		<b>88.0%</b>
<b><i>Core Competency EP 2.1.7</i></b>  <b>Apply knowledge of human behavior and the social environment</b>	1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	3.20
	2. Critique and apply knowledge to understand person and environment	3.61
	<b>Aggregate Mean Score</b>	<b>3.41</b>
<b>Percent of students achieving competency benchmark</b>		<b>85.3%</b>

<p><b>Core Competency EP 2.1.8</b></p> <p><b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b></p>	<p>1. Analyze, formulate, and advocate for policies that advance social well-being</p> <p>2. Collaborate with colleagues and clients for effective policy action</p>	<p>3.43</p> <p>3.43</p>
<p><b>Aggregate Mean Score</b></p>		<p><b>3.43</b></p>
<p><b>Percent of students achieving competency benchmark</b></p>		<p><b>85.8%</b></p>
<p><b>Core Competency EP 2.1.9</b></p> <p><b>Respond to contexts that shape practice</b></p>	<p>1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services</p> <p>2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.</p>	<p>3.44</p> <p>3.41</p>
<p><b>Aggregate Mean Score</b></p>		<p><b>3.43</b></p>
<p><b>Percent of students achieving competency benchmark</b></p>		<p><b>85.8%</b></p>
<p><b>Core Competency EP 2.1.10a-d</b></p> <p><b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b></p>	<p><i>Engagement:</i></p> <p>1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities</p> <p>2. Use empathy and other interpersonal skills</p> <p>3. Develop a mutually agreed –on focus of work and desired outcomes</p> <p><i>Assessment</i></p> <p>1. Collect, organize, and interpret client data</p>	<p>3.51</p> <p>3.68</p> <p>3.56</p> <p><i>( 3.58 for engagement)</i></p> <p><i>89.5%</i></p> <p>3.24</p>

	<p>2. Assess client strengths and limitations</p> <p>3. Develop mutually agreed-on intervention goals and objectives</p> <p>4. Select appropriate intervention strategies</p> <p><i>Intervention</i></p> <p>1. Initiate actions to achieve organizational goals</p> <p>2. Implement prevention interventions that enhance client capacities</p> <p>3. Help clients resolve problems</p> <p>4. Negotiate, mediate, and advocate for clients</p> <p>5. Facilitate transitions and endings</p> <p><i>Evaluation</i></p> <p>1. Critically analyze, monitor, and evaluate interventions</p>	<p>3.73</p> <p>3.58</p> <p>3.55</p> <p>(3.53 for Assessment) 88.3%</p> <p>3.27</p> <p>3.24</p> <p>3.23</p> <p>3.32</p> <p>3.27</p> <p>(3.27 for intervention) 81.8%</p> <p>3.27 81.8%</p>
	<b>Aggregate Mean Score</b>	<b>3.42</b>
	<b>Percent of students achieving competency benchmark</b>	<b>85.5%</b>



Table 4.4

**MSW Results for Assessment of Policy, Administration and Community  
Concentration Practice Competencies**

<b>Results for Assessment of MSW PAC Concentration Practice Competencies</b>		
<b>EPAS Competency (Benchmark ≥ 80%)</b>	<b>EPAS Practice Behaviors</b>	<b>Mean for Practice Behavior Measures</b>
<b><i>Core Competency EP2.1.1</i></b>  <b>Identify as a professional social worker and conduct oneself accordingly.</b>	1. Advocate for client access to the services of social work	3.23
	2. Practice personal reflection and self- correction to assure continual professional development	3.34
	3. Attend to professional roles and boundaries	3.43
	4. Demonstrate professional demeanor in behavior, appearance, and communication	3.53
	5. Engage in career-long learning	3.55
	6. Use supervision and consultation	3.30
	<b>Aggregate Mean Score</b>	<b>3.40</b>
<b>Percent of students achieving competency benchmark</b>		<b>85.0%</b>

