Self-Study Report
2017–2018

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Council on Social Work Education
August 2018

Volume III:
Appendices
# VOLUME III: APPENDICES

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# Master of Social Work Student Handbook

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Calendar Information

PSU School of Social Work Events are listed on the Public Events Calendar.

PSU 2017-2018 Academic Calendar is available here
Letter from the Dean

Dear MSW Student,

Welcome to the Portland State University School of Social Work! I’m so pleased that you will be joining our community. I invite you to take advantage of your time with us, and to become deeply engaged in the resources of our School, the University, and the social work community in Oregon.

Our MSW Program will prepare you to be a professional social worker, with the knowledge, values and skills needed to serve individuals and families, to transform the communities in which you work and live, to influence social policy, and to promote social and economic justice. We take pride in offering a diverse and urban learning community as a real-world laboratory for future social work practitioners and leaders.

Portland State University is recognized as a national leader in community engagement. Our School of Social Work is ranked among the best in the nation by U.S. News & World Report. You are joining a strong and collaborative program led by world-class faculty and dedicated staff. We are here to support and prepare you to alleviate today’s critical social problems.

Please use the resources in this handbook to assist you as you navigate the MSW Program. Best of luck in your studies!

Best wishes,

Laura Burney Nissen, Ph.D., LMSW, CADC III
Dean and Professor
The School of Social Work Mission and Values

The School of Social Work (SSW) at Portland State University (PSU) offers the only public graduate social work education program in Oregon. The MSW program was established at PSU in 1961 by a resolution of the Oregon Legislature.

The School currently has seven structural components: the MSW Program which includes the Portland, Salem, Ashland, Bend, Eugene and Online options; the PhD program in Social Work and Social Research; the Children, Youth, and Family Studies Program, an undergraduate interdisciplinary program which offers Bachelor of Arts and Bachelor of Science degrees focusing on children, youth, and families; the BSW Program offering Bachelor of Arts and Bachelor of Science degrees in social work; the Regional Research Institute for Human Services (RRI); the Center for the Improvement of Child and Family Services, which includes the Child Welfare Education Program.

School of Social Work Mission

The SSW is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose.

The School’s major functions are teaching, research, and community service. Teaching is directed toward preparing effective and creative social work professionals who are ethical and culturally responsive. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies.

Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

The School's values, structure, and function are expressed by placing priority on the interaction among vulnerable individuals, their families, and environmental systems such as the workplace, organizations, neighborhoods, and communities. These vulnerable individuals include: children with physical and emotional disabilities; children in need of care and protection; youthful offenders; adults with long term psychiatric disabilities; individuals who are chemically dependent; persons with AIDS; persons who are homeless; older people with physical, psychological, and cognitive problems; and other oppressed and economically disadvantaged groups.
School of Social Work Values

The School’s administrative staff worked together to develop a statement of principles to guide interactions among staff, students, faculty, and others. The statement, now posted in the school’s main lobby, was presented to the faculty. The SSW faculty adopted the statement and the SSW community strives to live up to its principles.

- We treat each other with kindness, respect, consideration, thoughtfulness, and dignity.
- We will not tolerate behavior that makes any person feel unsafe, including any discrimination against race, religion, ability, sexual orientation or gender expression, or any oppression. We will gently and respectfully interrupt any form of discrimination. We will listen, grow, change, and stay committed to one another and the process of learning.
- We will make mistakes, but we stay committed to not making the same mistakes over. We will be accountable for our actions, saying we are sorry when it is needed, and finding the tools to be good supports and allies to each other. We will communicate the work we are doing to be good allies when needed.
- We will take time with one another and listen to understand. We will support the voices and leadership of others.
- We remain committed to the ongoing work and self-awareness necessary to advocate for equity, social justice, and the right for all people to have an opportunity to thrive. We realize this work never really ends and we are all always learning.
- We will bring solutions to the table, not just problems. We will be part of the solutions.
- We will treat each team member as an individual with their own valuable skill-set. We will honor individual and new ways of doing things. We will support learning of new skills and new leadership development. We will not participate in degradation based on rank, role, or affiliations.
- We will act with honesty, integrity, and commitment to the School of Social Work and each other; including staff, faculty, and students.
- Active listening and personal accountability resolves conflict. We will make sure that everyone has a voice by stepping back (making room for others by talking less) and stepping forward (finding our voices).
- We will remember and seek out the goodness and humanity in others. We will use the “human goodness” model – everyone is good, it’s our behaviors that are not always good.
- We actively work to resolve conflict peaceably. We will practice tools for resolving conflict. This will be a part of our professional responsibilities and our work together.
- We proactively strive to create a supportive and collaborative work environment that encourages teamwork. We will not humiliate anyone. We will do safe, healthy venting, ask for what we need from one another in a healthy way, listen and stay committed to working out conflict with each other.
Master of Social Work Program Mission and Goals

MSW Program Mission, Goals, and Competencies

The mission of the Portland State University MSW program is to educate students for advanced leadership and practice that recognizes and dismantles systems of oppression; builds racial equity and social, political, and economic justice; and advances the well-being of diverse individuals, families, groups, organizations, communities, and tribal nations. We endeavor to deliver a social work education that is critically informed, theoretically driven, empirically supported, reflexive, ethical, vigilant and resistive to colonial, heteropatriarchal, classist, and white supremacist agendas.

The goal is to prepare MSW social workers to:

- Provide advanced practice and leadership in healthcare and aging; clinical mental health; services to children, youth and families; communities; and/or organizations.
- Practice effectively with individuals, groups, families and communities to improve their wellbeing.
- Demonstrate a professional use of self and a commitment to practice within social work values and ethics.
- Engage in critically informed, non-discriminatory, collaborative practice that addresses/challenges oppression and reflects respect, knowledge, and skills related to race, color, ethnicity, culture, social and economic class, sex, gender identity, sexual orientation, marital status, family structure, language, national origin, age, disability, and religion.
- Use knowledge of systemic oppression and privilege, community and organizational change processes, and practice skills to advance social and economic justice.
- Analyze, formulate, and influence policies to improve practice and advance social and economic justice.
- Use practice experience, empirical evidence, and theory to guide practice.
- Develop a plan and motivation for continued professional development, learning, and growth to enhance their social work skills and to contribute to the social work profession’s efforts to advance social justice after graduation.

Students will work toward realizing these goals through the development of the following nine competencies identified in Council on Social Work Education's Educational Policy and Accreditation Standards (2015)

- Competency 1 – Demonstrate Ethical and Professional Behavior
- Competency 2 – Engage Diversity and Difference in Practice
- Competency 3 – Advance Human Rights and Social, Economic, and Environmental Justice
- Competency 4 – Engage In Practice-informed Research and Research-informed Practice
- Competency 5 – Engage in Policy Practice
- Competency 6 – Engage with Individuals, Families, Groups, Organizations, and Communities
- Competency 7 – Assess Individuals, Families, Groups, Organizations, and Communities
- Competency 8 – Intervene with Individuals, Families, Groups, Organizations, and Communities
- Competency 9 – Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities
MSW Program Academic Curriculum

The MSW faculty is responsible for the MSW Program curriculum design. All students admitted to the 2, 3 or 4 year MSW Program must complete 78 credits of required and elective courses to graduate. All students admitted to the Advanced Standing MSW Program must complete 46 credits, including 7 credits of coursework in the initial summer and 39 credits of the advanced curriculum. The courses are distributed as follows:

Generalist Curriculum (39 credits)
To ensure a common base for social work practice, the faculty has identified a required generalist curriculum to be completed by all students, regardless of their choice of concentration. Visit Generalist Curriculum for detailed course descriptions
- Social Work and Social Welfare Policy (SW 520 - 3 credits)
- Social Justice in Social Work (SW 539 - 3 credits)
- Human Development Through the Life Span (SW 540 - 3 credits)
- Societal, Community and Organizational Structures and Processes (SW 541 - 3 credits)
- Social Work Research & Evaluation (SW 550, 551 - 6 credits)
- Skills for the Helping Process - Individuals & Families (SW 530 - 3 credits) – Concurrent SW 511 required
- Skills for the Helping Process - Groups (SW 515 - 3 credits) – Concurrent SW 511 required
- Advocacy and Empowerment (SW 532 - 3 credits) – Concurrent SW 511 required
- Generalist Field Placement and Seminar (SW 511 - 12 credits)

Advanced Curriculum (39 credits)
Advanced Concentrations (9 credits)
All MSW students will complete 9 credits of an advanced concentration in their final year of the program. The option chosen may specify some required electives and will determine the direction of learning experiences in the field placement. Visit Advanced Concentrations for detailed concentration descriptions.

Portland Option and Advanced Standing MSW students have the opportunity to select one of the four advanced concentrations. Salem, Eugene, Ashland, and Bend Option MSW students are offered the Clinical Social Work concentration. Online Option MSW students are offered the Practice and Leadership with Communities and Organizations.

Advanced Concentrations
- Clinical Social Work Practice I, II, III (SW 533, 534, 535)
- Practice and Leadership with Communities and Organizations I, II, III (SW 593, 594, 595)
- Health Across the Lifespan I, II, III (SW 517, 518, 519)
- Children, Youth, and Families I, II, III (SW 586, 587, 588)

Advanced Electives (18 credits)
All students take advanced social work practice electives that are designed to give students greater depth of knowledge and practice skills in work with specific populations or in specific fields of practice. Distance Option students can take electives onsite or online. Online students have a choice of 12 online electives or can take an elective in one of the other options. Contact your Distance Site Coordinator or Online Program Coordinator for more details.

Advanced Field Placement (SW 512 – 12 credits)

Total: 78 credits (46 credits Advanced Standing)

MSW Courses of Study:

Portland Option: 2-year course map 3-year course map 4-year course map Advanced Standing
Salem, Eugene, Bend, Ashland Option 3-year course map Online Option 3-year course map
Field Education
The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have training experiences in professionally supervised and educationally based field placements. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner. The purpose of field education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual service settings. The total curriculum of the School encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and in field in order to demonstrate the development of professional competencies. Through their coursework and field placements, students will be prepared to become professional social workers with the knowledge, values, and skills needed to serve individuals and families, transform communities, influence social policy, and promote social and economic justice. Students complete six terms of professionally supervised field education in two different settings (two 500 hour internships in different agencies) while concurrently enrolled in practice classes. Details about the Field Education program can be found in the Field Education Handbook, located in the SSW Student Web Center.

Specializations
Students in the MSW Program have the opportunity of specializing by completing a dual-degree, certificate program, or a specialization track. These are available to all students, though most specializations will require students to take classes at the Portland campus. Please visit the links below for more information.

- School Social Work Licensure Track
- Graduate Certificate in Gerontology
- MSW/Master in Public Health (MPH) Dual Degree

Independent Study (SW 505)
An independent study, or readings and conference, is a way to shape an elective for an individual student. A readings and conference (SW 505) is typically 3 credits focused on a particular topic that is not offered in the SSW that a student would like to study in more depth. A readings and conference cannot be taken for more than 3 credits or if the topic is addressed in a current elective, unless approved by the MSW Program Director. Attendance at a conference or a workshop is not acceptable for credit unless part of a much larger proposal.

An independent study needs to be equivalent to time in the classroom plus other work. For example, a three-hour independent study must have 30 hours of content plus readings and assignments. The student must identify a faculty member to sponsor the SW 505 and they jointly formulate a plan that will meet these requirements. Many faculty volunteer for readings and conferences, but not all faculty have the time every term, so it is critical that students talk to different faculty in advance to determine faculty willingness and availability.

The following are required to receive approval for a reading and conference (SW 505):

1) A 1-2 page written proposal containing information on what the student would like to study, how the work will be accomplished (including a timeline), how the goals for the project will be met (including justification for the required hours), and grading/evaluation criteria. It is advisable to complete this proposal in the quarter before the student wishes to register for this type of course. This proposal would be developed with the faculty member who is sponsoring the SW 505.
2) Completed SW 505 form (Available on SSW Student Web Center).
3) Completed “By Arrangement” form with a title for the project, brief description and signatures.
4) Both forms and the proposal are to be submitted to the MSW Program Director for approval. The student will not be able to register for the SW 505 until the MSW Program Director gives approval.
5) Once approved, registration for SW 505 can be processed through the SSW Registration and Records Coordinator.

Course Waiver in Research and Evaluation
Generalist year course work in Research and Evaluation I and II (SW 550/551) and Social Work Research for Advanced Standing (SW 513) may be challenged by taking a waiver examination. Students passing a waiver exam for SW 550 or SW 551, must replace those credits with elective course work. Students not in Portland may take waiver examinations at their distance site or at a center where the test can be proctored.
Courses Taken Outside MSW Program
Students may take some credits toward the MSW degree outside the School of Social Work. Policies and procedures related to this process are outlined below under Transfer Credits.

Academic Policies, Procedures and Processes

Academic/Professional Advising and Field Liaison
All students are assigned a faculty advisor at the beginning of each academic year and for students in a field placement, the same faculty member acts as the faculty field liaison to the student’s field placement. Students can find the name of their advisor and contact information on the student web center. All students are encouraged to be in regular contact with their advisor about their educational and professional goals.

Faculty advisor responsibilities include providing academic and professional guidance; orienting students to the School, its curriculum, and policies; collaborating and supporting students to address problems which interfere with their educational progress; verifying that graduation requirements have been met; and advocating for the student’s interests when indicated and requested.

Faculty field liaison responsibilities also include consulting with students in developing field educational plans, meeting with each advisee and their field instructor for evaluation, providing ongoing assistance to the student and field instructor related to field education and supporting the student to identify second year field placements that align with their professional goals.

Students are encouraged to monitor their own progress through the program using the MSW Graduation Checklist (available on the MSW Student Web Center) and the Degree Audit Reporting System (DARS) that is available under Student Services on Banweb.

Details about the Roles and Responsibilities of the Faculty Advisor Liaison can found in the Field Education Handbook, located in the SSW Student Web Center.

Academic Performance and Probation
All students admitted to PSU graduate programs must maintain a cumulative GPA of 3.00 or higher for all graduate credit earned at PSU. An admitted graduate student is placed on probation if the student's cumulative PSU graduate GPA, based on the completion of 9 or more letter-graded graduate credits after admission to the graduate level at PSU, falls below 3.00.

While on academic probation a student will not be permitted to graduate, to be admitted to a new or different graduate certificate or degree program, to be advanced to doctoral candidacy, to have a thesis or dissertation committee appointed, to receive or continue to hold a graduate assistantship, or to register for more than a total of 9 credit hours in any term. A student is removed from academic probation if the student’s cumulative graduate GPA is brought up to 3.00 or higher within the next 9 letter-graded graduate credits after beginning probation status.
Performance in the Field
If a field instructor recommends a “No Pass” in field, or if a student is asked to leave a placement with no opportunity for remediation, the faculty advisor/ liaison consults with the Director of Field Education or designee. Together, they will decide that either the concerns:
   a) Warrant a Performance Review, in which case the faculty advisor will initiate the process for the Performance Review in accordance with the Policy on Unsatisfactory Performance, or
   b) Do not warrant a Performance Review, in which case the Director of Field Education, the faculty advisor/ liaison and the student develop a Plan of Assistance to address the concerns.

Student Advancement in Courses
Advancement from one term to the next is based on each student demonstrating requisite knowledge, skills, competencies, judgment, and professional behavior and ethics to ensure that upon graduation the student is fully prepared for professional practice. Faculty and field instructors evaluate students as outlined in the individual syllabi and as noted below in Grading and Attendance. Failure to demonstrate the requisite knowledge, skills, competencies, judgment and professional behavior and ethics will be addressed as outlined in the SSW Policy on Academic Performance and Professional Behavior (See Appendix D).

Faculty will notify a student of any concerns about their performance or behavior at the earliest time possible and work with the student to address the concerns. Additionally, instructors will notify the student’s advisor/site coordinator of their concerns and attempts to address the concerns. If the concerns persist or are of a serious nature, the faculty may initiate a formal process to address the concerns, as outlined in the SSW Policy on Academic Performance and Professional Behavior (See Appendix D).

Generalist Course Requirements for Advancement
SW 511 (Field Placement and Seminar), SW 530 (Skills for Individuals and Families), SW 515 (Skills for Groups) and SW 532 (Advocacy and Empowerment) are considered practice classes and SW 511 must be taken concurrently with SW 530, SW 515, SW 532.
Passing SW 530 is a prerequisite for advancing to the next term of SW 511 and SW 515.
Passing SW 515 is a prerequisite for advancing to the next term of SW 511 and SW 532.
Incompletes in SW 530 or SW 515 must be completed by the third week of the next term in order to remain in the practice classes.
SW 550 and SW 551 are sequential generalist research classes. Passing SW 550 is a prerequisite for advancing to SW 551.
Incompletes in SW 550 must be completed by the third week of the next term in order to remain in SW 551.

Advanced Concentration Course Requirements for Advancement
SW 512 (Field Placement) and SW 533-535 (Clinical); SW 517-519 (Health Across the Lifespan); SW 586-588 (Children, Youth and Families); SW 593-595 (Practice and Leadership with Communities and Organizations) are the advanced year practice classes and SW 512 must be taken concurrently with these courses. The advanced concentration courses in the Clinical and Health Across the Lifespan sequences build on each other and thus must be taken sequentially and passed in order to continue in the concentration courses. Incompletes in SW 517, SW 518, SW 533, SW 534 must be completed by the third week of the next term in order to remain in the advanced concentration courses.

Close monitoring of student performance and early intervention are especially critical during the generalist year. Thus, the MSW Program Director will contact instructors and advisors of generalist students early in winter term and solicit information about any student about whom there are concerns. Students may not matriculate to the advanced year with a grade lower than B- or an Incomplete in any required courses (SW 511, SW 515, SW 520, SW 530, SW 532, SW 539, SW 540, SW 541, SW 550, SW 551), except as noted in a formal Plan of Assistance and approved by the MSW Program Director.
Grading and Attendance
All academic course work will be evaluated using the following grading system. Field placement (SW 511/512) is taken as "Pass/No Pass" basis.

Students must receive a grade of B- or greater in all required courses. Any required course with a grade lower than B- must be repeated. If a required course is repeated, both grades are included in the GPA; however, credit toward the degree is counted only once. A grade of C in elective coursework is considered below graduate standard and may not be accepted by the university toward graduation. Students may not matriculate to the advanced year with a grade lower than B- or an Incomplete in any required courses, except as noted in a Plan of Assistance and approved by the MSW Program Director (SW 511, SW 515, SW 520, SW 530, SW 532, SW 539, SW 540, SW 541, SW 550, SW 551).

Graduate Grading System
The following grading scale is employed at the graduate level at PSU:

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<tr>
<th>Grade</th>
<th>Value</th>
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<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
<tr>
<td>B</td>
<td>3.00</td>
</tr>
<tr>
<td>B-</td>
<td>2.67</td>
</tr>
<tr>
<td>C+</td>
<td>2.33</td>
</tr>
<tr>
<td>C</td>
<td>2.00</td>
</tr>
<tr>
<td>D</td>
<td>1.00</td>
</tr>
<tr>
<td>D-</td>
<td>0.67</td>
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The following grading system is employed in the MSW program:

A = Excellent: outstanding, exemplary
A- = Excellent
B+ = Very good
B = Good: satisfactory graduate level work
B- = Fair: marginal graduate level work
C = Inadequate: below graduate standards; a required course must be repeated.
D = Poor; unacceptable; no graduate credit
F = Failure: no graduate credit
I = Incomplete (see information below about incomplete grades)
IP = In Progress
P = Pass
NP = No credit, unsatisfactory
W = Withdrawn
X = No grade received/No basis for grade.
M = Missing Grade

Attendance
Classroom attendance is fundamental to the socialization and learning process and **students are expected to attend all classes**. Criteria for attendance are established by each SSW faculty member and the expectations are reflected in the course syllabus. Students are responsible for obtaining missed course material and making additional arrangements with each faculty member. In online courses, participation is 30% of the grade. All Salem, Bend, Ashland, and Eugene courses are offered in an intensive day long format and missing classes may result in a lower grade or failure to pass the course, as determined by the instructional faculty.
Incomplete Grades
An incomplete grade is only given when students, due to circumstances beyond their control, have not completed a portion of the course requirements. **The initiative rests with the student to request an incomplete grade.** Students do not have a right to receive/demand an Incomplete grade. The option of assigning an Incomplete grade is at the discretion of the instructor when the following criteria are met:

1. The quality of the work to date is satisfactory, but some essential work remains. In addition, the student must have successfully completed most of the course work at the time the student requests the Incomplete, with a minimum grade up to that point of a C- for undergraduate, or B- for a graduate level course.
2. Reasonable justification for request. Reasons for assigning the Incomplete must be acceptable by the instructor. A student does not have the right to demand an Incomplete. The circumstances should be unforeseen or be beyond the control of the student. The instructor is entitled to request appropriate medical or other documentation to validate the student’s request.
3. Incomplete grade is not a substitute for a poor grade. The Incomplete grade is not meant to create the opportunity for special or additional work for a student to raise a poor grade, or for the opportunity to take the course over by sitting in on the course in a later term without registering or paying for it.
4. Written agreement. A written or electronic agreement will be endorsed by both the instructor and student. The document will specify a) the remaining work to be completed, b) the highest grade which may be awarded upon submission of remaining items, and c) the date which the missing work is due. The latter may not exceed one year from the end of the term for enrollment for the given course. A template "Incomplete Contract" is available on Registrar’s website.
5. Resolving the Incomplete. Instructors may not encourage students to "sit in" an entire future course in order to resolve the Incomplete grade. If the student needs to retake the entire course, they should be given the grade presently earned, and must formally register for the future class they will be attending. If the missed portion of the course is no longer available, instructors may offer an alternative assignment. Grading weight of the alternative assignment should not exceed the original assignment. Students are fully responsible for monitoring all due dates.