<b>Core Competency EP 2.1.2</b>  <b>Apply social work ethical principles to guide professional practice.</b>	1. Recognize and manage personal values in a way that allows professional values to guide practice	3.55
	2. Make ethical decisions by applying standards of NASW's Code of Ethics	3.46
	3. Tolerate ambiguity in resolving ethical conflicts	3.46
	4. Apply strategies of ethical reasoning to arrive at principled decisions	3.52
	<b>Aggregate Mean Score</b>	<b>3.50</b>
<b>Percent of students achieving competency benchmark</b>		<b>87.5%</b>
<b>Core Competency EP 2.1.3</b>  <b>Apply critical thinking to inform and communicate professional judgments.</b>	1. Distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom	3.29
	2. Analyze models of assessment, prevention, intervention and evaluation	3.56
	3. Demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities and colleagues	3.34
	<b>Aggregate Mean Score</b>	<b>3.40</b>
<b>Percent of students achieving competency benchmark</b>		<b>85.0%</b>
<b>Core Competency EP 2.1.4</b>  <b>Engage diversity and difference in practice.</b>	1. Recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3.58
	2. Gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	3.66
	3. Recognize and communicate their	3.52

	understanding of the importance of difference in shaping life experiences	
	4. View themselves as learners and engage those with whom they work as informants	3.28
	<b>Aggregate Mean Score</b>	<b>3.51</b>
<b>Percent of students achieving competency benchmark</b>		<b>87.8%</b>
<b>Core Competency EP 2.1.5</b>	1. Understand the forms and mechanisms of oppression and discrimination	3.54
<b>Advance Human rights and social and economic justice.</b>	2. Advocate for human rights and social and economic justice	3.53
	3. Engage in practices that advance social and economic justice	3.50
	<b>Aggregate Mean Score</b>	<b>3.52</b>
<b>Percent of students achieving competency benchmark</b>		<b>88.0%</b>
<b>Core Competency EP 2.1.6</b>	1. Use practice experience to inform scientific inquiry	3.28
<b>Engage in research-informed practice and practice-informed research.</b>	2. Use research evidence to inform practice	3.33
	<b>Aggregate Mean Score</b>	<b>3.31</b>
<b>Percent of students achieving competency benchmark</b>		<b>82.8%</b>
<b>Core Competency EP 2.1.7</b>	1. Utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation	3.58
<b>Apply knowledge of human behavior and the social environment</b>	2. Critique and apply knowledge to understand person and environment	3.64
	<b>Aggregate Mean Score</b>	<b>3.61</b>
<b>Percent of students achieving competency benchmark</b>		<b>90.3%</b>

<b>Core Competency EP 2.1.8</b>	1. Analyze, formulate, and advocate for policies that advance social well-being	3.45
<b>Engage in policy practice to advance social and economic well-being and to deliver effective social work services</b>	2. Collaborate with colleagues and clients for effective policy action	3.43
	<b>Aggregate Mean Score</b>	<b>3.44</b>
<b>Percent of students achieving competency benchmark</b>		<b>86.0%</b>
<b>Core Competency EP 2.1.9</b>	1. Continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	3.48
<b>Respond to contexts that shape practice</b>	2. Provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services.	3.07
	<b>Aggregate Mean Score</b>	<b>3.28</b>
<b>Percent of students achieving competency benchmark</b>		<b>82.0%</b>
<b>Core Competency EP 2.1.10a-d</b>	<i>Engagement:</i>	
<b>Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities</b>	1. Substantively and affectively prepare for action with individuals, families, groups, organizations, and communities	3.16
	2. Use empathy and other interpersonal skills	3.67
	3. Develop a mutually agreed –on focus of work and desired outcomes	3.59
		<i>(3.47 for engagement)</i> 86.8%
	<i>Assessment</i>	
	1. Collect, organize, and interpret client data	3.27

	2. Assess client strengths and limitations	3.75
	3. Develop mutually agreed-on intervention goals and objectives	3.24
	4. Select appropriate intervention strategies	3.58
		(3.46 for assessment) 86.5%
	<i>Intervention</i>	
	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
		(3.32 for intervention) 83.0%
	<i>Evaluation</i>	
	1. Critically analyze, monitor, and evaluate interventions	3.25 81.3%
	<b>Aggregate Mean Score</b>	<b>3.38</b>
	<b>Percent of students achieving competency benchmark</b>	<b>84.5%</b>

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 area 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.