An Incomplete becomes part of the permanent transcript record after the deadline expires, except by petition to Graduate Council. A Graduate Petition from the **Office of Graduate Studies** is used to request this exception. Statements supporting the request from the SSW instructor, advisor/site coordinator, and MSW Student Affairs Coordinator and MSW Program Director must be included. Appropriate medical, or other, documentation may be requested by Graduate Council.

Incomplete Grades in Field Instruction (SW 511 or 512)
The faculty field liaison or site coordinator may grant an “I” (Incomplete) grade in field when requested by the student and under the following circumstances:

1) Student is unable to complete the required number of field hours due to unforeseen circumstances.
2) Student has a prearranged plan to complete hours over multiple terms.
3) As stipulated in a Plan of Assistance.
General Policies, Procedures, and Processes

Ethical Responsibilities
All MSW students are expected to adhere to the ethical standards of the National Association of Social Workers and the Council on Social Work Education code of conduct related to social work research integrity. Violations of the NASW Code of Ethics are taken seriously and will be addressed as noted in the SSW Policy on Academic Performance and Professional Behavior (See Appendix D). As a School, we wish to emphasize that all codes of conduct for members of the SSW community apply to online and social media spaces, as well as physical spaces. Students are encouraged to review the school's social media guidelines.

National Association of Social Workers Code of Ethics
The NASW Code of Ethics will be discussed in the Generalist Field Seminar (SW 511) as well as in other courses.

CSWE National Statement on Research Integrity in Social Work
This statement aims at ensuring that research conducted by social workers is both ethical and effective.

Registration
All students register for classes through Banweb, using the schedule for each quarter, available on the PSU website.

All courses have enrollment maximums that are established each term. For required courses with multiple sections, enrollment limits are set to provide equal distribution of students in sections. Because of these limits, some students may not receive their first choice for sections. However, there is space for all admitted students in one of the sections of the required courses. Waitlists will only be available for electives. Students have the option of requesting to take electives in another option, if there is space. All requests to address scheduling problems or to take electives offered in another option should be sent the mswregis@pdx.edu.

Degree Audit Reporting System (DARS)
The Degree Audit Reporting System (DARS) is an automated system that compares a student’s coursework to the requirements for a degree and produces a report which shows the requirements that have been met, those that are still outstanding, and any course issues that may prevent the student from completing the degree. Students are responsible for monitoring their DARS to assure they are on track to graduate. The report can be accessed under Student Services on Banweb.

Graduation
Students planning to graduate will need to complete and submit (on Banweb) the “Graduation Application” by the first Friday of the anticipated term of graduation.

Prior to submitting the application students are expected to review their DARS report (see above) to assure they have completed all the eligible coursework. Failure to submit the online application or to have all the course work completed will cause a delay in receiving an MSW degree. Diplomas and official transcripts are generally available in late August. Click here for diploma information. Students who are enrolled in the joint MSW/PhD Program will have their MSW degree awarded when the requirements for that degree have been satisfied.
**Educational Program Change**

Students may request an educational program change (i.e. full-time to part time, 3 year to 4 year, or change between program options) by completing the “MSW Educational Petition” that can be downloaded from the SSW Student Web Center. The form must be completed and signed by the student, the student’s advisor/site coordinator and submitted to the MSW Student Affairs Coordinator for approval. The MSW Student Affairs Coordinator will consult with the MSW Program Director, or their designee, as needed.

**Change between Portland, Online, Salem, Bend, Eugene, and/or Ashland Options** - Once accepted to a specific option, students are expected to continue with that option and changes between options are rarely approved.

General guidelines for consideration of a request for program change are:

1) Student is in good academic standing,
2) Educational plan is educationally sound, feasible, and reflects how the student will meet all requirements, and
3) School has the capacity to meet the needs of the plan.

**Transfer Credits**

The MSW Program allows for some transfer credits to be applied toward the MSW degree. The MSW Student Affairs Coordinator approves all transfer credit petitions, in consultation with the MSW Program Director, or their designee, and forwards them to the PSU Office of Graduate Studies for approval. Credit from foreign institutions is generally not transferable. **Students may not receive credit for life experience or previous work experience nor have any field experience or generalist courses waived on this basis.**

**Preadmission MSW Course Transfer Credits** - Students may petition to have up to 6 credits of graduate coursework taken through the SSW prior to admission. Students with an undergraduate degree from PSU must have taken these courses within the last 45 credits prior to awarding of the student’s first bachelor’s degree and not used to fulfill the requirements for any bachelor’s degree. Once the course is completed, the student must submit PSU "Proposed Preadmission and Transfer Credit" (GO-21M) form to the MSW Student Affairs Coordinator along with an official transcript for transfer credits for courses taken outside PSU.

**Preadmission credits should be requested during the student’s first quarter in the MSW program using the PSU "Proposed Preadmission and Transfer Credit" (GO-21M) form.**

**Outside SSW Transfer Credits** - Students enrolled in the MSW program may petition to take up to 3 quarter credits of coursework outside the SSW and apply those credits toward the MSW degree as electives. Credit will not be granted for workshops, continuing education courses, 700/800 level courses, and cannot be taken to satisfy requirements for another graduate degree, except for approved dual degree programs.

The following other criteria apply:

- Course content must be consistent with the student’s educational and career objectives.
- Course content is not offered by the SSW.
- Course is taught at a level equivalent to the electives offered by the SSW, with equivalent workload equivalent.
- Course must be taken for a grade and must earn a grade of B- or higher.
- Course may not have been taken more than 7 calendar years prior to the intended date of completion of the MSW degree.

The student must submit an “MSW Educational Petition” with a copy of the course syllabus to the MSW Student Affairs Coordinator who in consultation with the MSW Program Director, or their designee, will approve or deny the request.

**Students with a BSW admitted to regular MSW Program** - Students with a BSW from a CSWE accredited BSW program within the last 3 years, will have the syllabi of the equivalent non-practice generalist courses (SW 539, SW 541, SW 540, SW 520, SW 550, SW 551), in which the student received a B or above, evaluated by the Lead Instructors for comparability. If comparable, the requirement to take the class will be waived and the student will be required to take another elective.

**Students Transferring from Another MSW Program** - Students who successfully completed MSW graduate courses in another accredited school of social work must request acceptance of credits earned during the admissions process. The maximum number of credits accepted is 24 semester or 36 quarter credits. All courses must be graded. Applicants must provide a letter from their previous institution supporting their transfer application and attesting to their being in good standing. The applicant must provide

MSW Student Handbook
Continuous Enrollment, Leave of Absence, and Withdrawal

Once admitted to the MSW program, a student is expected to remain in continuous enrollment until the degree is earned unless an approved leave of absence is obtained or the student withdraws from the program. A student who withdraws from the program or leaves the program without an approved leave of absence will need to reapply for admission during the next admission cycle and is not guaranteed admission.

Leave of Absence - A student admitted to the MSW program may petition the MSW Student Affairs Coordinator for a leave of absence for up to one calendar year. The “Leave of Absence Request Packet” can be downloaded from the SSW Student Web Center. “Leave of absence” status assures the student’s admission in the MSW program during the leave period. A leave of absence is only granted to students who are in good standing or where there is a Plan of Assistance that recommends a Leave of Absence, and does not constitute a waiver of the time limit for completion of the MSW degree at PSU. A social work graduate student is considered to be "in good standing" when there is:

1) Completion of a minimum of one term with a minimum of two graded courses completed, whether full- or part-time,
2) Minimum G.P.A. of 3.00, and
3) Field performance at a passing level.

The faculty advisor/site coordinator needs to support the application for leave of absence. The application, approved by the MSW Student Affairs Coordinator and the MSW Program Director must be filed in the PSU Office of Graduate Studies no later than the Friday of the second week of the term for which the leave of absence should take effect.

Students on a leave of absence should continue to update their information by filling out the Change of Information form under the “Personal” tab in the Student Web Center.

Returning from a Leave of Absence - A student planning to return from an approved leave of absence should complete the Reinstatement: Leave of Absence Form and email, fax, or mail it to the MSW Student Affairs Coordinator three months before they plan to return. Failure to provide three months notice may result in the student not being able to begin as planned.

Withdrawal from the School - Students wishing to withdraw from the MSW program are expected to submit a written statement of intent to withdraw to the student's advisor/site coordinator or MSW Student Affairs Coordinator as soon as a decision is made and no later than the intended date of withdrawal. The advisor/site coordinator is responsible for assuring the MSW Student Affairs Coordinator, the Director of Field Education, and all relevant classroom and field faculty are informed. A copy of the student’s withdrawal letter will be placed in the student’s file.

A student who could not submit a written withdrawal in a timely manner due to unforeseen circumstances (i.e. illness, accident, etc.) is required to contact their advisor/site coordinator or MSW Student Affairs Coordinator as soon as possible to initiate the process.

It is expected that a student who is withdrawing from the program who is in a field placement will make appropriate arrangements with their field instructor and the agency to end the field placement in a professional manner.

It is the student’s responsibility to notify the University Registrar's Office of their intent to withdraw.

Disqualification or Dismissal

A student who is academically disqualified by the Office of Graduate Studies or dismissed from the School of Social Work as outlined in the SSW Policy on Unsatisfactory Student Performance may not register for any graduate course at PSU for at least one calendar year. After one calendar year the disqualified or dismissed student may reapply for admission to the MSW Program during the next admission cycle. Readmission is not guaranteed. If admitted by the SSW, the student will have to file a petition to apply for university readmission to the PSU Graduate Council through the Office of Graduate Studies.
Disqualified or dismissed students seeking readmission should consult the MSW Student Affairs Coordinator, the PSU Bulletin, and the Office of Graduate Studies policies on readmission.

**Student Resources and Opportunities**

**Student Inclusion Coordinator**
The SSW is committed to the ongoing goal of advancing a culture of equity, inclusion, and social justice within the entire school community, and extending into all of its activities including teaching, research, service, and administration. This ongoing commitment is dedicated to fostering and maintaining an educational climate that emphasizes the importance of celebrating diversity as a strength, value, ethical, and valued component in the social work profession.

The Student Inclusion Coordinator is responsible for ongoing student and faculty support by providing resource referrals, scholarship assistance, academic support, and programming dedicated to equity, inclusion, and social justice. With a specific focus on student populations who have been traditionally underrepresented or underserved in higher education, the Student Inclusion Coordinator works creatively and collaboratively with students to enhance their educational experience, provides guidance on processes related to grievances and issues of discrimination or harassment, and helps to maintain overall inclusiveness in the SSW. This support is available to students in all MSW program options and students off campus can access support via telephone or Google Hangouts.

**Participation in the SSW Governance**
Committee participation gives students a voice in curriculum and policy development in the School. Students are encouraged to bring educational policy concerns to the attention of the MSW Program Director for consideration by the faculty. MSW student representatives regularly attend the School’s faculty meetings and serve on the standing committees listed below and ad hoc faculty committees.

- MSW Faculty Meeting
- SSW Student Affairs Committee
- MSW Admissions Subcommittee
- SSW Equity, Inclusion, and Community Partnership Council
- SSW Faculty Affairs

**Students of Color Caucus (SOCC)**
The Students of Color Caucus (SOCC) is a peer-led student group for CFS, BSW, MSW, and PhD students who identify as black, indigenous, mixed race and/or people of color. It aims to create an inclusive community and network for students of color in the School of Social Work. The group meets once monthly to hold space and have dialogues around topics relating to experiences of people of color in academia, as well as racial disparities and social injustices. The SOCC also hold social gatherings outside of the school to build community and further support one another.

**Students for Social Action (SSA)**
Students for Social Action (SSA) is a student group for all students affiliated with the School of Social Work to work towards creating a sustainable space where students can connect to fight forces of oppression within and outside the School of Social Work in a manner that supports people who hold marginalized identities, including the Students of Color Caucus. The SSA holds meetings twice a month to work towards this goal. The SSA also maintains a calendar of events so that students can come together as a community around social action.

**Social Work Student Association (SWSA)**
The Social Work Student Association (SWSA) is open to all students and alumni of Portland State University, with a focus on students exploring the field of social work. The association’s goals are to gain experience in social work settings, engage in volunteer opportunities, and create a space for community building.

**Writing Support**
The MSW program understands that students enter the program with different academic experiences and there is variability in terms of students’ understanding and comfort with graduate level writing. There are various resources for students who would like some support with their writing. The PSU Writing Center, Cramer Hall 188, offers individual meetings, as well as an online guided tour on how to write academic papers. The School of Social Work offers “Writing Support Services” that are outlined on the Student Web Center under “Resources” tab. These resources include documents specific to graduate writing, as well as individualized writing assistance.

Books
MSW faculty order most textbooks through the Portland State University Bookstore. The list of required textbooks is available at least a month prior to the beginning of the term on their website.

Financial Aid and Scholarships
Federally funded financial aid and university-wide scholarships are administered through the PSU Office of Financial Aid, located in the Neuberger Hall Lobby. Within the SSW, the MSW Student Affairs Coordinator and the Student Inclusion Coordinator provide information concerning scholarships and other forms of financial aid available through the School. Scholarships and other opportunities also are posted on the SSW Scholarship website.

PSU Resources for Students
Portland State University provides a full range of student support services including: a writing laboratory, computer labs, housing services, counseling and psychological testing, student employment and career placement, legal services, services to students having disabilities, and international student services. Information about the full range of student resources is available on the PSU Resources Across Campus website.

Disability Resource Center for Students
PSU and the School of Social Work value diversity and inclusion; we are committed to fostering mutual respect and full participation for all students. Our goal is to create a learning environment that is equitable, useable, inclusive, and welcoming. The Disability Resource Center (DRC) provides reasonable accommodations for students who encounter barriers in the learning environment. If you have, or think you may have, a disability that may affect your work in this class and feel you need accommodations, contact the DRC to schedule an appointment and initiate a conversation about reasonable accommodations. The DRC is located in 116 Smith Memorial Student Union, 503-725-4150, drc@pdx.edu.

Food Security
The SSW is aware that many students are food insecure. Students can access food items in the student facilitated food sharing pantry in the SSW student lounge and PSU food pantry in Smith 325.

The SSW also provides assistance through the Student Emergency Fund. Students may access gift cards to local grocery stores and gas stations by contacting the Student Inclusion Coordinator. More information on food assistance and other community resources is available at the Committee for Improving Student Food Security website.

SSW Robert Holloway Computer Laboratory
The SSW maintains a computer lab on the sixth floor of ASRC. This laboratory has twenty workstations and two printers. The laboratory is usually available Mon. – Fri. 8 a.m. to 5 p.m., unless reserved by an instructor for a course.

The SSW Computer Lab is intended for use by the entire SSW community and because of very minimal housekeeping services and technical support everybody is encouraged to treat the space as a valuable part of our community. All users are to abide by the following policies:

- Students are expected to use the lab independently. No consultation or assistance with software is available. Please do not ask the SSW administrative staff for help. Staffed computer labs are available elsewhere on campus for those who need assistance.
- Users are responsible for cleaning up after themselves. A recycling box is available for recycling printer output.
● No food or drinks are allowed in the lab.
● Do not load software on lab computers, either from disks or from the internet. Also please do not change settings such as the screen saver or desktop background.
● The University's Acceptable Use Policy applies to use of lab computers.
● Students and staff with disabilities have priority on the machine farthest to the right upon entering the lab.

Staying Connected

SSW Website and Facebook
The SSW website contains critical information about the school, faculty, SSW events, community trainings and job opportunities. The School of Social Work Facebook page has similar information as well as links to interesting articles, videos, and blogs.

MSW Program Communications – Email, Student Web Center, Newsletter
MSW Program communicates frequently with students about important information using the PSU email system, Student Web Center and MSW Program Newsletter and students are expected to read all communication.

Email - All students are issued a PSU email address, which is used for all correspondence within the SSW. Under the settings function on your mail account there is a choice to “forward” your PSU mail to another email account. This may be helpful for students who regularly use another email account.

SSW Student Web Center is a password protected web center that contains announcements, forms, information about the curriculum, graduation, and all field related documents.

MSW Program Newsletter – The newsletter is used to convey important information about registration, scholarships, trainings, jobs, graduation, and other important events. Archived newsletters are available online.

PSU Information System Account (Odin account)
Students use their Odin accounts to access the PSU information system, registration system, learning management system, wireless networks, computer labs and online library resources. Contact the PSU HelpDesk at 503-725-HELP (4357) for more information.

Portland Campus Student Mail Folders
Portland Option students have mail folders located in the SSW student lounge. Mail folders and mailboxes are important means of communication, and campus-based students are expected to check their mail folders weekly. To comply with federal laws governing the privacy of student information, the instructor must have students’ signed consent permitting instructors to return assignments to their mail folders. In the Salem, Bend, Eugene, Ashland sites, students can give signed consent to the site coordinator to return papers from faculty.

Faculty Mailboxes
Students may leave material for faculty by asking the receptionist to put it in the faculty's mailbox.

Student Change of Name or Address
Students who change their names, addresses, phone numbers, or email addresses should notify both the SSW and update their PSU records by logging into Banweb and following the procedures to submit the changes. You can update your information with the SSW by logging into the Student Web Center and filling out the Change of Information form under the “Personal” tab.
PSU and SSW Policies

Students are responsible for following the University’s and the School of Social Work’s policies and procedures. These policies and procedures can be found in the Portland State University Bulletin, MSW Program Handbook, as well as on the PSU Student Conduct website. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or the assertion that an administrator, faculty member, site coordinator or other authority, did not inform them. All students are expected to familiarize themselves with these policies.

PSU Student Code of Conduct
Portland State University has adopted a formal Code of Student Conduct which is administered by the PSU Office of Enrollment Management and Student Affairs, 433 Smith Memorial Student Center. PSU has also created an Alcohol and Drug-Free University Policy.

PSU Office of Equity and Compliance has adopted formal policies to prevent discrimination and harassment. Discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, genetic information or in the use of Worker’s Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act is strictly prohibited by PSU policy. The Office of Equity & Compliance:
1. Investigates complaints of prohibited discrimination and harassment.
2. Ensures compliance with federal and state equal opportunity laws and regulations.

All students, faculty, staff, and field instructors are expected to be familiar with the following policies:
- Policy Concerning Consensual Relationships
- Equal Opportunity Statement
- PSU Assistance Animal Policy
- Prohibited Discrimination and Harassment Policy (including sexual harassment)
- Reasonable Accommodation/Access Policy
- Religious Accommodation

STUDENTS ARE REQUIRED TO COMPLETE THE CREATING A SAFE CAMPUS MODULE WHICH IS ON YOUR D2L
The module and accompanying exam will take approximately 45 minutes to complete. At the conclusion of the module, students should be aware of internal and external resources, reporting options, and PSU’s policies and codes regarding gender discrimination, sexual harassment, sexual misconduct, sexual assault, dating violence and domestic violence. Learn more about Safe Campus Module.

PSU Mandatory Child Abuse Reporting
All employees of the university are considered mandatory child abuse reporters. This requires that faculty and staff immediately report to the Department of Human Services (DHS) or law enforcement if we have “reasonable cause to believe” that any child with whom we come into contact has suffered abuse, or that any person with whom we come into contact has abused a child. For more information about Oregon’s mandatory reporting requirements please review the Oregon DHS Mandatory Reporting website and video.

Students’ Right to Privacy
The Family Educational Rights and Privacy Act (FERPA) is a Federal law that protects the privacy of student education records. It is important for students to understand that the University can release certain student information, including name, address, and home phone number, without obtaining active consent. Information about this policy is outlined at Student Records Privacy and students can request to make their records private as outlined in Student Records Privacy Request.
SSW Policy on Academic Honesty and Integrity
All SSW students have a primary responsibility to maintain standards of academic honesty and integrity. This is an ethical commitment of higher education as well as the social work profession. The SSW has adopted a policy to guide students in their academic work (see Appendix A). The Policy on Academic Honesty and Integrity assumes that the student is honest, all coursework and examinations represent the student’s own work, computer use will be ethical, and all documents supporting the student’s admission and graduation are accurate and complete.

SSW Graduate Student Grievance Policy
It is important that each student have a means of expressing dissatisfaction with certain conditions beyond their control regarding field, class, or educational conditions. The Graduate Student Grievance Policy and Procedures provides a process for expressing and addressing student grievances (see Appendix B).

SSW Social Media Policy and Guidelines
The SSW wishes to emphasize that all codes of conduct for members of the SSW community apply to online and social media spaces, as well as physical spaces. Students are encouraged to review the suggested social media guidelines (see Appendix C).

SSW Internal Safety Issues Policy Statement (Approved by the SSW faculty 6/6/08.)
Safety is a priority at the School of Social Work. This means that concerns about safety are taken seriously. If any person believes there is an immediate threat to safety, the Campus Public Safety Office should be contacted. Call 503-725-4404 or 911.

In other issues of safety, including actions or behaviors that raise concern, faculty, staff, or students will consult with the appropriate program director and weigh the matter within the parameters of professional behavior and ethics as well as student conduct, if appropriate. Options for decision-making around safety concerns with respect to student behavior may be defined in the student handbooks, or other alternatives as required depending on the particular circumstances of the situation. OUS employees are subject to Oregon Administrative Rules.

The assistance of School and University resources may be needed when safety is a concern. The School resources include but are not limited to: the student handbooks of the School of Social Work, the NASW Code of Ethics, other faculty, a student’s advisor, the PhD Committee, the MSW Student Affairs Committee of the SSW, the BASW Committee, and the Child and Family Studies Committee. PSU resources include the PSU Student Conduct Code, Campus Public Safety, Student Health and Counseling, and the University Students of Concern Committee.

Other Safety Measures
Visitors to the SSW or any program of the school may be asked to sign in at the reception/front desk. PSU students and employees are expected to have PSU identification if requested. Please take time to look at Portland State University’s Campus Public Safety Office website. If you click on PSU Alert Notification System, you will find information about the alert system for emergency notification. The SSW recommends that all faculty, students, and staff consider joining this system in order to be made aware of campus emergencies.
Guide to SSW and PSU Forms for MSW Students

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<td>GO-21</td>
<td>Course Syllabus Official Transcript Letter indicating student is in good academic standing</td>
<td>Submit to MSW Student Affairs Coordinator.</td>
<td>Receive electronic notification from the Office of Graduate Studies once credits accepted.</td>
</tr>
<tr>
<td>Request permission to take a graduate course at PSU outside MSW Program after admission (up to 3 credits)</td>
<td>Request for MSW Educational Petition DARS Exception Form (completed by MSW Student Affairs Coordinator)</td>
<td>Course Syllabus Written statement from student</td>
<td>Submit to MSW Student Affairs Coordinator for pre-approval.</td>
<td>Signed copy of exception form placed in student file and email notification of decision</td>
</tr>
<tr>
<td>Request permission to take a graduate course outside PSU after admission (up to 3 credits)</td>
<td>Request for MSW Educational Petition GO-21 (Upon completion of course)</td>
<td>Course Syllabus Official Transcript</td>
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<td>Pre-approval email from MSW Student Affairs Coordinator Approval letter for transfer credit to student from the Office of Graduate Studies once credits accepted</td>
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<td>Change of program status</td>
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<td>Approval letter to student from MSW Program Director with copy to student file.</td>
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<td>Leave of Absence up to one calendar year</td>
<td>Request for Leave of Absence</td>
<td>Proposed Post-Leave Educational Plan</td>
<td>Submit to Advisor and MSW Student Affairs Coordinator</td>
<td>Approval letter to student from MSW Program Director with copy to student file.</td>
</tr>
<tr>
<td>Return from Leave of Absence</td>
<td>Reinstatement: Leave of Absence Form</td>
<td>None (assumes an approved proposed post-leave educational plan – see above)</td>
<td>Submit to MSW Student Affairs Coordinator for approval</td>
<td>Approval letter to student from MSW Program Director with copy to student file.</td>
</tr>
<tr>
<td>Exception to Program Requirements</td>
<td>Request for MSW Educational Petition</td>
<td>Written rationale for exception.</td>
<td>Submit to Advisor and MSW Student Affairs Coordinator</td>
<td>Changes listed on DARS (Degree Audit Reporting System)</td>
</tr>
<tr>
<td>Incomplete Grade or Extension of Incomplete Request</td>
<td>Incomplete/ Extension Request Form</td>
<td></td>
<td>Submit request to Instructor for approval of Incomplete prior to finals week.</td>
<td>Instructor returns copy of signed form to student.</td>
</tr>
<tr>
<td>Incomplete over one year or Registration errors from previous terms.</td>
<td>Graduate Petition</td>
<td>Statements from student, instructor, advisor and department chair.</td>
<td>Submit request for approval by Advisor and MSW Program Director. Final decision made by Office of Graduate Studies/Grad. Council.</td>
<td>Letter to student from Office of Graduate Studies.</td>
</tr>
<tr>
<td>Add or drop class after deadline, refunds, and late fees for current term.</td>
<td>Online Deadline Appeals Petition</td>
<td>Statement by student &amp; instructor and documentation of reasons for appeal.</td>
<td>Submit petition to Registrar’s Office by 5 p.m. Monday for a same week decision.</td>
<td>Letter to student from Registrar’s Office.</td>
</tr>
<tr>
<td>To apply for graduation</td>
<td>Application for Awarding of Master’s Degree</td>
<td></td>
<td>Submit to Office of Graduate Studies</td>
<td>Student receives diploma by mail after meeting all program requirements.</td>
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Appendix A

POLICY ON ACADEMIC HONESTY AND INTEGRITY
School of Social Work, Portland State University
Revised June 1, 2012

Significance
Students in the School of Social Work have a primary responsibility to maintain standards of academic honesty and integrity. This obligation is consistent with the NASW Code of Ethics’ (1996) ethical principle, “Social workers behave in a trustworthy manner”, which further specifies, “Social workers act honestly and responsibly and promote ethical practices on the part of organizations with which they are affiliated.” See the Code’s “Ethical Principles” section; a copy of the Code can be found in your program’s student handbook, or at www.socialworkers.org/pubs/Code/code.asp and the National Statement on Research Integrity in Social Work, www.cswe.org/cms/17157.aspx. Students in the Child and Family Studies Program are expected to adhere to the Code of Ethics of the National Council on Family Relations.

EXPECTATIONS
Student Expectations
• Students are responsible for providing accurate and complete documentation to support their admission, course participation, and graduation.
• Students are responsible for reviewing each course syllabus, and adhering to course requirements specified in each syllabus.
• Students will follow all written and/or verbal instructions given by instructors prior to taking examinations, or completing written or oral assignments.
• Students will do their own work, and submit only their own work during examinations and in written and oral class assignments (unless it is a pre-authorized group project).
• Students will collaborate or cooperate with other students on graded assignments or examinations within the guidelines provided by the instructor.
• Students will properly credit the work of others; if they are uncertain how to cite or reference another author’s work in papers or presentations, they will consult the APA manual (American Psychological Association, 2009) and/or their instructor.
• Students will incorporate work (or portions of work) they completed in a previous class into a current class assignment only with the prior approval and direction of their instructor.
• Students will document field placement hours and activities honestly and accurately.
• If students have questions or confusions about course assignments, they are expected (and encouraged) to ask their instructors for clarification.

Faculty Expectations
• Faculty (or faculty representatives) will distribute materials on academic honesty and integrity to all entering students, and provide an overview of these materials at orientation.
• Faculty will include a written statement of expectations regarding academic honesty and integrity in each course syllabus.
• Faculty will clearly state expectations regarding academic honesty and integrity in each course.
• Faculty will clearly state the extent of collaboration allowed on each class project.
• Faculty will meet with any student who has questions or concerns about course assignments.

Forms of Academic Dishonesty
The Portland State Code of Student Conduct (see http://www.pdx.edu/dos/psu-student-code-conduct) which applies to all Portland State students, prohibits all forms of academic dishonesty. These acts include, but are not limited to, the following:

Cheating. Cheating is using unauthorized materials, or providing them to others, during written or oral examinations or in the completion of course assignments. Examples include:
• Copying another student’s work during an examination (or allowing another student to copy one’s work).
• Taking another student’s examination (or having someone take an examination for you).
• Using unauthorized materials during an examination (or giving such materials to another student).
• Acquiring questions or answers from someone who has already taken the same examination (or providing such questions or
answers to another student).
• Submitting another student’s or author’s writings for one’s own class assignment (including writings purchased on, or appropriated from, the Internet).
• Submitting a paper (or a portion of a paper) one has written previously for a current course assignment, without the current instructor’s permission.

Plagiarism. Plagiarism is appropriating words, ideas, data, or other product of another author or artist, and representing them as one’s own original work (See “Avoiding Plagiarism”, below). Examples include:
• Improper quotation or paraphrasing.
• Improper citation of quotation or paraphrasing.
• Improper citation of a source that has not been read.
• Complete or partial use of purchased or borrowed papers to complete assignments, without appropriate acknowledgement (including papers purchased on, or appropriated from, the Internet).
• Working jointly on a project with one or more others, and then submitting the project’s “product” as your own.

Buying, selling, or offering to sell, course assignments and research papers. This form of academic dishonesty can involve any of the following:
• Purchasing a paper on the Internet, with the intention of submitting it as your own coursework.
• Purchasing a paper (or other material, such as graphics or data displays) directly from another person, with the intention of submitting it as your own coursework.
• Selling, or offering to sell, papers or other materials to another student if you know, or have reason to know, that the student intends to submit all (or a substantial part) of the material as their own coursework.

Academic fraud. Academic fraud is furnishing false or incomplete information to a faculty member, or to a University administrator, with the intent to deceive. Examples include:
• Forging, altering, or misusing University documents or academic forms (admission forms, course forms, or graduation forms).
• Falsifying research data, or misrepresenting research findings.
• Providing false explanations for class absences or late/missing assignments.

Computer Misuse. Computer misuse is using the University’s computer resources (or the computer resources of another institution or agency in which a student is performing part of their academic program) in a disruptive, unethical, or illegal manner. Examples include:
• Using University/institution/agency computers to threaten harm to others, stalk others, or harass others (sexually, or otherwise).
• Using University/institution/agency computers to view and/or use another person’s accounts, computer files, programs, or data without authorization.
• Copying, storing, or sharing materials protected by copyright.

Avoiding Plagiarism
Plagiarism is taking the ideas, writings, or products of another person and presenting them as one’s own (Davis, 1993; Forsyth, 2003; Whitley & Keith-Spiegel, 2002). Social work students must be particularly careful to avoid using another author’s work without giving it proper citation (written credit). Examples include:
• Copying another’s work word for word (even a sentence, or a phrase).
• Copying most of another’s work and substituting just a few words.
• Incorporating someone else’s phrases, terms, or ideas into your own writing without acknowledging their contribution.

In order to avoid plagiarism, one must be familiar with the concepts of quoting, paraphrasing, summarizing, and the citing of secondary sources:

Quoting. Direct quotes should be kept to a minimum, and used only for very important material. Quotes should be brief, and combined with paraphrases (see below) for clarity. Most quotes are incorporated in text and enclosed by double quotation marks; longer quotes are set off from the text as a freestanding block with no quotation marks. A quote must be matched to the original word for word, and attributed to the original author (citing author, year, and page number) (Purdue Online Writing Lab, 2006).
**Paraphrasing.** Paraphrasing is expressing another person’s (or persons’) ideas in your own words. A good paraphrase is generally shorter and clearer than the original statement. Like a quote, a paraphrase must be *attributed to the original author or authors* (citing author/authors and year) (Purdue Online Writing Lab, 2006).

**Summarizing.** Summarized material is an overview of the entire body (not just a segment) of the original source material, and is almost always shorter than the original. You must put the main ideas of the source material into your own words. Like a quote or a paraphrase, a summary must be *attributed to the original author or authors* (citing author/authors and year) (Purdue Online Writing Lab, 2006).

**Citing of Secondary Sources.** A primary source is a writer’s original product, reproduced in their own words. A secondary source is one which references or comments on a primary source. In scholarly works, primary sources should be sought out and cited whenever possible. If your only access to a primary source is through a secondary source, both the primary and secondary sources must be referenced. For example: Nelson (cited in Lane and Morgan, 2003) (Purdue Online Writing Lab, 2006).

**Consequences of Academic Dishonesty**

**Faculty/Advisor Roles**

If a faculty member suspects a student of academic dishonesty, the following steps will be taken:

1. The faculty member will contact the student via email or in person to make the student aware of the situation. The faculty member will outline how s/he came to the conclusion of academic dishonesty and what the next steps will be.

2. In keeping with University recommendations, faculty members are encouraged to report the matter to the Student Conduct Office via the online submission system at [http://pdx.edu/dos/academic-misconduct](http://pdx.edu/dos/academic-misconduct). The faculty member will also provide necessary documentation for the investigation which will be conducted by the Conduct Office.

3. If the result of the Conduct Office’s investigation has not been received before grades are due, the faculty member will give the appropriate grade for the assignment or exam in question. In most cases, it will be a "0" or 'F'. The faculty member will not grade beyond the assignment or exam in question (i.e. giving the student an automatic "F" for the entire course). If the Conduct Office finding is that the academic misconduct code threshold was not met, then the faculty member may reconsider the assignment or exam for a grade.

4. Students involved in violations of academic honesty may be subject to disciplinary sanctions as described in the University’s Code of Student Conduct and Responsibility (see [http://www.pdx.edu/dos/psu-student-code-conduct#Code](http://www.pdx.edu/dos/psu-student-code-conduct#Code) as described below).

**577-031-0142**

**Procedures for Complaints of Academic Misconduct**

(1) Course Instructors have the primary responsibility and purview for responding to and reporting academic misconduct by students enrolled in their respective courses. Course Instructors may issue a zero or a failing grade for the assignment for which the misconduct was found. Course Instructors may not issue a failing grade for the course unless a failing grade on the assignment in question results in a failing grade for the course, per the syllabus. Instructors may not administratively remove a student from a course.

(2) Departments, programs, colleges, or schools may also address academic dishonesty in accordance with their respective policies and procedures. These entities are limited to the following academic sanctions: (a) Issuing a zero or a failing grade for the assignment for which the misconduct was found; or (b) probation, suspension or expulsion from the department, program, college or school per the process proscribed by the respective entity.

(3) Any person may submit a Complaint to the Dean of Student Life Office alleging that a Student(s) has engaged in academic misconduct. Any charge should be submitted as soon as possible after the activity takes place, preferably within fourteen (14) Days of such activity.
(4) If the Complaint is submitted by anyone other than the Course Instructor, the Complaint will also be referred to the Course Instructor in which the alleged academic misconduct occurred.

(5) Course Instructors who submit a Complaint alleging academic misconduct may also include a suggestion for potential sanctions to be considered by the conduct officer and will be notified of the outcome of their Complaints upon request.

a. Outcomes and findings in the conduct process are separate from grading. Grades are given at the discretion and review of faculty.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

577-031-0143

Appeals

(1) Appeals of the decision of the Senior Conduct Officer or the Committee shall be made to the Vice President for Enrollment Management and Student Affairs, whose decision is final.

(2) Appeal hearing requests must be in writing and received by the Vice President within ten (10) Days following the date of the letter notifying the Respondent of the outcome of the hearing.

(3) The request for an appeal hearing must state sufficient grounds for an appeal. Dissatisfaction with a decision is not grounds for appeal. Appropriate justification may include (a) new information that was not available at the time of the original hearing; (b) a demonstration that the sanction(s) imposed were outside of the University’s authority; or (c) demonstrated errors in the conduct process. Justifications described in (a) or (c) will not be a basis for sustaining an appeal unless the deviation would have materially affected the decision of the Committee or the Senior Conduct Officer.

(4) After receiving the request for appeal hearing, the Vice President or designee(s) will review the appeal request, together with any other information the Vice President deems relevant, and determine whether an appeal hearing would assist the Vice President in deciding the appeal. The Vice President may grant an appeal hearing, or not, in their best judgment. The Vice President may also request the Committee or Senior Conduct Officer to conduct an appeal hearing and make findings and recommendations to the Vice President. The Vice President may limit the subject of hearing to the matters that will assist them in deciding the appeal.

(5) If the Vice President grants a hearing, the Vice President will facilitate the hearing procedures or remand the matter to a hearing body. All appeal hearings are closed, and the information and supporting documents presented are confidential except as required by law. The appeal hearing is informal and does not follow administrative contested case or courtroom procedures, including formal rules of evidence.

(a) During the appeal hearing, if any, the Respondent may bring up to two (2) third party advisors of his/her choice as long as the availability of the advisor does not interfere with the timeliness of the hearing. Delays will not normally be allowed due to the scheduling conflicts of an advisor. The Respondent will be expected to speak on their own behalf at the hearing. Advisors are generally not permitted to speak or participate directly in the hearing. The Respondent may elect to have an attorney serve as an advisor. The Respondent must notify the Vice President at least 24 hours prior to the scheduled meeting if his or her attorney will be present. The University assumes no responsibility for any costs associated with such representation.

(b) The Respondent’s failure to cooperate or appear at the appeal hearing will not delay the disposition of the appeal. The Vice President may dismiss the appeal if the Respondent fails to appear at the appeal hearing.

(c) At the appeal hearing, if any, the Senior Conduct Officer or the Chair of the Committee will have the opportunity, within any limits prescribed by the Vice President in granting the appeal hearing, to offer information and to review and respond to all information presented;
(d) At the appeal hearing, if any, the Respondent will have the opportunity to offer information on their behalf, within any limits prescribed by the Vice President in granting the appeal hearing, and to review and respond to all information presented.
(e) The Vice President or designee(s) may ask questions of any person present during the appeal hearing. The Vice President may invite questions and comments from advisors or others present. No person other than the Vice President may ask questions of persons present at the hearing.

(f) If the Vice President decides an essential person or piece of information is missing, the Vice President may decide to reconvene the hearing at the earliest practical time that the missing information will be available.

(g) After the Vice President has determined that all the necessary information has been presented and questions answered, the appeal hearing will be closed. The Vice President will determine, based on a preponderance of evidence (which means whether something is “more likely than not”), whether or not the appeal is warranted, and, if so, what subsequent actions may be appropriate.

(h) The Vice President’s decision will be in writing to the Respondent with copies to the Senior Conduct Officer and/or Chair of the Committee.

(6) Sanctions associated with a decision are deemed upheld unless the Vice President specifies otherwise in their written decision.

Stat. Auth.: ORS 351
Stats. Implemented: ORS 351.070
Hist.: PSU 2-2002, f. & cert. ef. 10-22-02; PSU 4-2006, f. & cert. ef. 8-22-06

References

Purdue University (n. d.). Purdue University online writing lab: Research skills and resources. Retrieved November 22, 2006 from http://owl.english.purdue.edu/handouts/research.
Appendix B

Graduate Student Grievance Policy and Procedures

Purpose
It is important that each student have some means of making dissatisfaction known to the SSW. A student's complaint should be heard courteously and promptly. The student expressing a grievance should be free from restraint, duress, coercion, discrimination, or reprisal. When a grievance arises, it shall not be considered as reflecting unfavorably on either the student or the School, but is to be considered as an expression of the student's right to question.

Underlying Principles
1) A grievance may be initiated by any student currently enrolled in the MSW program.
2) Early discussion and resolution of a concern is encouraged. The first step described in the process should ordinarily happen within the term following the term in which the situation being grieved occurred.
3) A grievance should be resolved at the lowest possible level.
4) In order to protect the rights of individuals, only persons directly involved with the grievance and official committee members will participate in the discussion of the grievance. All discussion which occurs during committee meetings will be held in confidence.