**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 up-dates (minimally every 2 years) these postings.**

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)**

COMPETENCY	COMPETENCY BENCHMARK	PERCENTAGE OF STUDENTS ACHIEVING BENCHMARK	
		Advanced Direct Practice	Policy, Administration, and Community
Identify as a Professional Social Worker	80%	84.8%	85.0%
Apply Ethical Principles	80%	81.5%	87.5%
Apply Critical Thinking	80%	88.5%	85.0%
Engage Diversity in Practice	80%	84.3%	87.8%
Advance Human Rights/ Social and Economic Justice	80%	86.0%	88.0%
Engage Research Informed Practice/Practice Informed Research	80%	88.0%	82.8%
Apply Human Behavior Knowledge	80%	85.3%	90.3%
Engage Policy Practice to Advance Well-Being and Deliver Services	80%	85.8%	86.0%
Respond to Practice Contexts	80%	85.8%	82.0%
Practice Engagement	80%	89.5%	86.8%
Practice Assessment	80%	88.3%	86.5%
Practice Intervention	80%	81.8%	83.0%
Practice Evaluation	80%	81.8%	81.3%

**4.0.5: The program appends copies of all assessment instruments used to assess the program competencies.**

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:**

<b>Item</b>		<b>Mean score</b>
1.	the positive value of diversity	3.41
2.	the impact of oppression	3.38
3.	populations of the Southwest	3.21
4.	the global context of SW practice	2.88
5.	the history of social work as a profession	3.13
6.	the history of social welfare policy	3.14
7.	the need for lifelong learning	3.30
8.	the importance of collaboration	3.40
9.	the ecological-systems perspective	3.49
10.	theories of practice	3.34
11.	the use of research to inform practice	3.46
12.	prevention	2.92
13.	the NASW Code of Ethics	3.38
14.	social justice	3.28
15.	the impact of social policy	3.30
16.	social policy analysis	3.15
17.	the strengths perspective	3.59
18.	social work licensure	2.57

19.	individual development across the life span	3.12
20.	preparation for professional self-care	3.12

**EP 2.1.1. The MSW program prepared me to identify as a professional social worker and to:**

		<b>Mean score</b>
21.	advocate for client access to social work services	3.33
22.	practice personal reflection and self-correction	3.34
23.	attend to professional roles and boundaries	3.41
24.	demonstrate professional demeanor in behavior, appearance, and community	3.26
25.	engage in career-long learning	3.25
26.	use supervision and consultation	3.31

**EP 2.1.2. The MSW program prepared me to apply social work ethical principles and to:**

		<b>Mean score</b>
27.	recognize and manage personal values in a way that allows professional values to guide practice	3.25
28.	make ethical decisions by applying NASW Code of Ethics	3.25
29.	tolerate ambiguity in resolving ethical conflicts	3.08
30.	apply strategies of ethical reasoning to arrive at principled decisions	3.19

**EP 2.1.3. The MSW program prepared me to apply critical thinking to inform and communicate professional judgments to:**

		<b>Mean score</b>
31.	distinguish, appraise, and integrate multiple sources of knowledge	3.29
32.	analyze models of assessment, prevention, intervention, and evaluation	3.27

33.	demonstrate effective oral and written communication	3.33
-----	--	------

**EP 2.1.4. The MSW program prepared me to engage diversity and difference in practice to:**

		Mean score
34.	recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power	3.32
35.	gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups	3.47
36.	recognize and communicate understanding of the importance of difference in shaping life experiences	3.29
37.	view myself as learner and engage those with whom I work	3.38

**EP 2.1.5. The MSW program prepared me to advance human rights and social and economic justice by:**

		Mean score
38.	understand forms and mechanisms of oppression and discrimination	3.32
39.	advocate for human rights and social and economic justice	3.22
40.	engage in practices that advance social and economic justice	3.20

**EP 2.1.6. The MSW program prepared me to engage in research-informed practice and practice-informed research to:**

		Mean score
41.	use practice experience to inform scientific inquiry	3.11
42.	use research evidence to inform practice	3.36

**EP 2.1.7. The MSW program prepared me to apply knowledge of human behavior and social environment to:**

		<b>Mean score</b>
43.	utilize conceptual frameworks to guide the processes of assessment, intervention and evaluation	3.32
44.	critique and apply knowledge to understand person and environment	3.43

**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:**

		<b>Mean score</b>
45.	analyze, formulate, and advocate for policies that advance social well-being	3.06
46.	collaborate with colleagues and clients for effective policy action	3.07

**EP 2.1.9 The MSW program prepared me to respond to contexts that shape practice to:**

		<b>Mean score</b>
47.	continuously discover, appraise, and attend to changing environments and emerging societal trends to provide relevant services	3.11
48.	provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services	3.03

**EP 2.1.10 The MSW program prepared me to engage, assess, intervene, and evaluate with individuals, families, groups, organizations and communities to:**