The word, “grievance,” shall mean a student's expressed dissatisfaction with certain conditions beyond his or her control regarding field, class, or other educational conditions, e.g., capricious or unfair field evaluation, or capricious or unfair grading.

Process
Step 1:
An informal means for resolving a grievance is most frequently used by students, where the student and the instructor talk over and usually resolve the grievance on a one-to-one level. At this time the student should consult with their faculty advisor/site coordinator. If the student is dissatisfied with the results of the informal approach to resolve the grievance, they may ask the SSW Student Affairs Committee to intervene. The student must attempt to pursue the grievance through informal channels prior to bringing the grievance before the Committee. In the event that the student is unable to pursue the grievance directly with the instructor, because of the unavailability of the faculty member, the student must provide the SSW Student Affairs Committee with documentation of their timely attempts to contact the instructor.

Step 2:
If the grievance cannot be resolved by Step 1, the student will submit a written statement to the MSW Student Affairs Committee describing the grievance. The student shall send a copy of the statement to the person against whom the grievance is written who has the option of responding in writing to the MSW Student Affairs Committee with a copy to the student. If the grievance is associated with a final grade that is less than a B- in any course or a no pass in a field instruction, the grievance must be filed no later than two academic weeks after the notification of the final grade. The Student Affairs Committee chairperson will send a written notice of the grievance and intention to hold a hearing to the MSW Program Director. The hearing before the Student Affairs Committee will be arranged by the Student Affairs Chairperson and chaired by the MSW Program Director. In the anticipated absence of any member, or if any member is a principal in the matter, the Student Affairs Chairperson will appoint a substitute.

The Committee will hear the principals directly involved and faculty members, students, or other persons who have immediate knowledge of the situation. The hearing will be audio recorded. Both parties will have access to all written materials used and are entitled to hear all oral presentations at the meeting. Immediately after the hearing, the Committee will convene to decide upon a recommended course of action. The MSW Program Director will provide the Dean of the School of Social Work with a written statement of the committee's recommended course of action within two academic days after the hearing. The Dean will review the recommendation, render the final decision, and notify the principals in the grievance of the final decision in writing within five academic days after receiving the committee’s recommendation. A copy of the final decision will be provided to the MSW Program Director and the Student Affairs Chairperson, and a copy will be placed in the student's file.

Step 3:
In the event of dissatisfaction with the final decision or procedures, the student has the right to review the decision with the SSW Dean. The request for review must be made in writing and within one academic week of the notification of the decision.

Step 4:
The student has the right to appeal by writing a letter to the Academic Appeals Board. The written appeal and supporting material may be filed in the Portland State University Office of Student Affairs.
Appendix C

PSU School of Social Work
Social Media Guidelines

“Social media refers to any technology that facilitates the dissemination and sharing of information over the Internet” (Singer, 2014, p. 387). Social media platforms such as Facebook, Twitter, Instagram, LinkedIn, YouTube, blogging, professional e-portfolios, and others are among the many emerging methods of communicating, learning, and sharing information.

The PSU School of Social Work is looking forward to using these tools to promote communication, engagement, help connect people to interest areas and groups, stay abreast of current events and opportunities (including job opportunities) and to inspire expansive and inspired dialogue about our shared project to learn about the world and become engaged in it in a meaningful way.

Even though there are many emerging professional and constructive uses of these tools to advance the goals of individual and community well-being, there are also unintended and potential negative consequences to users and to clients/communities we serve in social work and child/family services if ethical standards are violated. Building a professional digital identity is a paramount 21st century skill for human services workers.

Though this document refers primarily to social work code of ethics, please note that it also applies to students in allied professional groups.

Students are expected to adhere to social work or related codes of ethics when using social media communication tools, whether at a personal or agency site. Common issues that students need to understand when utilizing social media include, but are not limited to, privacy and confidentiality (Section 1.07 of SW Code of Ethics), conflicts of interest and dual relationships (Section 1.06 of SW Code of Ethics), and informed consent (Section 1.03 of SW code of ethics) in our relationship with clients, colleagues and in our practice settings. Utilizing communication tools as a social work or child/family studies professional requires ongoing attention to these ethical challenges.

As a social work or child/family studies professional, it is important to consider whether you are using social media channels for professional activities such as advancing social justice issues, advocating for vulnerable populations, and promoting your professional identity, vs. using these sites to maintain contact with friends and family. Your professional identity and image, that is, the professional self you develop that is guided by professional SW or CFS values and ethical standards extends beyond the field agency and physical setting of an office. As professionals, we must be cognizant that the legal, ethical, social, and clinical responsibilities we have as professionals and that those obligations extend to the virtual world of the internet and include the use of social media communications tools. As with the Hippocratic oath to “first do no harm,” it is imperative you consider how to be connected within the context of social media while protecting yourself, your field site, clients, the School of Social Work, and the profession. Our responsibilities include continually reviewing and updating our personal social media practices and activities based on constantly emerging information (one can look to professional associations and networks to be a starting point for this).

As you get started in your program and especially if you have a field placement, it is strongly recommended that you explore the following questions with your field instructor and/or task supervisor:

1. Does your field site have a policy on the use of social media communication tools? If so, review the policy with your field instructor. If not, what expectation does the agency have regarding the use of social media during field hours?
2. How much personal information is shared with clients and former clients as well as agency staff and professional colleagues?
3. What are the most common ethical concerns you should be aware of when using social media as a professional social worker?

What are agency guidelines regarding the use of Facebook and who can you friend?
Managing friend requests and maintaining privacy settings is critical regardless of whether you use social media for personal and/or professional reasons. Allowing clients, former clients, or others in your professional circle to cross into your personal life may
complicate and blur your professional boundaries. This is particularly tricky when managing Facebook accounts. As a professional, you must fully consider the extent of your privacy settings, how you will manage friend requests, your level of self-disclosure, and how you will monitor wall posts of other interactions on your site. Be aware that if you do not employ any privacy settings on your social media site, your profile is public and anyone can see what is on your page. Additionally, it is important to understand that friend’s privacy settings affect your privacy level, people can see when you are tagged in photos, view comments made by you or others, note your status updates and see who you’ve friended. It is therefore recommended that you never assume any level of privacy on any social media site/platform. All professionals must evaluate the scope of their social media connections. Since this is still an emerging professional topic, social work and CFS professionals may be cautious and guarded in their use of social media while others may be more open and exposed. It is your responsibility as a social worker/human service professional to abide by your professional code of ethics including your virtual communications and use appropriate professional values to guide your interactions.

What privacy and confidentiality concerns should I consider when texting emailing and/or using other electronic forms of communication?

With the proliferation of handheld devices such as smart phones, iPhones and Blackberries, accessing the Internet and connecting with others is literally in the palm of our hands. Text, email and other electronic forms of communication are quick and effective ways to interact with others. However, many ethical, legal, and clinical issues must be addressed when using these communication tools. There is a huge potential for unintentionally sharing protected information so always use good ethical judgment. Be cautious about discussion information about your field placement, classroom work, or agency staff. Do not discuss confidential or private information about clients, colleagues, or agency practices even if you are disguising the information. In general, consider the security, privacy and confidentiality of all communication methods and when in doubt, seek consultation and supervision before embarking into unfamiliar or uncertain areas.

Photo Guidelines

Posting photos on social media should be done with thoughtfulness and a sense of responsibility. Please always address the following:

- Photos of (and any other information about) clients, especially children, should never be posted online outside of any explicit plan, appropriate legal releases, etc. of the agency where you work.
- Care in general should be taken not to post photos of individuals who would object or feel exploited outside of your role/rights as a citizen/community member.
- Photos of fellow students should only be posted with their permission (preferably written).
- Be aware of your surroundings and background when taking and posting photos from your field site. It is easy to forget about identifiable or confidential information that may end up in a “selfie.”

Noting Unethical Behavior of Others

- Students are in a position to see the content of many of their colleagues as they widen their social media circles of contacts. If students see content that they deem to be unprofessional, they have a responsibility to bring that to the attention of the individual, so that he or she can remove it and/or take appropriate actions.
- If the behavior significantly violates professional norms and the individual does not take appropriate action to resolve the situation, the student should report the matter to the appropriate authorities.

Being Thoughtful About Working Out (Sometimes Private) Issues in Public Spaces

- While right to free speech is guaranteed and the SSW encourages productive debate and dialogue, it behooves students to think carefully about how and where to address issues of disapproval and/or displeasure they feel about their interactions with others, should they occur, in the course of their educational experiences across a wide variety of settings and situations.
- Using good professional judgment means understanding that online dialogue, discourses and “rants” may quickly turn into something that may be unproductive and even destructive as well as cause you, others involved, or even the settings where your education is happening, harm. Seek out places that have a strong probability of having a positive impact in a professional way if something occurs that should be addressed especially when problems surface that students would like to see rectified. Refer to the wide variety of student support channels especially designed for this purpose throughout the school and the larger university.
- Helping to assure a climate of curiosity, openness, civility and reflexivity is important – all students are asked to contribute to

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and participate in a climate that is ever constructive and respectful (see SSW School Values for additional information about this).

- Building your professional network, your professional identity starts the moment you begin your academic work. Being thoughtful, intentional and constructive in the way that you conduct yourself in the classroom, the field, and the larger school environment will help you to build a solid foundation of recommendations that will serve you well as you journey forward.
- Please note that School of Social Work channels (as well as personal channels) are included in all PSU Student Code of Conduct expectations and requirements with specific attention to issues of cyber-bullying.

http://www.pdx.edu/dos/psu-student-code-conduct

**Quick Reminders**

- **DO** use social media thoughtfully to learn, share information, track policies and developments in your field(s) of practice, promote best practices, inspire quality and engaged practice, and celebrate successes with your circle of contacts.
- **DO** begin to think of developing/managing your social media identity and profiles as an important learning, networking and communication vehicle to build, enrich and advance your professional career.
- **DO** abide by professional codes of ethics in the use of all social media at all times (even outside of school and your field agency). Be aware that anything that is communicated through social media in public spaces may be retrievable through potential employers, clients, relevant professional licensing bodies, universities, and others.
- **Do “Google”** yourself to see what information is available about you and then take charge in assessing if retroactive work is needed to prepare your “social media identity” to evolve and mature as you are as an emerging professional.
- **Review and delete information as appropriate.**
- **DO** practice selective and intentional “liking,” “friending,” and “following.”
- **DO** use the highest privacy settings available for all social media sites.
- **DO** use caution in revealing personal information such as DOB, phone number, address, family members, place of employment, etc.
- **DO** consider developing a professional social media site such as LinkedIn.
- **DO** use caution about what you share (in any format) about faculty, field agencies/instructors, peers, co-workers, employers, etc.
- **DO** remember to check yourself for civility and diplomacy before discussing sensitive issues online in public spaces.
- **DO NOT** “look up” present or past clients on social media, unless there is a compelling reason to do so.
- **DO NOT** friend, follow, etc. current or past clients.


*Adapted from Guidelines for the Use of Social Media — UNC-CH School of Social Work Field Education Program*
Appendix D

Policy on Academic Performance and Professional Behavior
Child and Family Studies, Baccalaureate in Social Work,
Master of Social Work, and PhD in Social Work and Social Research Programs
School of Social Work
Portland State University
Enacted May 2016

This policy outlines the expectations for all students in the School of Social Work in the areas of academic performance and professional behavior and provides procedures the School of Social Work programs will follow to address serious concerns in these areas.

Rationale: Most students in the School of Social Work (SSW) are preparing for professional practice with individuals, families, groups, communities and/or organizations and therefore must develop and demonstrate mastery of both academic material and practice competencies consistent with their professions. The development of this academic and professional mastery is achieved through coursework and practicum/field experiences in the community. The faculty of the SSW has the responsibility for determining whether students, through these experiences, have developed the required level of mastery to enter the profession. All students, throughout their programs in courses, practicum/field experiences and social media spaces, must demonstrate behavior that is consistent with the standards of the ethical codes for their profession.

Students are responsible for knowing and complying with all regulations, policies, and procedures required by Portland State University (PSU), the SSW, and their professional codes of ethics. PSU and SSW policies and procedures can be found in the PSU Bulletin and relevant web sites (Student Code of Conduct, Office of Equity and Compliance) and in the SSW program specific handbooks and web centers.

In no case will a regulation be waived or an exception granted because of ignorance of the policy or due to the assertion that their advisor did not inform the student.

I. Advancement Requirements
   ● All SSW students are expected to make adequate academic progress and be in good standing, as outlined in the program handbooks and the PSU requirements. For more specifics see the relevant program handbook.
   ● All SSW students in practicum and field experiences are expected to behave in a professional manner, abide by their relevant code of ethics, comply with the standards of the placement, and make adequate progress in developing their relevant professional skills. For more specifics see the relevant program handbook.

II. Procedures for Addressing Concerns
The following briefly outlines the steps to address concerns about academic performance and/or professional behavior. Faculty and advisors are encouraged to handle concerns informally prior to initiating a formal process.
   ● Informal - Faculty and/or advisor notify the student in writing of the concern and make a plan to support the student to address the concern.
   ● Formal - Faculty with serious concerns about a student are to inform the student and the student’s advisor (where applicable) in writing of their concern/s and consult with their relevant Program Director, the Director of Field Education, and/or other relevant faculty or staff. Serious concerns include but are not limited to behavior or performance that violates ethical, legal, professional standards, interferes with others’ opportunity to learn, reflects a lack of judgment, would likely preclude a successful field/practicum placement, or does not meet the expectations of the program or profession. The student’s advisor is to consult with the student’s other instructors to identify any other concerns. The Program Director may consult with other administrative faculty to determine the best course of action. The consultation will result in one of the following:
     o No action.
     o A recommendation to address the concern informally, as noted above.
o Initiation of a formal Plan of Assistance (outlined below).
o Initiation of a formal Performance Review, with the potential for dismissal from the program (outlined below).

III. Plan of Assistance
A plan of assistance requires that the faculty raising the concern(s), the student, the student’s advisor (where applicable), and other relevant individuals meet to discuss the concern(s) and develop a plan to address the concern(s). If registered with the Disability Resource Center (DRC) the student is encouraged to bring their DRC representative. The plan is a formal written document that contains the following:

- A description of the concern(s) about academic performance or professional behavior, identifying strengths and challenges.
- Goals/Outcomes of the plan.
- Action to be taken by the student to reach the goals.
- Action to be taken by others to assist the student.
- Faculty responsible for monitoring the plan and assessing the outcomes.
- Timeline, including dates for evaluating outcomes, and making decisions about next steps.
- Signature of all involved in the initial meeting. If the document is not completed during the face-to-face meeting the Plan of Assistance will be emailed to the student and the student can acknowledge agreement via email and that email will be attached to the formal plan.
- Date for final review meeting.
- Outcome of the plan, including signatures of all involved in the final review meeting.

When the Plan of Assistance relates to performance in the practicum/field placement and the plan extends into the following term, the faculty liaison/advisor will assign a grade of incomplete. The completed Plan of Assistance will be forwarded to the relevant Program Director for a signature and will be placed in the student’s file.

Outcome of the Plan of Assistance

- If the student has successfully addressed the concern(s) no further action will be taken.
- If the student has not successfully addressed the concern(s), or a similar concern arises in the future the faculty and/or advisor will consult with the relevant Program Director in terms of next steps. Potential outcomes may be, but are not limited to, an additional Plan of Assistance or a Performance Review.

IV. Performance Review
A Performance Review will be requested when the concerns about the student are so serious that they raise questions about the student’s suitability for the field or profession. The faculty member raising the concerns and the Program Director will make a request to the SSW Student Affairs Committee Chair for a Performance Review. That request will include the following:

- A description of the concern(s), identifying strengths and challenges, attempts to address the concern(s), and the reasons for requesting the Performance Review.
- A copy of the request will be placed in the student’s file.
- Upon receiving the request for a Performance Review, the SSW Student Affairs Committee Chair will initiate a Performance Review, unless there is a conflict of interest.
- If there is a conflict of interest, the Associate Dean for Academic Affairs will appoint another faculty member to assume the Chair’s duties for the duration of the Performance Review.

Performance Review Steps

1. Upon receiving a request for a Performance Review, the Chair will send a letter to the student that includes:
   - Summary of the reasons for the Performance Review, including a copy of the formal request.
   - Description of the process, including that the meeting will be audio taped.
   - Faculty on the committee and inviting the student to nominate at least two additional full-time faculty, one of whom will be selected by the SSW Student Affairs Chair to serve on the committee for this Performance Review.
   - The student may bring a support person to the meeting and, if registered with the Disability Resource Center (DRC), to bring a DRC representative.
   - Invite the student to meet with the Chair to discuss the Performance Review Process.
● Notify the student that they will receive copies of documents submitted by other participants at least 5 working days in advance of the scheduled meeting.
● Invite the student to submit supporting documentation to the Chair at least 2 working days in advance of the scheduled meeting, noting that the documents will be shared with committee members.

2. The SSW Student Affairs Committee Chair will be the non-voting chair of the Performance Review committee and will convene the committee if at all possible within 15 working days from the date the concern(s) was received. In addition to the committee members and the faculty member nominated by the student, the Chair will invite the relevant Program Director and Director of Field to attend to provide information on policies and professional standards. The Chair will document the above preparation activities on the Performance Review Checklist.

3. Performance Review Meeting – The Chair will convene the meeting and go through the following process. The meeting will be audiotaped up until the point of the committee deliberations and then restarted when the committee provides its feedback to the student.

● The faculty member bringing the concern(s) will summarize the concern(s).
● The student will respond to the concern(s) providing additional information as needed.
● The committee members will ask questions of both parties and may request additional information, including but not limited to the student’s academic file and field/practicum documents.
● At the conclusion of the presentations and follow up questions, the student will be asked if they want to share any additional information pertinent to the committee’s decision.
● The student and the faculty member raising the concern(s) will be excused and the committee will meet in private for deliberation. The committee may invite the Director of Field or relevant Program Director back for additional information on policies and procedures as they pertain to the decision. The committee should seek to reach consensus, but when not possible, a majority is sufficient. The committee will make a decision in one of four ways.
● The committee may find:

  o There were not sufficient grounds for any action and recommend no action.
  o There were sufficient grounds for the concern(s), but the concern(s) have been addressed and recommend no action.
  o There were sufficient grounds for the concern(s), but the student will be allowed to continue in the program and the committee will develop a Plan of Assistance, as noted above, and specifically addressing attendance in courses and field.
  o There were sufficient grounds for the concern(s), the nature of which are so serious that the committee recommends that the student be dismissed from the program.

● After the committee deliberations the student will be invited back to hear the outcome. This will be audio taped. At the end of the meeting the student will be asked if they feel the Policy on Academic and Professional Behavior and Performance has been followed.

  o If the student is dismissed from the program they will be required to withdraw from all courses and if applicable, their field placement, unless they initiate an appeal of the process as outlined below. If an appeal is initiated they may continue in their courses unless the committee determines their behavior is likely to be disruptive or threatening.

● Within one day, the Chair will inform the faculty advisor, faculty member requesting the review, the Program Director, and others who have an educational reason to know of the committee’s decision.
● Within five academic days the Chair will send a letter to the student summarizing the decision and the rationale, with copies to the Dean, The Program Director, The Office of Graduate Studies (for graduate students), the student’s advisor, the student file and other relevant parties with a reason to know. The audio file will be deleted once the letter has been sent, unless the student requests a review of the process. In that case the audio tape will be kept until the issue is resolved.
● The Dean will inform the student in writing of the final decision.
4. Appeal of Performance Review Process - If the student feels the School of Social Work policies were not followed, they may appeal the decision by requesting a review of the process.