		<b>Mean score</b>
49.	a. substantively and effectively prepare for action with individuals, families, groups, organizations and communities	3.22
50.	b. use empathy and other interpersonal skills	3.56

51.	c. develop a mutually agreed-on focus of work and desired outcomes	3.33
52.	d. collect, organize, and interpret client data	3.29
53.	e. assess client strengths and limitations	3.66
54.	f. develop mutually-agreed on intervention goals	3.36
55.	g. select appropriate intervention strategies	3.31
56.	h. initiate actions to achieve organizational goals	3.21
57.	i. implement prevention interventions that enhance client capacities	3.13
58.	j. help clients resolve problems	3.35
59.	k. negotiate, mediate, and advocate for clients	3.34
60.	l. facilitate transitions and endings	3.15
61.	m. critically analyze, monitor and evaluate interventions	3.27

**The ADVANCED DIRECT PRACTICE (ADP) program provided me with specialized knowledge and skills to:**

62.	Use multidimensional bio-psycho-social-spiritual assessment frameworks	3.55
63.	Assess client readiness for change	3.28
64.	Practice with individuals	3.39
65.	Develop a culturally responsive therapeutic relationship	3.36
66.	Critically evaluate, select, and apply best practices and evidence based interventions	3.30

**The POLICY, ADMINISTRATION, AND COMMUNITY (PAC) program provided me with specialized knowledge and skills to:**

67.	Design or modify a program	3.20
68.	Understand organizational culture	3.38
69.	Conduct community/agency evaluation	3.27
70.	Involve citizens and communities to create social change	3.31
71.	Engage in legislative advocacy	3.23
72.	Conduct grassroots networking/coalition building	3.24



## ADP Student Evaluations in Field Experience 2014

Item		Mean Values (converted to scale of 1-4)
	<b>PROFESSIONAL VALUES AND ETHICS</b>	
1.	1a) Knowledge about NASW core values and ethical principles, and conducts self in accordance with the NASW Code of Ethics	3.25
2.	1b) In practice situations identifies and reflects on major values that both support and challenge personal and professional practice	3.15
3.	1c) Practices social work values of client self-determination and non-judgmental attitude towards clients and others.	3.30
4.	1d) Exhibits appropriate boundaries	3.39
5.	1e) Demonstrates ability to identify and critically analyze ethical dilemma and apply ethical decision-making	3.10
	<b>PROFESSIONAL RELATIONSHIP SKILLS</b>	
6.	2a) Engages in appropriate and effective communications skills with supervisors.	3.25
7.	2b) Engages in appropriate and effective communications skills with staff.	3.22
8.	2c) Demonstrates effective team participation	3.30
9.	2d) Purposefully demonstrates and models the professional use of self	3.17
10.	2e) Appropriately uses supervision and consultation	3.26
11.	2f) Demonstrates effective work habits and time management skills	3.09
	<b>PROFESSIONAL ROLES</b>	
12.	3a) Demonstrates awareness and knowledge of state licensure procedures	3.62
13.	3b) Demonstrates awareness of various professional roles necessary in advanced practice	3.14
	<b>RESPONSIVENESS TO MULTICULTURAL CLIENT SYSTEMS</b>	
14.	4a) Demonstrates an understanding of, and respect for the positive value of diversity, particularly as it relates to populations of the Southwest	3.29
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	3.30
16.	4c) Demonstrates an ability to engage diverse client population	3.27
	<b>APPLICATION OF THEORIES OF HUMAN BEHAVIOR AND PRACTICE FRAMEWORKS</b>	
17.	5a) Demonstrates skill in evaluating and applying culturally relevant theories and empirical evidence to assessment and intervention practice	3.08
18.	5b) Demonstrates ability to assess and intervene with individuals, families, and broader social networks	3.07