- The student may request a review of the Performance Review process by the Associate Dean for Academic Affairs within 5 working days of being informed of the committee’s decision. The request must be in writing and specify the parts of the policy and process that are being appealed and the grounds for the appeal.
- The Associate Dean will convene a meeting of the Program Directors within 10 working days of receiving the request to review the appeal and make one of three possible recommendations:
  - The Performance review process had no flaws.
  - The Performance review process had minor flaws, but they did not impact the fairness of the process.
  - The Performance review process was not conducted fairly and the decision should be reconsidered.
- The Associate Dean will inform the student and the Dean in writing of the outcome of the meeting. The Dean will inform the student in writing of the final decision.
Portland State University Administration

Rahmat Shoureshi, PhD, President, Portland State University
TBD - Interim Provost and Vice President for Academic Affairs, Portland State University

School of Social Work Administration

Laura Nissen, PhD, Dean, School of Social Work
Keva Miller, PhD, Associate Dean for Academic Affairs, School of Social Work
Roberto Orellana, PhD, Associate Dean for Research and Sponsored Projects
Katharine Cahn, PhD, Executive Director, Center for Improvement of Child and Family Services
Mary Oschwald, PhD, Director, Regional Research Institute
Junghee Lee, PhD, Director, PhD Program
Ted Donlan, PhD, Director, Master of Social Work Program
Stephanie Bryson, PhD, Director, Bachelor of Social Work Program
Ben Anderson-Nathe, PhD, Director, Children, Youth and Family Studies Program
Julie Kates, MSW, LCSW, Director of Field Education
Edward May, MSW, LCSW, Assistant Director of Field Education and MSW Distance Option Coordinator
Lisa Hawash, MSW, MSW Online Option Coordinator
Cimone Schwoefferman, MSW, LCSW, MSW Student Affairs Coordinator
Marina Barcelo, MSW, MA, Student Inclusion Coordinator

Emergency

Any Emergency on Campus 503-725-4404
First Aid-PSU Student Health & Counseling 503-725-2800

Help Numbers

Campus Safety and Security 503-725-4407
General Information for PSU 503-725-3000

Campus Calls

To place a call from a PSU campus telephone to another PSU extension, dial 5 plus the four-digit extension (i.e., 5-2222).

To place a call from a PSU campus telephone to an off-campus phone, dial 9 and then the area code and the number (i.e., 9-503-222-2222). The PSU prefix is 725.

School of Social Work Mailing Address

School of Social Work
Attn: Name of person receiving mail
P.O. Box 751
Portland, OR 97207-0751
Mail may also be sent to our street address:
1800 SW 6th Avenue Suite 600
Portland, OR 97201
Field Education Handbook 2017-2018

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Glossary of Terms
Welcome to Field Education

The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have training experiences in professionally supervised and educationally based field placements. Signature pedagogy represents the central form of instruction and learning in which a profession socializes its students to perform the role of practitioner.¹ The purpose of field education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual service settings. The total curriculum of the School encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and in field in order to demonstrate mastery of social work behaviors and development of professional competencies. Through their coursework and field placements, students will be prepared to become professional social workers with the knowledge, values, and skills needed to serve individuals and families, transform communities, influence social policy, and promote social and economic justice.

The Director of Field Education, in conjunction with members of the field team, which includes the Distance Option (DO) site coordinators, is responsible for all matters related to field education. This handbook lays out the policies (see Appendix A) and procedures relevant to field education. Any exceptions to the standards contained herein must be pre-approved by the Director of Field Education (or designee). Field team members serve as field coordinators and faculty advisor/liaisons (see Glossary).

Introduction to Field Placement

Social work field instructors assist students in understanding the breadth of social work practice and developing core social work competencies. Thus, students are intentionally placed in organizations where they can be exposed to a range of roles and skills, client populations, service delivery models, and community resources.

In order to be eligible for a field placement, BSW students must have successfully completed their junior year social work classes, MSW students must be admitted to the program, and all students must be in good standing and complete the relevant Field Placement Application. BSW students complete one 9 month, 500 hour field placement and MSW students complete two 9 month, 500 hour field placements in 2 different agencies. This professionally supervised field experience supports the development of social work skills, while students are concurrently enrolled in practice classes. All students in generalist field are concurrently enrolled in a year-long field seminar which focuses on the integration of generalist practice knowledge from the classroom with the field placement experience. Students are expected to remain in the same seminar section with the same instructor throughout the academic year.

Students receive four hours of academic credit for each term of field (and seminar as applicable). Students are expected to participate in field placement activities 16 hours each week of the term, including finals week. Students’ field schedules are individually negotiated with their field instructors and must not conflict with their classroom schedule. Field placement sites offering student placements solely during the evening or weekend hours are rare and sometimes nonexistent. Therefore, the School of Social Work is under no obligation to provide such placements. Students generally need to plan to be available for placement during normal business hours maintained by the field site and during times when the professional staff are working and available to the student. Part of the training experience involves participating in the life of the agency, attending regularly scheduled meetings, and other activities involving or sponsored by the field placement site. Students cannot expect to complete all of their field hours during evening or weekend hours.

¹ Shulman, L.S. (2005, Summer). Signature Pedagogies in the Professions. Daedelus, pp. 52-59
We attempt to place students as close to their preferred geographical area as possible; however, students may be placed in field agencies up to a 50 mile radius of their residence. Only hours completed in a field placement under the supervision of an approved field instructor, and captured on a student’s Field Education Plan, can be credited on a student’s Timesheet.

Field placements begin the first week of fall term and continue through the academic year. Students are permitted to begin orientation/training activities at their placements in September without requesting an Exception, as long as they do not accumulate more than 40 hours before PSU classes begin. If the field placement agency requests that a student start prior to the beginning of September, the student should complete a Request for Exception to Field Policy form and submit it to their field coordinator or DO site coordinator. Requests for up to 40 hours of early start will be considered. Please note that early start hours must be orientation or training activities (not direct client or project responsibility) and must be pre-approved in order to count toward the field hours requirement. Students should anticipate holidays and plan their schedules to assure completion of required hours.

There are two significant vacations during each academic year; a 3-4 week break in December and a one-week break in March (see Field Calendar on web center). Students are not expected to attend field placement during those breaks except under pre-arranged circumstances. Students should inform field instructors about these breaks to assure coverage of their responsibilities during vacation. Students may use academic break time to make up missed field hours from the previous term or they can bank extra field hours for future use. The earliest date students may complete their placements, even if their field hours exceed 500 hours, is May 15th. In order to end early, the student must have the support of their field instructor and must demonstrate successful completion of all required hours and field documents.

Field placement sites must be different from the student’s current or past employment organization unless an Employed Social Worker option (ESW) placement is proposed and approved, as discussed elsewhere in this handbook. Additionally, students will not be placed in an agency where they have volunteered extensively. Exceptions will be considered by the Director of Field Education.

The field team is responsible for identifying field placements and field instructors and assigning students to placements. MSW students are assigned to a different field placement and a different field instructor each year. Exceptions will be considered on the basis of a sound educational plan for the student, which includes different experiences and different supervision, and must be approved by the Director of Field Education. Because the School is responsible for determining the qualifications of field instructors and community organizations, as well as the appropriateness of educational experiences, students are asked not to approach possible placement settings to secure their own internships, but to work cooperatively with the campus field team of DO site coordinator to explore the possibility of a placement in a new field site agency.

The School/Placement Setting Partnership
The strength of the field placement lies in the partnership established between the School of Social Work and the field setting. At this level, each organization has certain responsibilities to the other that help keep the partnership viable.

The School’s Responsibilities
- Consults on the assignment of students to the organization to ensure appropriate learning opportunities for students that also fit the organization’s service functions;
- Provides the field instructor with information about the student, the curriculum, and School policies;
• Assists the field instructor through orientation, consultation, and continuing education workshops;

• Designates a member of the faculty to serve as liaison to the organization;

• Elicits periodic feedback and input from community partners and faculty regarding field education and the academic curriculum;

• Informs field instructors of their privileges within the University community (e.g., library, etc).

The Field Education Agency’s Responsibilities and Qualifications

• The agency is recognized as responding to the needs of the community and consistently accepts the purposes, values, ethics and methods of social work.

• The agency personnel have a commitment to social work education and professional training.

• The agency operates within PSU’s policy that prohibits discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information or in the use of Worker's Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act.

• The agency will provide a field instructor who meets the qualifications noted in the next section.

• The agency assures that the field instructor’s overall assignment provides sufficient time and resources within the work schedule to develop learning opportunities and tasks, to prepare for and provide individual and group (if applicable) supervision, to attend school-sponsored orientation and training, and to complete quarterly Field Evaluations.

• The agency accepts the student as a developing professional social worker and will not use students to meet staffing needs nor withhold appropriate assignments because of student status.

• The agency provides adequate facilities, orientation, including the safety and risk management policies and procedures of the setting, equipment and learning opportunities appropriate to the students' responsibilities during the period of placement.

Qualifications of Field Instructors

• Field instructors for BSW students must have a BSW from an accredited social work program plus 2 years post degree experience or an MSW from an accredited social work program.

• Field instructors for MSW students must have an MSW from an accredited social work program plus two years of post-Master’s work experience (preferably supervised by a social worker) performing agency-based practice.

• A field instructor must be a competent social work practitioner in one or more areas of service.

• A field instructor must be an employed staff member of the agency or an approved off-site field instructor.

• A field instructor must have an interest in students and willingly accept the role of field instructor.
• A field instructor must be willing to work within the Portland State University School of Social Work's philosophy of social work education and the competencies identified in the evaluation documents for field education.

• The Dean must approve, with advice from the Director of Field Education, any proposal for a field placement where the field instructor does not hold the required credentials (MSW or BSW) to be a field instructor. In such circumstances, the school assumes responsibility for ensuring that the social work perspective is reinforced through the provision of at least once/month consultation or supervision in any situation where weekly supervision is not conducted by a qualified field instructor.

Partner and Student Responsibilities
Within a specific field assignment, the School is represented by the faculty advisor/liaison and the field instructor represents the organization. The School of Social Work regards the student as an adult learner, capable of identifying their learning needs and shaping the educational process. (See Appendix B, Roles and Responsibilities)

Educational Supervision
Field education moves beyond employment-focused supervision towards an educational process during which supervision occurs. Social work field education focuses on the individual learner, the learner’s relational and intellectual capacity, as well as the learner's knowledge and skills gleaned from prior practice and life experience. Educational supervision is different from, although often includes, clinical supervision. The primary focus of educational social work supervision is on the individual learner’s development of competency and is measured by demonstration of social work knowledge, values, skills, and or cognitive/affective processes in the field setting.

A field education experience should offer a weekly, protected individual supervision time of at least one hour provided by the approved BSW or MSW field instructor. Group supervision conducted by the student’s field instructor, or another approved agency field instructor, may substitute for up to 50% of individual supervision. Protected time is defined as an uninterrupted, focused interaction where the student's work and progress towards developing social work competencies are reviewed. The supervisory relationship should contain the three elements of trust: mutuality in relationship, facilitation of the student’s sense of personal professional competence, and support of the student's role as learner-social worker. Field instructors take responsibility for providing students with direct feedback about their performance within the placement. They teach social work practice skills by guiding students towards increasingly challenging learning opportunities, modeling appropriate roles and skills, and advocating for the student within the placement setting.

Supervision is a process in social work education by which the student is oriented to the social work profession. Supervision shall assure the student:
• applies relevant social work theories;
• makes sound professional judgments or decisions;
• follows the NASW Code of Ethics and other relevant Codes of Ethics;
• conducts oneself with an understanding of the policies of the placement setting and;
• discusses the community standards of care in regard to various diagnostic, clinical, and administrative issues.

Generalist Practice Placements

(BSW & 1st MSW field placement year)

Generalist field placements encourage students to develop and demonstrate core generalist social work skills and competency. Students are expected to have direct contact with service users (individual, family and/or group) and to have learning opportunities at the organization and community levels. We aim to place students in fields of practice that provide new learning opportunities and exposure to the multiple contexts in which effective practice takes place. We are not able to guarantee that all student preferences can be accommodated. Once accepted to the School of Social Work, students submit a completed Generalist Field Application and résumé and will then work with a field coordinator to secure a field placement.

Advanced Practice Placements

(MSW 2nd field placement year)

Advanced practice placements allow for the development of advanced practice skills in one of four concentrations (Clinical Social Work Practice (Clinical), Social Work with Children, Youth and Families (CYF), Health Across the Lifespan (HAL) or Practice and Leadership with Communities and Organizations (PLCO)). The concentration selected for advanced practice determines the type of placement, field instructor, and the nature of roles and interventions practiced within the setting. Advanced practice field placements encourage students to develop expertise with a specific population, field of practice, or service delivery mode while applying social work theory and an equity based social justice lens.

Portland Campus MSW students select their advanced concentration during winter term of the generalist year and indicate their choice on the Advanced Field Placement Application. For Distance Option students, the advanced concentration offered is Clinical Social Work Practice. In the Online MSW Program, the advanced concentration options are Practice and Leadership with Communities and Organizations and Health Across the Lifespan.

A student in any advanced concentration may develop learning activities related to another concentration. At least 75% (12 hours/week) of placement activities must be related to the student’s selected concentration. Up to 25% (4 hours/week) of placement may be spent in activities related to another concentration. These activities are identified in consultation with the field instructor and/or other agency staff.

Advanced practice students are given priority in making placement assignments. Students must be in good standing and have no incompletes in required courses in order to have a field placement confirmed for the following year.

Advanced Standing Placements

Students who have completed a BSW from an accredited program within the last five years may apply for advanced standing (see Advanced Standing Option in the MSW Handbook for qualifications). Once accepted, students submit a completed Advanced Field Placement Application and résumé and work with a field coordinator to secure a field placement. The Advanced Standing Option is Portland campus based.

Placements in New Field Site Agencies

The field team will consider requests for placement in organizations that are not yet approved field sites. Students requesting such consideration must work with their field coordinator or their DO site coordinator to explore feasibility, including availability of suitable field instructor(s) and learning opportunities.
Field Specializations

**Graduate Gerontology Certificate**
Students pursuing the Graduate Gerontology Certificate will meet with a field coordinator to address field requirements unique to the program.

**MSW/MPH Dual Degree**
Students pursuing the MSW/MPH Dual Degree will meet with a field coordinator to address field requirements unique to the program.

**Oregon School Social Work Licensure**
Students pursuing the Oregon School Social Work Licensure will meet with a field coordinator to address field requirements unique to the program. **Student-funded Teacher’s Standards and Practice Commission (TSPC) background check and fingerprinting are required for this licensure track.**

Criminal Records and Disclosure to Potential Field Placements
Portland State University’s School of Social Work takes seriously the need to protect the public, as well as to provide appropriate opportunities to individuals wishing to enter the social work profession who have criminal records. We are committed to ensuring that individuals who might pose a threat to any client group or practice setting be prevented from causing harm. We are also committed to the value and belief that any particular arrest or criminal conviction history is not in and of itself indicative of a person’s readiness or potential to enter into and contribute to the social work profession.

In the event a criminal conviction becomes known to the School, the student will be required to have a conversation with a field team member or DO site coordinator, to discuss their criminal record and possible implications for field placement and career. In some instances, the Director of Field Education (or their designee) and/or the BSW or MSW Program Director, Online MSW Program Coordinator or DO Program Coordinator (or their designee) will participate in that meeting. The student will be invited to provide additional information about the context of the offense and any mitigating circumstances. The student may need to provide documentation of the completion of follow-up activities, including documentation of the court judgment, verification of completion of sentence or mandated treatment, completion of probation order, etc. The student will be advised that they have an ethical and professional responsibility to share information regarding their criminal background with a potential field instructor or appropriate agency representative. The student will be asked to sign a Release of Information form to allow the field team to share pertinent information with a potential placement during the process of identifying a tentative field placement site for the student.

Students are not legally required to report a criminal conviction that has been dismissed or expunged from their record. However, because there may be ethical considerations and/or unanticipated complications, students with expunged conviction records may find it helpful to talk with the Director or Assistant Director of Field Education. Distance Option students are encouraged to begin with their site coordinator. Students may also find it useful to contact Student Legal Services for information and assistance related to criminal convictions and whether/how certain convictions can be expunged.

The School may require a student to complete a criminal background check through CastleBranch.com to verify their background. The School is entitled to rely on the accuracy of information provided by CastleBranch. In the event a student disputes information contained in a background check, the student shall be responsible for providing evidence satisfactory to the School that the criminal information is in error.
In making a decision about suitability for a social work field placement and career, the following will be considered:

1) The nature of the crime(s) disclosed by the applicant and/or discovered through the background check;

2) Any false statement made by the student related to their criminal history;

3) The relevancy, if any, of the crime(s) or the false statement(s) to a field placement and career in social work;

4) Intervening circumstances relevant to social work field placement and career. Intervening circumstances include, but are not limited to:
   - The passage of time since the commission of the crime;
   - The age of the subject individual at the time of the crime;
   - The likelihood of a repetition of offenses or of the commission of another crime;
   - The subsequent commission of another relevant crime;
   - Whether the conviction was set aside and the legal effect of setting aside the conviction; and
   - Relevant references and recommendations.

The Director of Field Education, or designee (a field coordinator or DO site coordinator), will communicate relevant information, including the criminal record, to the potential field instructor/agency and/or the assigned faculty advisor/liaison. In collaboration with agency personnel at the potential field site, the field instructor or designated agency representative will make the final determination as to whether the conviction will prevent the student from being placed in that particular agency setting.

The School of Social Work makes no presumptive judgments regarding the criminal history of a student and potential field placements. This policy is intended to ensure that the School of Social Work field team will make a reasonable effort to identify a suitable field agency that will provide a placement for a student with a criminal record. Students need to know that in fulfilling this effort, certain types and calendar dates of criminal convictions may result in some agencies declining to offer them a field placement. In some instances it may not be possible for the field team to find a placement willing to interview or accept the student. In such a case it is likely that the student will be unable to complete the BSW or MSW program. If placement is not possible, the student will be referred for a Performance Review (see BSW or MSW Program Handbook).

Students are required to notify the Director of Field Education about any arrest or conviction for criminal activity that occurs subsequent to their most recent field application and/or background check. Students may be required to complete an additional background check. If a student is suspected to have made a false statement regarding their background information, it will be treated as a possible violation of the Portland State University Student Conduct Code and will be referred to the Office of the Dean of Student Life (See BSW or MSW Program Handbook). If a student refuses to or fails to comply with the School’s background check procedures or to cooperate with any necessary follow up, they will be informed via certified mail that they are not eligible to be placed in a field placement and therefore their admission to the BSW or MSW Program will be rescinded.
Field Placement Process
In general, the placement process follows these steps:

1) Students complete and submit the appropriate Field Placement Application and a current résumé.

2) A field team member or the DO site coordinator reviews the completed application and begins to coordinate the placement assignment process. They may also review the student’s file, consult with other faculty, and meet with the student as necessary to identify strengths and needs for field education. Students who will be entering generalist field placements will be asked to participate in a placement-planning meeting prior to a tentative field assignment being made.

3) Based on the above information and available field placements, the student is tentatively assigned to a field placement. We attempt to place students as close to their preferred geographic area as possible; however, students may be placed in field agencies up to a 50-mile radius from their academic program site.

4) Students are asked to interview with the tentative field placement so that both parties can confirm that the placement is a good match. Once the student and the field instructor agree to the placement, the field instructor completes a Placement Acceptance Form. Students may view information, (including pre-placement conditions – See Appendices C and D) about their confirmed placements on their web center.

5) If the field instructor and/or the student decide the placement is not a good fit, the field team will work with the student on another option.

6) Advanced MSW and Online placement assignments are completed prior to placing other students.

7) In the advanced year of the MSW program, there is often greater student demand for certain agencies than available placements in these agencies. In such instances, agency representatives and the campus field team or DO site coordinator review and discuss student files and learning needs to determine which students are the best fit with the agency. Those students are asked to interview. Students not selected for their first choice placements are then considered for their second choices. While we cannot guarantee a specific placement for any advanced MSW student, we make every effort to match students to one of their identified choices. In the event we are not able to do this, a student will work directly with a field coordinator to identify another option that can provide learning opportunities aligned with the student’s stated educational goals and interests.

Unsuccessful Placement Interviews
If a student has one or more unsuccessful placement interviews and the field team receives feedback relevant to the student’s presentation of self, assessed readiness for field, or appropriateness of placement choice or concentration in relation to required previous experience, the student will be invited to meet with a field team member or DO site coordinator to discuss. Following this discussion, a student may be asked to develop a Plan of Assistance or to participate in a Performance Review if it is determined that additional supports are required in field placement that must be addressed before continued efforts are made to identify a field placement. This may include a recommendation to select a different concentration. (see BSW or MSW Handbook Policy on Unsatisfactory Student Performance).

Off-Site Field Instructor and On-Site Task Supervisor Arrangement
There are some placement settings that can provide solid educational internship experiences for students even though they do not employ social workers with the requisite degree and post-degree experience.
The field team works with a small number of such organizations to arrange off-site supervision from a qualified social work field instructor and to designate an on-site task supervisor who works in the program and can provide oversight for the student on a daily basis.

It is preferred to have an offsite social work field instructor who has an affiliation with the organization and/or knowledge of the program and population served (e.g., staff member in another department, board member, consultant, etc.). The offsite social work field instructor is responsible for directing the student’s overall learning experience and for guiding the task supervisor’s activities with the student. An off-site field instructor has the same responsibilities as every other field instructor to provide at least one hour of direct supervision a week, help develop the Field Educational Plan, complete the student’s Field Evaluation at the end of each term, and participate in site visits with student and faculty advisor/liaison and the task supervisor.

The success of these special placements depends on the abilities of the off-site field instructor and task supervisor to clarify expectations concerning their roles, responsibilities, and relationship to each other, the School of Social Work, and the student. It requires regular ongoing communication and coordination between the field instructor and task supervisor. It is expected that the student, field instructor and task supervisor will meet together at least two times per term, and more if necessary. For more information, see Task Supervision Model on your web center.

Placements in Organizations Where Students Work: Employed Social Worker (ESW) Option
In accordance with Council on Social Work Education (CSWE) standards, the only way a student can do a field placement at their employing organization is through a specially negotiated ESW arrangement.

The ESW option was developed to encourage people in responsible positions within social service organizations to pursue education in social work. This option allows the employer to make a substantial contribution to an employee’s education. We strongly encourage employers to release the employee from some of their job responsibilities to complete their educational internship hours. A field placement must always be different from the student’s job in order to be an acceptable internship.

Requirements of an ESW Placement
A student may complete only one year of field placement in their place of employment. The other year of field placement (for MSW students) must be in a different organization, with a different field instructor, and may not be an ESW placement. Exceptions to ESW policy may be considered by the Director of Field Education on a case-by-case basis when it can be demonstrated that the proposed internship can provide a unique educational experience in a new program with a new field instructor. A student requesting an exception to this policy will submit a Request for Exception to Field Policy form to the field office for review.

The student’s employer, the School of Social Work, and the student will work together to assure that the following ESW conditions are met:

- The student must be in good academic standing and in good standing at their employing agency. It is strongly advised that students considering an employer-based placement have completed their probationary period in their employing agency before requesting an employer-based placement because an unsuccessful probationary period is also likely to result in disruption of the student’s field placement.

- The educational activities identified need to be educationally focused and substantially different from
the student/employee's regular job responsibilities.

- The educational opportunities in the place of employment must permit achievement of the competencies and skills compatible with the student's social work practice classes and course of study, i.e., Generalist, Clinical Social Work Practice (Clinical), Social Work with Children, Youth and Families (CYF), Health Across the Lifespan (HAL) or Practice and Leadership with Communities and Organizations (PLCO).

- Field instructor and work supervisor must agree that the student’s internship performance will not influence their employment evaluation.

- Field instructors for BSW students must have a BSW from an accredited social work program plus 2 years post degree experience or an MSW from an accredited social work program. Field instructors for MSW students are required to have an MSW from an accredited social work program and two years of post-MSW work experience. **The field instructor and the employment supervisor must be different people.**

- If the agency does not have a qualified social work field instructor on staff, they must arrange for an off-site field instructor to provide the required supervision and designate an on-site task supervisor to provide daily oversight and support.

- The ESW agreement may not be altered or amended unless agreed to by all persons (student, employer, and field faculty). Accordingly, if an agency alters the terms of placement without informing the field faculty or the DO site coordinator, the field faculty will suspend the ESW placement, which will not be resumed unless a revised agreement can be arranged in a timely manner. This revised agreement must be written and signed by the Executive Director of the agency (or their designee), the student-employee, and the Director of Field Education and filed with the Field Education Office.

The student, in consultation with the employer, completes the ESW Application in addition to the Field Placement Application and returns it to the field education office. The application is reviewed and a field team member or DO site coordinator arranges an in-person, virtual, phone or electronically communicated meeting with the student, the work supervisor, the field instructor, and the task supervisor (where applicable) to negotiate the placement and assure that all parties understand and approve the educational arrangement. The agency representative(s), field team member, and the student will discuss the student’s schedule. For example, when field activities take place will they be counted as part of the student’s current workload; if not, how will the student complete job, field and school requirements? If each of the parties involved in the discussion is comfortable with the plan that has been discussed, the assigned field team member will either approve the plan or consult with the Director of Field Education for final approval. The Director of Field Education may approve, request clarification, suggest areas for improvement, or deny the request.

**Policy for Changing a Field Assignment**

Each student is assigned to a field placement at the beginning of fall term and is expected to remain in that assignment for the entire academic year. However, if appropriate, a student, field instructor, faculty advisor/liaison or DO site coordinator may seek a change in the student’s placement by following the Procedure for Changing a Field Placement (see below).

*A student who changes field placements during the academic year must complete the equivalent of at least two terms of placement in the new field agency, even if they have completed more than one term at the placement they are leaving.*
Procedures for Considering a Change in Field Placement

If any member of the field placement trio – student, field instructor, faculty advisor/liaison or DO site coordinator – has concerns or thinks the field placement should end, a respectful process of information sharing needs to occur.

1) Field instructor and student discuss the concerns. The student or field instructor may prefer to begin with their faculty advisor/liaison or DO site coordinator if the matter is delicate.

2) Field instructor, student, and faculty advisor/liaison or DO site coordinator discuss the concerns and explore alternatives. The faculty advisor/liaison or DO site coordinator informs the Director or Assistant Director of Field Education of the concerns. If a solution is not found within the organization, a decision to end the placement is made by the faculty advisor/liaison or DO site coordinator in consultation with the Director of Field Education (or designee). The faculty advisor/liaison or DO site coordinator notifies the field instructor. Students will work with their faculty advisor/liaison or DO site coordinator to develop a responsible transition plan from their placement.

3) When a decision is made to remove a student from placement, the field instructor will be asked to provide written comments to the Director of Field Education regarding their professional assessment of the student’s performance. Depending on how long the student has been in the placement, the field instructor may be expected to complete the Field Evaluation.

4) In order to be reassigned, the student, faculty advisor/liaison or DO site coordinator, and/or a field team member explore other placement options and the student is replaced. Any student requiring a change in a field assignment will participate in a meeting with field staff to assess the student’s educational needs and relevant circumstances. A written agreement will be reached regarding the pertinent information to be shared with potential field instructors. In instances where a student has a Plan of Assistance related to field, the fact that a plan exists and the pertinent expectations will be shared with a potential new field instructor.

5) Some reassignments may involve assigning the student a different faculty advisor/liaison. However, in most cases where an advising relationship has been established, it is preferable to keep that relationship intact.

Ending the Field Placement

The ending of field placement is a significant part of social work practice and a time of transition for students and service users and community partners. It is useful to plan the ending process for each service user/community partner with your field instructor and to help service users process their feelings about saying goodbye, as well as review progress, strengths and areas for future work. Ending activities may include planning the transfer of the student’s responsibilities to other staff in the placement setting. Practice classes, field instructors, and Field Seminar will help prepare students to successfully end their field placements.

Students sometimes wish to apply for jobs or consider volunteering at their placement organizations at the conclusion of their internships. While this may be an appealing option, it is still important to acknowledge and process the ending of the student role. Before agreeing to volunteer or work at an organization, it is essential to discuss with placement setting personnel how expectations differ for employees, volunteers, and students. All parties involved (student, placement setting personnel, service users) must understand the new role.
Although a student may want to continue working with service users or assist an understaffed organization, it is important for students and field instructors to recognize that student field responsibilities and liability insurance coverage end upon completion of SW 400, 511 or 512/Field Instruction.

Accepting Employment at the Field Placement Setting
Students are occasionally offered employment at their field sites. While obviously beneficial to students financially, this dual role at the placement setting can blur the distinctions between the roles of student and employee. To insure successful completion of the student's placement, the employment arrangement should be structured to preserve the integrity of the educational internship and the contractual agreement between the school and the placement setting. It is preferable, but not always feasible, for the employment to start after the student completes required placement hours (May 15th is the earliest a student can complete their field placement, even if their field hours exceed 500 hours prior to this date). If employment begins while the placement is in process, employment responsibilities and supervision must be different than placement responsibilities and supervision. Students may consult with a member of the field team or their DO Site Coordinator regarding accepting employment at the field placement setting.

Insurance and Liability Coverage
Portland State University, as a public university, is insured for comprehensive general liability and professional liability with limits of $1 million per occurrence/$3 million aggregate. Students are covered for general and professional liability through School, while acting within the scope of their internship.

Students are not insured by the State of Oregon for automobile liability insurance.

Student Safety in the Field
It is expected that students, field instructors and agencies will collaborate to enhance safety and minimize risk in the field placement on a continual and ongoing basis throughout the duration of the internship. Each agency and field instructor is responsible for orienting student interns to the safety and risk management policies and procedures of that setting during the agency orientation, as well as in supervision. It is important to discuss safety guidelines for home visits, evening office visits, service users who may become angry or violent, other staff members who behave unprofessionally and services that are politically sensitive which may result in threats of violence. Students should not be forced to engage in assignments in which they feel their physical safety might be compromised. Students should discuss their safety concerns with their field instructor and their faculty liaison/DO site coordinator.

In order to provide for the safety of staff, service users and students, risk management policies do not allow students to bring weapons such as guns or knives to class or to their field placement and such action will be considered as a possible cause for immediate termination of the field placement. Students are required to abide by the University's Professional Standards of Conduct (see BSW or MSW Student Handbook). Students are expected to demonstrate professional behavior, judgment and performance and adhere to the NASW Code of Ethics and the agency’s code of ethics.

Security of Belongings
All students in the field are expected to have a secure place to keep their belongings while at the placement. It is preferable that the space be one that can be locked. It is best not to leave handbags and other personal articles visible and unattended, even in an office with the door closed.
Valuables should not be brought to placement settings. Items of value should not be left in cars, and should not be placed out of view just prior to leaving a vehicle.

**Safety Issues Related to Working with Service Users**

When working with service users, it is important to remember that the change process often makes people feel vulnerable and may challenge their usual coping mechanisms. With some people, this can contribute to problems with impulse control and can raise safety concerns for the service user, the social worker and others. There may be times when students work with individuals who have difficulty with reality testing, dealing with overwhelming emotions, and controlling their anger. Some of them may be prone to violence and may possess a weapon. Other service users may be intoxicated, under the influence of drugs, in withdrawal, or may have other medical or neurological disorders. Students should consult with agency and/or field instructors regarding preparation for and handling of specific situations that are potentially difficult or threatening, such as medical emergencies, suicide or homicide risks, potential abuse of others, and the presence of weapons.

**Safety Tips for Office Meetings**

If a student will be meeting with a service user with whom the student does not feel safe, it is important to discuss the situation fully with the field instructor. When considering location of the meeting, it might be helpful to think about what is in the room, whether there is more than one exit, and where each person might sit. Students must schedule appointments with service users at times when the field instructor or other appropriate professional staff person is in the building and readily available if needed. It is also important to discuss the backup plan for assistance in the event that the service user becomes agitated or there is another urgent need for support.

**Safety Tips for Home Visits**

It is essential to have information about the service user before the home visit. If there is a question of safety, plan accordingly with your field instructor. It might be decided that meeting at a neutral place or going with another worker is an appropriate plan. It is recommended that the student inform the field instructor of the address of the visit, carry a cell phone and arrange for phone contact following the visit.

**Overview of Field Planning and Documentation**

The Field Educational Plan and the Field Evaluation are documents used to guide and evaluate students’ progress toward competence in Social Work practice. The Field Educational Plan outlines specific activities at the student’s field placement that will facilitate this growth and allow for evaluation. The student and field instructor, in consultation with the faculty advisor/liaison and the task supervisor (where applicable), develop the Field Educational Plan at the beginning of the placement, reviewing it at least quarterly and adding new activities throughout the year. The Field Evaluation provides a list of competencies and the related behaviors in which students are expected to demonstrate competency. The student, field instructor (with input from the task supervisor where applicable), and faculty advisor/liaison complete the Field Evaluation at the end of every term to document the student’s progress toward developing holistic competence.

**Supervision Agreement**

A solid supervisory relationship between the student and field instructor provides the foundation for a successful field placement. The required Supervision Agreement outlines the working agreements and relationship between the student and field instructor.
**Personal Assessment Questionnaire (PAQ)**
The *Personal Assessment Questionnaire* is a tool to help students become aware of the core social work competencies and associated (observable) behaviors and identify strengths and areas for professional growth in relationship to these behaviors and competencies. Students are required to complete the form at the beginning of the field placement and expected to share the information with their field instructor. This information will be useful to the student and the field instructor in structuring and planning the field placement activities.

**IMPORTANT NOTE:** Students are required to complete the *PAQ* in the first two weeks of the term and will not be able to access the *Field Educational Plan* until this is completed.

**Field Educational Plan**
The *Field Educational Plan* identifies field placement activities that support the student’s development of professional social work practice competencies and informs the evaluation of students’ level of competency as outlined in the *Field Evaluation*.

This plan is collaboratively developed by the student, field instructor, and task supervisor (where applicable) and provides the basis for the development and demonstration of the professional practice competencies. Involvement in these activities will provide the evidence to support the competency ratings on the student’s *Field Evaluation*. The faculty advisor/liaison is available as needed to support the development of this plan. These social work practice activities are site-specific and individualized with the goal of facilitating the student’s successful professional development. The expectation is that the student will have various experiences that will allow them to be evaluated on the observable behaviors listed in the *Field Evaluation*. Reviewing the rubric used to rate student performance is helpful in identifying specific learning activities. It is expected that the plan will be reviewed at least quarterly and updated regularly throughout the year to assure the activities are still relevant and available and to add any new activities.

The *Field Educational Plan* is completed online through the Student Web Center following the instructions provided and should include:

1. Scheduled days and times for field placement (updated each term).
2. Scheduled days and times for supervision (updated each term).
3. Specific activities that will facilitate the student’s development and demonstration of competent social work practice. It is likely that some activities will be listed in more than one competency area.
4. Student, field instructor and faculty advisor/liaison signatures (fall term).

**Identifying Educational Activities for the Field Educational Plan**
Educational activities are opportunities that allow students to move toward competency and to demonstrate the development of professional practice skills. Selecting educationally useful activities that are tied to this professional growth requires thought and planning.

The following questions are useful guides to assess the value and relevance of an educational activity.

- What is the purpose of the activity? Will it give the student an opportunity to develop the practice skill/competency being evaluated?

- Does the activity build upon or encourage the student to examine knowledge or skills brought from
past experience? Learning is incremental—a process of growth; learning activities need to be appropriate to the student's present level of competence.

- Does the activity challenge the student to grow and provide satisfaction in carrying it out? Doing familiar tasks or "busy work" does not increase competency.

- Is there a balance between observational and participatory activities? It is important to provide ample opportunity for the student to put theory into practice.

- How feasible is the activity? Are there agency resources to support the activity? Once an activity has begun, there should be sufficient agency resources to assure its completion.

- Does the activity give the student an opportunity to increase independent performance? Activities should permit the student to progress from supervised to self-directed practice.

- Does the activity give the student a sense of ownership and accomplishment? Activities should be clearly linked to social work competencies, allow for some autonomy, and encourage growth.

- Does the activity engage the student in thinking about the total problem/case/issue? Task focused activities increase growth when students can appreciate how they link with other pieces of the intervention plan.

**Timesheet**

Students are expected to complete an average of 167 hours per term in their field placement for a total of 500 hours per year. The student will record these hours weekly on their electronic Timesheet. If a student completes more than 167 hours in any given term, this means they will need to complete fewer hours in the subsequent term with the overall requirement to complete a total of 167 hours.

**Supervision Logs**

Field instructors and students are expected to document their weekly supervision. The Field Education Program provides sample supervision logs to support the development of professional documentation skills. Students and agency field instructors may use any preferred documentation tool.

**Field Evaluation**

The *Field Evaluation* is designed to evaluate the student on their development of professional competencies that align with the School of Social Work's goals and objectives and CSWE's core practice competencies. The behaviors listed on the evaluation represent social work knowledge, values, skills, and or cognitive/affective processes that will be measured in the field setting. This list of behaviors is a useful guide for field instructors and students in identifying educational activities (cases, projects, meetings, etc.) that promote the development and demonstration of this knowledge and these skills. The *Field Evaluation* is completed online through the Student and Field Instructor Web Centers following the instructions provided.

In Fall term, students will be evaluated on their demonstration of professional and ethical behavior (CSWE Competency #1). In Winter and Spring terms, the student and field instructor, in consultation with the task supervisor (where applicable), determine a performance rating for each of the professional behaviors using the rubric embedded in the evaluation as a guide. The average of the combined rating scores for each behavior within a competency represent the holistic rating of that particular competency for each student. In addition, each term, student and field instructor, with input from task supervisors (where applicable), are given opportunities to identify strengths, concerns and areas of growth through a series of open-ended evaluative questions. The faculty advisor/liaison then uses this information and
their professional assessment to determine whether the student receives a passing grade for field. Additionally, the Field Evaluation in the final term of each sequence includes an overall evaluation that identifies the student’s readiness to proceed to the MSW advanced year or professional BSW or MSW practice.

The BSW and MSW Generalist Field Evaluation contains the core competencies and associated behaviors identified by CSWE, the School of Social Work, and our professional practice community as representing the core expected outcomes of the generalist practice year.

The MSW advanced practice Field Evaluation (Clinical, CYF, HAL, PLCO) include the concentration specific behaviors identified by the Faculty at the School of Social Work, with input from the practice community, that represent the advanced expectations associated with those practice areas.

**Evaluating Student Performance**

The ongoing evaluation of a student’s performance is an integral part of the field instructor's responsibilities. During weekly supervision sessions, the field instructor can help the student identify specific performance strengths and weaknesses, evaluate progress toward developing competency in social work practice, and demonstrate professional knowledge, values, skills and cognitive/affective processes. Site visits, which include the faculty advisor/liaison or DO site coordinator, the student, the field instructor, and the task supervisor (where applicable), are used to review the student’s performance in relationship to demonstrating the behaviors identified on the Field Educational Plan and the Field Evaluation. The site visit should also provide the student with a clear sense of direction for future learning activities.

In addition to the field instructor’s direct observation and supervisory discussions with the student, using information from multiple sources increases the reliability of the evaluation.

Various sources of evaluative information can include:

- Student written reports, case evaluations, process recordings, audio or video recordings, supervision logs and self-evaluation indicating activities which provide evidence of level of competence;

- Field instructor observations of student learning activities (sessions with service users, presentations, project related work, participation in staff meetings, etc);

- Feedback from task supervisors (where applicable) and other colleagues and professionals who have worked with or observed the student.

**Rating Student Performance**

Each term the field instructor and the student evaluate the student’s performance. In Winter and Spring terms, the evaluation focuses on rating all competencies and behaviors using the rubric embedded in the Field Evaluation. Each rating represents a continuum running from Highly Proficient/Exceptional Competence to Inadequate/Demonstrated No Competence and is relative to the development of competency over time.

<table>
<thead>
<tr>
<th>Level of Performance</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly Proficient – Exceptional Competence</td>
<td>5</td>
</tr>
<tr>
<td>Proficient – Strong Competence</td>
<td>4</td>
</tr>
<tr>
<td>Basic – Moderate Competence</td>
<td>3</td>
</tr>
<tr>
<td>Novice – Emerging Competence</td>
<td>2</td>
</tr>
<tr>
<td>Inadequate – Demonstrated No Competence</td>
<td>1</td>
</tr>
<tr>
<td>No Opportunity to Demonstrate or Observe</td>
<td>0 (N/O)</td>
</tr>
</tbody>
</table>
Student first completes the rating scale as a self-evaluation, followed by the field instructor (in consultation with the task instructor where applicable). Task instructor also provides general evaluative feedback in the comments section. Competency ratings from previous terms will be carried forward unless there are changes.

**Open Ended Questions and Comments**
Following the rating section, students and field instructors are required to answer open-ended questions about the student’s professional development.

The student, field instructor and faculty advisor/liaison or DO site coordinator use all the above information to determine whether the student is making acceptable progress or needs to revise their Field Educational Plan to develop skills in the required competency areas.

The last page of the Field Evaluation provides space for additional general comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison or DO site coordinator. This section must be used to explain any rating of Inadequate – Demonstrated No Competence (1), all ratings of No Opportunity to Demonstrate or Observe (0), and a recommendation for a grade of “No Pass.” It can also be used for any additional comments by student, field instructor, task supervisor (where applicable) and faculty advisor/liaison. Faculty liaisons will provide summative comments at the end of each term’s field evaluation.

If the student does not agree with the content of the evaluation, they should still sign it to indicate that it has been read. The student may write a statement explaining why they disagree with the field instructor’s assessments in the comment section at the end of the evaluation. Differences of opinion should be discussed with the faculty advisor/liaison.