	<b>THERAPEUTIC RELATIONSHIP WITH CLIENTS</b>	
19.	6a) Client engagement	3.11
20.	6b) Protecting client confidentiality	3.35
	<b>CLINICAL ASSESSMENT</b>	
21.	7a) Cultural considerations in formulating assessments	3.10
22.	7b) Data collection and synthesis	3.18
	<b>PLANNING, IMPLEMENTATION AND EVALUATION OF INTERVENTION</b>	
23.	8a) Collaboration with client in planning interventions	3.05
	<b>TRANSITION/DISCHARGE/TERMINATION</b>	
24.	9a) Directing transition/discharge planning	3.39
	<b>ORGANIZATIONAL AND SOCIAL CHANGE SKILLS</b>	
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	3.32
26.	10b) Demonstrates awareness of organizational, program, and supervisory characteristics of the placement organization	3.12
	<b>POLICY PRACTICE</b>	
27.	11a) Demonstrates awareness of policies affecting program design and service delivery and is able to identify policy gaps from a social justice perspective	3.33
28.	11b) Demonstrates awareness of key policy issues for families and social networks that are unique to the Southwest	3.30
	<b>PROFESSIONAL DEVELOPMENT AND RENEWAL</b>	
29.	12a) Developed a strategy for promoting personal/professional balance and self-care skills	3.29
30.	12b) Able to identify and articulate the factors and issues involved in compassion fatigue and professional burnout	3.36
31.	12c) Recognizes and plans for personal growth in relation to professional development	3.32

## PAC Student Evaluations in Field Experience 2014

Item		Mean Values (converted to scale of 1-4)
	<b>I.A. PROFESSIONAL VALUES AND ETHICS</b>	
1.	I.A.1. Personal conduct and performance	3.66
2.	I.A.2. NASW Code of Ethics and agency professional standards	3.66
3.	I.A.3. Utilization of knowledge base and scholarly approach to practice	3.29
	<b>I.B. PROFESSIONAL ROLES AND RESPONSIBILITIES</b>	
4.	I.B.1. Respect for diversity and responsiveness toward clients and colleagues of different cultures	3.75
5.	I.B.2. Treats colleagues with respect, fairness and courtesy and promotes positive working relationships	3.79
6.	I.B.3. Uses supervisions and consultation effectively	3.29
	<b>I.C. TOWARD PLACEMENT AGENCY/ORGANIZATION</b>	
7.	I.C.1. Adheres to commitments and demonstrates effective work and time management	3.47
8.	I.C.2. Makes good professional use of agency policy, procedures and structures	3.45
9.	I.C.3. Identifies needed organizational changes and approaches change efforts in a positive and professional manner	3.10
	<b>I.D. TOWARD THE COMMUNITY AND ITS RESOURCES</b>	
10.	I.D.1. Identifies needed community changes and approaches the change effort in a positive and professional manner.	3.06
	<b>PART II: SKILLS</b>	
11.	II.1. Verbal communications	3.29
12.	II.2. Written communications	3.34
13.	II.3. Time management skills	3.29
14.	II.4. Organization of work	3.41
15.	II.5. Committed to personal/professional balance	3.34
	<b>PART III: CONTENT AREA OBJECTIVES</b>	
16.	III.A.1 Demonstrated understanding of how to analyze client needs and community problems	3.25
17.	III.A.2 Demonstrated ability to define and apply planning system	3.29
18.	III.A.3 Demonstrated ability to identify and define input, throughput, output and outcome elements of a program	3.22
19.	III.A.4 Demonstrated ability to create output documents, input documents, and depict data collection system	3.10
20.	III.A.5 Demonstrated ability to design an evaluation system	3.09
21.	III.A.6 Demonstrated ability to take basic budget data and create a functional or program budget	2.99
22.	III.B.1 Demonstrated ability to identify significant components of field agency	3.27
23.	III.B.2. Demonstrated ability to identify consistencies and inconsistencies within the agency system	3.18

23.	III.B.3. Demonstrated ability to describe field agency's policies and procedures	2.98
24.	III.B.4. Demonstrated ability to coordinate efforts involving diverse or competing interests	2.99
25.	III.C.1. Demonstrated knowledge and skill in staffing effective task oriented groups reflecting diverse people and perspectives	3.10
26.	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	3.12
27.	III.C.3. Encouraged and facilitated participation of persons and interests that historically have been under-represented in community affairs	3.18
28.	III.C.4. Demonstrated knowledge and skill in resolving a conflict or issue in an organization, service system or community	2.92
29.	III.C.5. Demonstrated knowledge and skill in identifying burn-out	3.22
30.	III.D.1. Demonstrated ability to identify and critically analyze a public policy issue related to increasing social or economic justice	2.99
31.	III.D.2. Demonstrated ability to research state or federal proposals and work with relevant coalitions or advocacy groups	2.54
32.	III.D.3. Demonstrated knowledge and skill in advocating for or against proposed bill, rule or regulation	2.78