**Recommending a Grade**
The field instructor enters their grade recommendation (“Pass”/“No Pass”) on the Field Evaluation. The faculty advisor/liaison determines the student’s grade based on the Field Evaluation, the field instructor’s recommendation and the liaison’s professional assessment.

For BSW and Generalist MSW students, the Seminar instructor is responsible for assigning final field grades. For most BSW and Generalist MSW students, their Field Seminar instructor is also their faculty liaison. For those students who have a different liaison and seminar instructor, the liaison informs the Field Seminar instructor of the recommended grade.

For advanced MSW students, the faculty advisor/liaison enters the grade for field instruction.

Students who, in the professional assessment of the field instructor and the faculty advisor/liaison, are meeting or exceeding expectations for the term, receive a "Pass" grade. In accordance with the grading policies of the School and the University, sometimes a grade of "Incomplete" is given for field instruction. The requirements for changing a grade of "Incomplete" to a "Pass" or "No Pass" are clearly delineated in a time-limited written “contract” developed jointly by student, field instructor, and faculty advisor/liaison or DO site coordinator. See BSW or MSW Handbook for how to Request an Incomplete in SW 400, 511 or 512.

The field instructor, student, and faculty advisor/liaison or DO site coordinator electronically sign the completed Field Evaluation. A grade cannot be assigned until the Timesheet is completed and the Field Evaluation is complete and electronically signed. Based on the field instructor’s recommendations and
their own professional assessment, the faculty advisor/liaison, DO site coordinator, or the MSW or BSW field seminar instructor determines the grade.

The faculty advisor/liaison **must** consult with the Director of Field Education about all students with incomplete grades in field and students who may not be demonstrating passing level work in field. The Policy on Unsatisfactory Performance in the BSW or MSW Program Handbook clearly delineates required procedures if a student’s performance in field is below passing level.

**Procedures for Addressing Unsatisfactory Performance in Field**

The field instructor plays a major role in gatekeeping and identifying unsatisfactory performance early and should discuss any areas of concern with the student as soon as they are identified. The field instructor and/or the student should notify the faculty advisor/liaison or DO site coordinator about the performance concerns if they persist. In situations where concerns continue, the MSW faculty advisor/liaison or BSW faculty advisor (in consultation with the BSW liaison) will arrange a Plan of Assistance meeting with the field instructor and student (in accordance with the Policy on Unsatisfactory Student Performance in the BSW or MSW Handbook). The purpose of the meeting will be to identify those elements of performance that are unsatisfactory, develop a plan whereby the student can be supported to make the identified changes, and identify a date by which they will meet to review whether the changes have occurred.

If a field instructor recommends a “No Pass” in field*, or if a student is asked to leave a placement with no opportunity for remediation, the faculty advisor/liaison consults with the Director of Field Education or designee. Together, they will decide that either the concerns:

a) Warrant a Performance Review, in which case the faculty advisor/liaison will initiate the Review process, or

b) Do not warrant Performance Review, in which case the Director of Field Education or designee and the faculty advisor/liaison will develop a Plan of Assistance for addressing the concerns.

*A grade of “No Pass” in field can only be assigned based on the decision of the Student Affairs Committee. If there is a need to enter an interim grade, the faculty advisor/liaison will enter a grade of “I” (Incomplete), or if deemed appropriate, not enter a grade, which will result in an “M” (Missing).

**Required Field Documents**

1. Personal Assessment Questionnaire (completed within the first two weeks of fall term)
2. Supervision Agreement (a completed and signed copy is due within first two weeks of fall term)
3. Field Educational Plan (completed and signed copy is due by the 5th week of fall term only)
4. Timesheet (no signatures required; completed weekly)
5. Field Evaluation (completed and signed each term)
6. Student Evaluation of Field Placement and Field Supervision (end of spring term only)

The field instructor, student, and faculty advisor/liaison or DO site coordinator must sign documents 3 and 5 electronically. The Field Educational Plan, the Field Evaluation and the Timesheet will be electronically archived and/or maintained in accordance with OARS to provide the School with information needed to respond to requests from state licensing boards and potential employers.
Words of enlightenment from Thich Nhat Hanh:

"Deep listening is the kind of listening that can help relieve the suffering of another person. You can call it compassionate listening. You listen with only one purpose: to help him or her to empty his heart. Even if he says things that are full of wrong perceptions, full of bitterness, you are still capable of continuing to listen with compassion. Because you know that listening like that, you give that person a chance to suffer less. If you want to help him to correct his perception, you wait for another time. For now, you don’t interrupt. You don’t argue. If you do, he loses his chance. You just listen with compassion and help him to suffer less. One hour like that can bring transformation and healing."
Appendix A: Field Education Policies
Approved by the SSW Faculty on September 19th, 2012

1.0 The School of Social Work endorses the principle that field education is the “signature pedagogy” of social work education and requires that all students have training experiences in professionally supervised field placements which serve the purpose of preparing students in the profession’s fundamental ways of thinking, performing, and acting with integrity. The purpose of field education is to provide the student with the opportunity to develop competence in social work skills and professional values in actual service settings. The total curriculum of the School encourages the student to integrate theory, knowledge, values, and skills learned in the classroom and in field in order to demonstrate mastery of social work practice and the development of professional competencies.

2.0 Field Instruction Agencies/Organizations

2.1 Criteria for Field Education Agencies
The School of Social Work recognizes the need for high-quality field placements which can provide a range of learning experiences in a professional environment. The following qualifications for field agencies are considered necessary conditions:

2.1.1 The agency is recognized as responding to the needs of the community and consistently accepts the purposes, values, ethics and methods of social work.

2.1.2 The agency personnel have a commitment to social work education and professional training.

2.1.3 The agency operates within PSU’s policy that prohibits discrimination or harassment on the basis of age, disability, national origin, race, color, marital status, veteran status, religion, sex, sexual orientation, gender identity and expression, genetic information or in the use of Worker’s Compensation, Federal Family Medical Leave Act, or the Oregon Medical Leave Act.

2.1.4 The agency will provide a qualified social work field instructor or agree to work with a qualified off-site field instructor in situations where there is no qualified person available at the agency:

- Field instructors for BSW students must have a BSW from an accredited social work program plus 2 years post degree experience or an MSW from an accredited social work program.

- Field instructors for MSW students must have an MSW from an accredited social work program plus two years of post-Master’s work experience (preferably supervised by a social worker) performing agency-based practice.

The Director of Field Education may consider exceptions to the 2-year experience requirement based on the needs of the field agency and School, and the qualifications of the potential field instructor.
2.1.5 The agency assures that the field instructor's overall assignment provides sufficient time and resources within the work schedule to develop planned learning opportunities and tasks, to prepare for individual and group supervision (when applicable) with the student, to attend school-sponsored meetings, orientation and trainings, and to prepare reports and evaluations.

2.1.6 The agency accepts the student as a developing professional social worker and will not use students to meet staffing needs nor withhold appropriate assignments because of student status.

2.1.7 The agency provides adequate facilities, equipment and learning opportunities appropriate to the students' responsibilities during the period of placement.

2.2 Continuity of Field Education Agencies/Organizations

2.2.1 The faculty advisor/liaison will report each winter/spring to the Director of Field Education regarding the agency's continued ability to meet these qualifications.

2.2.2 Agencies will continue to serve as Field Education settings unless:
   a) they request termination; or
   b) the Director of Field Education and faculty advisor/liaison agree that they are no longer meeting the criteria.

3.0 Field Instructors

3.1 Selection of Field Instructors
Representatives of the School of Social Work and the agency will consult with respect to the assignment of field instructors. The School reserves the right to decide who will serve as field instructors for its students, based on input from multiple sources.

3.2 Qualifications of Field Instructors
In general, field instructors are expected to have the following qualifications:

   a) A BSW (for BSW students) or an MSW from an accredited school of social work (licensure is beneficial but not required).
   b) Two years of post-degree work experience (preferably supervised by a social worker) performing agency-based practice. Exceptions may be considered by the Director of Field Education (see 2.1.4)
   c) Competence as a social work practitioner in one or more areas of service.
   d) Employed staff member of the agency or approved off-site (external) Field Instructor.
   e) Interest in students and willing acceptance of the role of field instructor.
   f) Commitment to work within the Portland State University School of Social Work's philosophy of social work education and the competencies identified in the evaluation documents for field education.
   g) In circumstances where qualified BSWs or MSWs are unavailable to supervise, exceptions must be approved by the Director of Field Education with advice from the Dean. The school assumes responsibility for ensuring that the social work perspective is reinforced through the provision of alternative
supervision (individual or group) at least once/month in any situation where weekly supervision is not conducted by a qualified field instructor.

3.3 Field instructors will be aware of and agree to the following expectations:

a) Responsibility to develop and implement a Field Educational Plan with each student.
b) Responsibility to engage in an end of quarter evaluation of student performance which includes a discussion with the student.
c) Responsibility to provide at least one hour of protected time for educational supervision per student per week.
d) Responsibility to coordinate with the task supervisor when the field arrangement incorporates a person in this role.

3.4 Retention of Field Instructors

3.4.1 Faculty advisor/liaison will report to the Director of Field Education each winter/spring concerning:

a) field instructor's ability to continue to meet the above qualifications;
b) field instructor's demonstrated ability to work with students including the resolution of problems;
c) field instructor's ability to provide students with time for supervision;
d) field instructor's intent to stay at the agency for the next academic year.

3.4.2 Field instructors will be retained by the School unless:

a) field instructor or agency requests termination;
b) Director of Field Education determines through student evaluations, faculty advisor/liaison consultation and/or faculty input that the field instructor should not continue in this role.

3.5 Training of Field Instructors

3.5.1 The School is responsible for providing ongoing educational experiences for field instructors.

a) The School will provide orientation for new field instructors which will include the School's expectations related to field instruction, curriculum overview, and supervision and evaluation skills and tools.
b) The School will provide training opportunities throughout the year to help new and continuing field instructors develop as supervisors (CEUs will be provided to the extent possible).
c) The faculty advisor/liaison will be available to consult with the field instructor regarding activities at the School and the University; and when resources permit, provide training for various field work issues.
d) The faculty advisor/liaison will be available to consult with the field instructor regarding student learning.

3.5.2 Field instructors are responsible for being informed about field education and about current issues in their areas of expertise.
4.0 Assignment of Students to Field Education Settings

4.1 The School of Social Work takes responsibility for making assignments to field education settings. The field team makes the assignments in consultation with faculty and prospective field instructors.

4.2 BSW and MSW (1st field placement year) generalist students are assigned to placements after consideration of work and education background, expressed interest, and availability of suitable field education agencies.

4.3 MSW (2nd field placement year) advanced students [Clinical Social Work Practice (Clinical), Social Work with Children, Youth and Families (CYF), Health Across the Lifespan (HAL) or Practice and Leadership with Communities and Organizations (PLCO)] are assigned to placements (with different agencies and supervisors than they had during their first year) after consideration of the type of learning experience and type of supervision which faculty advisor/liaisons and students identify as needed. Exceptions will be considered on a case by case basis.

4.4 Effort will be made to assure that each student has experience with a variety of populations and fields of practice as well as opportunities to develop competency in a range of social work practice behaviors.

4.5 Students and field agencies will be notified of tentative assignments prior to the beginning of fall term. After notification students are expected to contact their assigned field instructor for an interview to confirm whether the assignment is a good match.

4.6 Students will not be placed in an agency where they are or have been employed or volunteered extensively. MSW students will not be placed in the same agency for both field placements. In addition, students will be assigned to different field instructors for generalist and advanced year placements. Exceptions will be considered on the basis of a sound educational plan for the student which includes different experiences and different supervision. Exceptions must be approved by the Director of Field Education. (See 9.0, Employed Social Worker Option).

4.7 Students will not contact field agencies ahead of time with the purpose of applying for placement, but only to obtain information needed to make placement choices and only after consultation with a member of the field team.

4.8 Students will specialize in a selected concentration in their advanced year field placement. Activities from the other concentrations may be made available to students at the option of the agency, provided that qualified supervision is available for such activities. In these situations, up to 25% of the activities may be outside the student’s concentration.

4.9 Students may be placed in programs or institutes at Portland State University, provided the program or institute has the capacity to provide educational experiences compatible with the student’s educational needs.
5.0 Change in Field Placement

5.1 Procedures for Addressing Concerns and/or Considering a Change in Field Placement

If any member of the field placement trio – student, field instructor, faculty advisor/liaison or DO site coordinator – has concerns or thinks the field placement should end, a respectful process of information sharing and problem solving needs to occur.

5.1.1) Field instructor and student discuss the concerns. The student may prefer to begin with their faculty advisor/liaison or DO site coordinator if the matter is delicate.

5.1.2) Field instructor, student, and faculty advisor/liaison or DO site coordinator discuss the concerns and explore possible solutions. The faculty advisor/liaison or DO site coordinator informs the Director or Assistant Director of Field Education of the concerns. If a solution is not found within the organization, a decision to end the placement is made by the faculty advisor/liaison or DO site coordinator in consultation with the Director of Field Education (or designee). The faculty advisor/liaison or DO site coordinator notifies the field instructor. Students will work with their faculty advisor/liaison or DO site coordinator to develop a responsible transition plan from their placement.

5.1.3) When a decision is made to end a student’s placement mid-year, depending on how long the student has been in the placement, the field instructor will be expected to:

- provide written comments to the Director of Field Education regarding their observations and professional assessment of the student’s performance*, and/or
- complete the Field Evaluation for that term.*

*The student will have access to the comments and/or evaluation provided by the field instructor.

5.1.4) Any student requiring a change in a field assignment will participate in a meeting with field staff to assess the student’s needs and relevant circumstances. A written agreement will be reached regarding the pertinent information to be shared with potential new field instructors. In instances where a student has a Plan of Assistance related to field, the fact that a plan exists and the pertinent expectations will be shared with a potential field instructor and the faculty advisor/liaison.

5.1.5) Some reassignments may involve assigning the student a different faculty advisor/liaison, but in most cases where an advising relationship has been established, it is preferable to keep that relationship intact.

5.2 A student who changes a field placement after the beginning of winter term must complete the equivalent of two terms of placement in the new field agency. Exceptions may be considered on a case by case basis by the Director of Field Education in situations where the replacement is necessitated by circumstances outside of the student’s control (i.e. departure of the field instructor and/or agency restructuring), where the student’s performance in field has been at or above the expected level as identified in the evaluation, and where the re-placement agency agrees to accept the student for less than 2 terms.
5.3 If there are concerns about the student’s performance in field, the School's Policy on Unsatisfactory Performance (see BSW or MSW Handbook) will be followed.

6.0 Faculty Advisor/Liaison Role

The faculty advisor/liaison is a member of the faculty of the School of Social Work selected to work with particular social agencies, when possible, because of interest, knowledge and background in that particular field. The faculty advisor/liaison is the School's representative in the field placement agency and is expected to serve both as consultant and support person to the field instructor and student. In the capacity of field liaison, the faculty member is directly responsible to the Director of Field Education, who has overall responsibility for the Field Education program.

6.1 The major field related responsibilities of the faculty advisor/liaison are to:

a) Act as the School's representative to the agency;
b) Interpret the School's policies, guidelines, regulations, and procedures to agency managers, field instructors and students;
c) Provide field instructors with information about the School curriculum which is necessary for achievement of the identified competencies (listed in Personal Assessment Questionnaire, Field Educational Plan and Field Evaluation);
d) Assist field instructor and student in developing and implementing the Field Educational Plan;
e) Maintain ongoing contact with the student and the field instructor each term for the purposes of ongoing support and evaluation. Conduct at least two site visits per year. The site visit includes the student, the field instructor, and, ideally, the task supervisor (where applicable) and should focus on the student's progress and future learning activities;
f) Determine and assign grades for advisees in field education;
g) Be available as a resource in the performance evaluation of the student and in the resolution of problems;
h) Make annual recommendations to the Director of Field Education as to the suitability of the agency and the field instructor for continued participation in the field education program.

7.0 Role of the Director of Field Education

The Director of Field Education is expected to operate within the policies and goals established and approved by the faculty of the School of Social Work in all matters related to the curriculum of Field Education. The Director of Field Education is accountable to the Dean, the Associate Dean and the Directors of the MSW and BSW programs in all matters of administrative procedures regarding the Field Education program.

7.1 The Director of Field Education will manage and coordinate the assessment and selection of field placements. They are responsible for insuring that the previously described qualifications for both field placements and field instructors are met.

7.2 The Director of Field Education shall insure that procedures for the satisfactory placement of generalist and advanced students are implemented. This will include procedures for identifying individual students' learning needs, and procedures for
incorporating faculty input into the placement process. Special projects faculty responsible for grants and other school-approved projects will be consulted regarding placement of students who express interest in these options for advanced placement. The Director of Field Education and/or field team will make final assignments of students to Field Education settings.

7.3 The Director of Field Education and/or the field team will manage all changes in field placement.

7.4 The Director of Field Education will work with the Assistant Director of Field Education to establish and convene the field advisory committee to identify training needs for field instructors and field issues which the School should address.

7.5 The Director of Field Education will serve as an ad hoc member of those School committees which address issues related to field education. In addition, the Director of Field Education will identify and forward to the appropriate committee issues which affect the Field Education program.

7.6 The Director of Field Education will develop and maintain procedures for evaluation of the Field Education program by students and field instructors.

7.7 The Director of Field Education will assure that relevant field records are maintained according to the Oregon Administrative Rules, Oregon Secretary of State Archives Division 475, rule 166-475-0025 for each student (a minimum of 2 years).

7.8 The Director of Field Education will recommend to the Dean the assignment of faculty members to provide liaison.

7.9 The Director of Field Education will maintain overall responsibility for the field program including school/agency relations.

8.0 Field Procedures

8.1 BSW and MSW Generalist students are expected to spend 16 hours per week in field placement and 1.5 hours per week in field seminar, for which they receive 4 credits per term. Advanced MSW students are expected to spend 16 hours per week in field placement for which they receive 4 credits per term. Any request for placement totaling fewer than 16 hours per week must be approved by the Director of Field Education. The total number of required field hours per year is 500, which translates to 167 hours per quarter for three quarters.

8.2 As a general rule, assignments will not be made in field education which cannot be completed during regular field hours.

8.3 Field placement schedules vary among students and must be agreed upon by the field instructor and student. Variations should be made to enrich the student's learning experience. Field days must not conflict with the student's scheduling of course work.

8.4 Field placements which require the student to be in the field more than 16 hours per week on a regular basis must receive special approval from the Director of Field Education and the Dean. Such requirements will be communicated to the student prior to assignment and may carry additional credit but will not substitute for required or elective credit.
8.5 The student is expected to follow the normal working schedule of the field education setting. Students are responsible for 167 hours per term; students should anticipate holidays and plan their schedules with their field instructors to meet this requirement. Students will not be required to attend field education during winter and spring breaks, with the understanding that the needs of the clients and projects for which they hold responsibility must be met during these times. Because students are expected to be in field placement and social work practice concurrently, they may not begin placement before the start of PSU classes without an approved Request for Exception to Field Policy, and may not end field before May 15, even if their hours exceed 500.

8.6 Students will participate in a minimum of one hour of protected supervision time per week with their field instructor. Supervision may be entirely individual, or group supervision conducted by a qualified field instructor may substitute for up to 50% of the supervision requirement. Supervision will be available on an "as needed" basis during the remainder of the field week. In the absence of the regular field instructor, an appropriate alternate will be designated and made known to the student.

8.7 Student performance is evaluated in a continuous and ongoing manner by the student and field instructor. A formal site visit occurs at least twice a year for all students. These site visits include discussion of the student's Field Evaluation which contains the competencies and observable behaviors students are expected to demonstrate by the end of the year.

8.8 The field instructor and student will complete the student's Field Evaluation at the end of each term. The Field Evaluation will be signed by the field instructor, the student and the faculty advisor/liaison. The field instructor is responsible for recommending a grade (pass, no pass); the faculty advisor/liaison is responsible for determining and assigning the grade. Each party may discuss disagreements with ratings in the narrative sections provided.

8.9 Each student's completed and appropriately signed field documents (Field Educational Plan, Field Evaluation and Timesheet) will be maintained according to the Oregon Administrative Rules, Oregon Secretary of State Archives Division 475, rule 166-475-0025 (a minimum of 2 years).

9.0 Employed Social Worker (ESW) Option

The School of Social Work has developed a program of study which allows some employed human service workers to complete the BSW or MSW degree and satisfy one year of the placement requirement in their place of employment.

9.1 Criteria for Employed Social Worker placement
If a student's employing agency is to be used as a placement site, the School, the student, and the employer negotiate the conditions of the placement. The following requirements must be met:

9.1.1 The placement must be educationally focused and contribute to the student's knowledge and skill development.
9.1.2 The educational opportunities in the place of employment must permit achievement of the competencies appropriate to the student's social work practice classes, i.e., Generalist, Clinical Social Work Practice (Clinical), Social Work with Children, Youth and Families (CYF), Health Across the Lifespan (HAL) or Practice and Leadership with Communities and Organizations (PLCO).

9.1.3 The educational activities identified need to be substantially different from the student/employee's regular job.

9.1.4 Only one year of the two years of required placement may be fulfilled at the student's employing organization. Either year of the placement may be proposed as the Employed Social Worker option. Exceptions may be considered by the Director of Field Education on a case by case basis when it can be demonstrated that the proposed internship can provide a unique educational experience in a new program and with a new field instructor.

9.1.5 The agency staff member who acts as a BSW student’s field instructor must have a BSW from an accredited social work program plus two years of post-degree experience, or an MSW from an accredited social work program. The agency staff member who acts as an MSW student’s field instructor must have an MSW from an accredited social work program plus two years of post-degree experience performing agency-based practice. The field instructor must not be responsible for evaluating the student employee's job performance in the agency. The field instructor and work supervisor must agree that the student’s performance in the educational role will not be used in a negative manner in employment evaluations or promotion processes. If the agency does not have a qualified BSW or MSW on staff, they must arrange for an off-site BSW or MSW field instructor to provide the required supervision.

9.1.6 To be eligible for an ESW placement, the student must be in good academic standing and in good standing at their employing agency.

9.2 The ESW agreement may not be altered or amended unless agreed to by all persons (student, employer, and field faculty). Accordingly, if an agency alters the terms of placement without informing the field faculty or the DO site coordinator, the field faculty will suspend the ESW placement, which will not be resumed unless a revised agreement can be arranged in a timely manner. This revised agreement must be written and signed by the Executive Director of the agency (or their designee), the student-employee, and the Director of Field Education and filed with the Field Education Office.

9.3 An applicant who is interested in the Employed Social Worker program is encouraged to discuss this option with the School’s Director of Field Education or a member of the field team, to whom all proposals for this program option must be submitted for review and negotiation purposes.
**10.0 Safety Guidelines in Field Education**

It is expected that students, field instructors and agencies will collaborate to enhance safety and minimize risk in the field placement.

10.1 The School provides students, field instructors and faculty advisor/liaisons with written safety guidelines.

10.2 Each field instructor is responsible for orienting student interns to the safety policies and procedures of their assigned agency. This orientation should include, but not be limited to, discussion of safety issues in the community, within the agency building(s), and with particular clients prone to violent behavior. Security of personal belongings should be covered. Procedures for the student(s) to follow in the event of a safety or security problem should be reviewed.

10.3 Students must schedule appointments with clients when field instructor, task supervisor or other designated professional staff members are on the premises and/or readily available if needed. Students should not be forced to engage in assignments in which they feel physically at risk. The agency should make the same accommodations to insure students’ safety as they make for staff. If a student’s concerns about safety begin to interfere with the learning process, the faculty liaison should be contacted to facilitate a discussion and exploration of the concerns.

10.4 If an incident occurs in which a student is personally threatened or hurt, the field instructor, agency contact person, or agency director should contact the Director of Field Education immediately to discuss what actions the agency and School should take to insure the student’s physical and emotional well-being.

10.5 The Director of Field Education will document the incident and the steps taken to address it and will meet with the student and faculty advisor/liaison to assess the student’s readiness to return to the field, the need for replacement, and any other issues relevant to the situation.

10.6 Risk management policies do not allow students to bring weapons such as guns or knives to class or to their field placement and such action will be considered as a possible cause for immediate termination of the field placement.

10.7 Students are required to abide by the University’s Professional Standards of Conduct (see BSW or MSW Student Handbook).

10.8 Students are expected to demonstrate professional behavior, judgment and performance and adhere to the NASW Code of Ethics and the agency’s code of ethics.

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1 Thanks to the Boston University School of Social Work for sharing their information on safety in Field Work.
Appendix B: Roles and Responsibilities

Student Roles and Responsibilities
The School of Social Work regards the student as an adult learner, capable of identifying their learning needs and shaping the educational process. This philosophy is exemplified by the student's responsibilities within a field assignment. In order to facilitate a successful placement, the School of Social Work (SSW) has outlined the following student responsibilities:

- Complies with agency pre-placement requirements (may include criminal background check, specific immunizations, drug screen, training, etc.) within agency identified timeline;

- Uses the field placement as an opportunity to enrich and extend the whole curriculum;

- Completes Supervision Agreement collaboratively with field instructor within first 2 weeks of field;

- Completes a Personal Assessment Questionnaire within the first 2 weeks of each field placement and discusses it with field instructor in the process of developing a Field Educational Plan;

- Prepares a Field Educational Plan indicating specific educational activities the student will pursue in order to develop, increase and demonstrate level of mastery in the competencies identified on the Field Evaluation; assumes professional responsibility and appropriate accountability for negotiated learning activities;

- Participates in weekly one-hour supervision meetings with the field instructor; prepares an agenda and documents supervision, selects, records, or presents material representative of work; shares reactions to and questions about the field experience; advises the field instructor of new learning needs;

- Discusses with field instructor and/or faculty advisor/liaison any concerns or questions that arise in the placement;

- Discusses issues pertinent to Student Safety in the Field;

- Participates in selected organization activities (e.g., staff meetings, conferences, in-service training, committee work) when these are not in conflict with campus-based courses, seminars, or other academic commitments;

- Uses the School’s academic calendar and negotiates with field instructor to schedule time within the organization (usually two days per week, including evening hours); and completes the Timesheet on a weekly basis;

- Obtains organization approval for the use of any case material or records outside of the placement setting; maintains accepted standards of confidentiality;

- Informs the field instructor of classroom assignments that relate to field instruction, sharing material when relevant;

- Confers periodically with the faculty advisor/ liaison about learning experiences and any concerns related to the field assignment or classroom assignments;

- Completes the Field Evaluation each term;
Completes evaluation of Faculty Advisor/Liaison each term;

Completes Student Evaluation of Field Placement and Field Supervision at the end of the year. This information is used to strengthen field placement learning opportunities and in deciding whether to continue using particular placement agencies and/or field instructors.

Field Instructor Roles and Responsibilities
Field instructors are integral to the successful learning of social work students. The supervisory relationship should contain the three elements of trust: mutuality in relationship, facilitation of the student’s sense of personal professional competence, and support of the student’s role as learner-social worker.\(^1\) In order to facilitate a successful placement, the School of Social Work (SSW) has outlined the following field instructor responsibilities:

- Completes an electronic Placement Acceptance Form (in consultation with agency HR department) to confirm student’s placement and notify the student of pre-placement requirements;

- Orients the student to the organization and program including the safety and risk management policies and procedures of that setting; assumes overall responsibility for the student's educational experiences while placed with the organization; coordinates the student’s involvement with other staff members; advocates for the student to gain access to learning experiences within the organization and the professional community;

- Schedules a protected weekly hour of educational supervision and support, and makes additional time available to the student as needed. Administrative supervision is expected to be provided by the supervisor or their designee outside the regular supervisory hour;

- Documents weekly supervision;

- Incorporates the task supervisor (where applicable) in joint meetings with the field instructor and student at least two times per term and in the quarterly evaluation process;

- Reviews the student’s Personal Assessment Questionnaire;

- Completes and signs the Supervision Agreement collaboratively with the student;

- Helps the student develop the Field Educational Plan; provides regular feedback to the student about their performance in the field and completes and signs the Field Evaluation each term (incorporating input from the task supervisor where applicable);

- Provides an educational climate that challenges the student to expand their professional skills, knowledge, and values and develop social work competencies;

- Coordinates with the SSW to provide field education that complements and augments classroom learning;

- Participates in site visit at least two times per year with the faculty advisor/liaison to discuss the placement and the student’s performance;

- Keeps the faculty advisor/liaison informed about the student's progress and raises questions as needed; advises the faculty advisor/liaison of concerns regarding the student, after discussing them
first with the student whenever possible;

- Provides feedback to the SSW about various components of the curriculum and the appropriateness of the placement; helps plan for the future use of the placement;

- Completes annual evaluation of faculty advisor/liaison;

- Attends SSW sponsored field instructor orientations and/or trainings;

- Informs SSW if they intend to leave placement agency.

Faculty Advisor/Liaison Roles and Responsibilities
The faculty advisor/liaison is a member of the faculty of the School of Social Work selected to work with particular social services agencies, when possible, because of interest, knowledge and background in that particular field. In the generalist year, the faculty advisor/liaison also facilitates the Field Seminar course for students. In the BSW Program, advising is provided by a program specific advisor and is not the responsibility of the field liaison.

The faculty advisor/liaison is the School's representative in the field placement agency and is expected to serve both as consultant and support person to the field instructor and student. In the capacity of field liaison, the faculty member is directly responsible to the Director of Field Education, who has overall responsibility for the Field Education program. In the capacity of advisor, the faculty member is directly responsible to the MSW or BSW Program Director.

BSW and MSW Generalist Liaison Responsibilities:
- Participates in Fall Welcoming event to meet seminar students and provides an introduction to the liaison role;
- Serves as field placement liaison for Generalist students in seminar;
- Provides field related support to students and field instructors as needed;
- Conducts a minimum of 2 site visits (typically one in fall term; the second in spring term) with all BSW or MSW student advisees and field instructors each academic year; conducts additional visits if needed or requested;
- Has contact with student and field instructor during any term in which a site visit is not conducted; contact can be through any of the following methods: in-person, skype, email or phone;
- Reviews, provides feedback and signs each student’s field documents Fall, Winter, Spring terms through the Faculty Web Center (Field Ed Plan, Evaluations);
- Provides written quarterly evaluative comments on the Field Evaluation;
- Assigns the student's grade on the Field Evaluation based on the field instructor's recommendation and the liaison's professional assessment;
- Submits quarterly grades using the PSU Banweb grading system and notifies the Director of Field Education if a student has an incomplete grade in field;
- Assists the student in resolving problems that arise related to field education (i.e. facilitates a conversation with student and field instructor or other agency representative to discuss concerns and explore possible solutions) and serves as a consultant to the field instructor in regard to concerns about the student’s performance. Reports unsatisfactory or marginal performance to the Director or Assistant Director of Field Education;
- Represents the School to the field placement agency serving both as consultant and support person to the field instructor and student;
- Explains relevant field program policies and procedures (when applicable);
- Provides field instructors with information about the School curriculum;
- Confers with the placement agency about student placements for the coming year and makes annual recommendations to the Director of Field Education as to the suitability of the agency and the field instructor for continued participation in the field education program;
- Provides feedback to Field Education Team about each student's strengths, goals and professional development needs for their advanced placement to inform a thoughtful matching process if the student is advancing to the concentration year in the MSW Program.

**MSW Generalist Advising Responsibilities:**
- Serves as academic advisor for MSW Generalist students in field seminar;
- Provides academic advising (using course map provided by MSW Campus Program) to support course selection, change in program status and selection of advanced concentration, specialization and placement and as needed;
- Explains relevant SSW program policies and procedures (when applicable);
- Schedules a 1:1 meeting with each student at least once per academic year; more as requested;
- Supports initiation of Plan of Assistance or Performance Review procedures as warranted (see MSW Handbook)

**MSW Advanced Liaison Responsibilities:**
- Serves as field placement liaison for MSW Advanced students (Campus, Online or DO);
- Provides an introduction to their role as liaison to assigned students and field instructors;
- Available to students and field instructors on an ongoing and regular basis to provide field related support;
- Conducts a minimum of 2 site visits (typically one in fall term; the second in spring term) with all MSW student advisees and field instructors each academic year; conducts additional visits if needed or requested;
- Has contact with student and field instructor during any term in which a site visit is not conducted; contact can be through any of the following methods: in-person, skype, email or phone;
- Reviews, provides feedback and signs each student’s field documents Fall, Winter, Spring terms through the Faculty Web Center (Field Ed Plan, Evaluations);
- Provides written quarterly evaluative comments on the Field Evaluation;
- Assigns the student's grade on the Field Evaluation based on the field instructor's recommendation and the liaison's professional assessment;
- Submits quarterly grades using the PSU Banweb grading system and notifies the Director of Field Education if a student has an incomplete grade in field;
- Assists the student in resolving problems that arise related to field education (i.e. facilitates a conversation with student and field instructor or other agency representative to discuss concerns and explore possible solutions) and serves as a consultant to the field instructor in regard to concerns about the student’s performance. Reports unsatisfactory or marginal performance to the Director or Assistant Director of Field Education;
- Represents the School to the field placement agency serving both as consultant and support person to the field instructor (and task supervisor as applicable) and student;
• Explains relevant field program policies and procedures (when applicable);
• Provides field instructors with information about the School curriculum;
• Confers with the placement agency about student placements for the coming year and makes annual recommendations to the Director of Field Education as to the suitability of the agency and the field instructor for continued participation in the field education program.

MSW Advanced Academic Advising Responsibilities:
• Serves as academic advisor for assigned MSW Advanced students;
• Provides academic advising (using course map provided by MSW Program) to support course selection, change in program status and completion of all course requirements for graduation;
• Encourages each student to review DARS report in Winter and Spring terms to ensure completion of program requirements;
• Explains relevant SSW program policies and procedures (when applicable);
• Offers to meet with each student at least twice per academic year (outside of Field site visit) to focus on student’s educational plan and goals; professional career advising and ensuring graduation requirements have been met; available as requested;
• Supports initiation of Plan of Assistance or Performance Review procedures as warranted (see MSW Handbook).
Appendix C: Pre-Placement Conditions and Requirements (Background Checks, Immunizations, Screenings and Trainings)

The School of Social Work has contracted with CastleBranch.com to provide background checks, required HIPAA and OSHA trainings, 10 panel drug screening and the Medical Document Manager on behalf of agencies providing field placements for our students. CastleBranch.com provides applicant-funded packages. (See Appendix D).

Background checks are now required by most agencies that serve as field placement sites for social work students. A student who wishes to be placed in an agency that requires a background check will need to complete a background check as a condition of being placed. Some agencies prefer that students use the agency’s background check procedure (students may be expected to pay for the check) while other agencies expect students to use the School’s procedure. Students will be informed if they must have a background check and will receive instructions.

To initiate a background check using the School’s procedure, the student will visit the CastleBranch.com website, then enter the School’s Portal Code (PN30) and then select the appropriate “Package Name” from the drop down menu to purchase the background check as well as their personal and payment information. Students will be responsible for covering the cost of the background check purchased through CastleBranch.com. Within 48 hours of a background check being ordered, the student and the School’s authorized contacts will be able to access the results electronically. (See Appendix D).

In addition, students interning in settings including, but not limited to, ambulatory care settings, clinics, hospitals, hospice, residential care facilities, long term or skilled nursing facilities are required by law (OAR 410-121-2000 to 410-121-2065) to comply with, and provide documentation of to the School, specific immunizations, screenings and trainings which are specified by the training site as required. A training site may opt to submit a Facility Exemption Form for any item that they do NOT require the intern to complete.

Most students who will be interning in a healthcare setting are required to purchase a Medical Document Manager tool through CastleBranch.com where they will upload and store all required on-boarding documentation. Students will visit the CastleBranch.com website, enter the School’s Portal Code (PN30) and then select the appropriate “Package Name” from the drop down menu to purchase the MDM. Additionally, students may be responsible for covering the cost of the immunizations, screenings and trainings. (See Appendix D).
Appendix D: CastleBranch Student Instructions, Packages and Pricing

Welcome to my CastleBranch

To place your order go to:
https://portal.castlebranch.com/PN30

Package Name (if applicable):
OT51: $78.75 – Background Check
OT51dt: $32.00 – Portland Area Drug Test
OT51h: $15.00 – eLearning HIPAA
OT51ho: $30.00 – eLearning HIPAA & OSHA
OT51lm: $20.00 – Medical Document Manager
OT51c: $15.00 – eLearning OSHA
OT51wa: $19.00 – Washington State Background Check ONLY
PN31dt: $32.00 – All Other Statewide Drug Test

Place Order Select Program Select package

To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:

- View order results
- Upload documents
- Manage requirements
- Place additional orders
- Complete tasks

Please have ready personal identifying information needed for security purposes. The email address you provide will become your username.

Contact Us: 888.914.7279 or servicedesk.cu@castlebranch.com
ORDER SUMMARY

**Required Personal Information** - In addition to entering your full name and date of birth, you will be asked for your Social Security Number, current address, phone number and e-mail address.

**Drug Testing** - Within 24-48 hours after you place your order, the electronic chain of custody form (echain) will be placed directly into your myCB account. This echain will explain where you need to go to complete your drug test.

**Medical Document Manager** - Document trackers provide secure online storage for all of your important documents. At the end of the online order process you will be prompted to upload specific documents required by your school for immunization, medical or certification records. Medical Document Requirements are as follows: Measles, Mumps, Rubella (MMR), Varicella (Chicken Pox), Hepatitis B, TB Screening, Tetanus, Diphtheria & Pertussis (Tdap), CPR Certification, Health Insurance, HIPPA Certification, OSHA Certification, Background Check, Drug Test.

**eLearning** - Elearning includes online courses available through myCB's eLearning Center. When courses are completed, certificates of completion may be downloaded to your account.

**Payment Information** - At the end of the online order process, you will be prompted to enter your Visa or Mastercard information. Money orders are also accepted but will result in a $10 fee and an additional turn-around-time.

**VIEW YOUR RESULTS**

Your results will be posted to your account To-Do List and can be accessed by clicking the blue “View Results” button. You will be notified if there is any missing information needed in order to process your order. Your order will show as “In Process” until it has been completed in its entirety. Your school's administrator can also securely view your results online with their unique username and password.

If you need assistance please contact CastleBranch at 888.914.7279 or email servicedesk.cu@castlebranch.com; a Student Support Representative will be available Monday-Thursday 8am-10pm EST; Friday 8am-6:30pm EST; Sunday 10am-6:30pm EST.
Glossary of Terms

Advanced Field Year
Second year MSW field placement experience that allows students to develop advanced practice skills in one of the four concentrations (Clinical; Health Across the Lifespan (HAL); Practice and Leadership with Communities and Organizations (PLCO); or Social Work Practice with Children, Youth and Families (CYF) ) and encourages students to develop expertise with a specific population, field of practice, or service delivery mode.

Distance Option Site Coordinator
A member of the statewide field education team who is responsible for all matters related to field education for students admitted into their specific cohort in Ashland, Bend, Eugene or Salem.

Faculty Advisor/Liaison
The faculty advisor/liaison is a member of the faculty of the School of Social Work selected to work with particular social agencies, when possible, because of interest, knowledge and background in that particular field. The faculty advisor/liaison or DO Site Coordinator is the School's representative in the field placement agency and is expected to serve both as consultant to the field instructor and advisor to the student. In the capacity of field liaison, the faculty member is directly responsible to the Director of Field Education, who has overall responsibility for the Field Education program.

Field Coordinator
Any member of the statewide field education team who works with a student to identify a suitable generalist or advanced field placement site.

Field Educational Plan
The required document which identifies field placement activities that support the student’s development of the professional social work competencies as outlined in the Field Evaluation.

Field Evaluation
Document that is completed at the end of each term and serves to assess student’s demonstration of professional social work competencies as identified by Council on Social Work Education (CSWE) and PSU School of Social Work faculty and field instructors. The Field Evaluation provides for the student's evaluation of self as well as the field instructor's evaluation and is expected to be a cumulative assessment.

Field Instructor
A qualified MSW or BSW who works or volunteers at the agency, who assumes overall responsibility for the student’s educational experiences during a field placement and acts as a supervisor at the agency. Provides a protected weekly hour of educational supervision and support and orients the student to the organization and program.

Field Placement
Professionally supervised field experience that supports the development of social work competencies while the student is concurrently enrolled in practice classes. BSW students complete 500 hours and MSW students complete 1000 hours (two 500 hour placements in different agencies) of field experience.
Field Team
Faculty and staff of the School of Social Work including the Director of Field Education, the Assistant Director of Field, Field Specialists, Child Welfare Field Specialists, DO Site Coordinators, and Field Program Assistants.

Generalist Field Year
First year field placement experience that encourages students to develop core social work skills and competencies. Generalist field students are expected to have direct contact with service users (individual, family and/or group) and to have learning opportunities at the organization and community levels.

Personal Assessment Questionnaire
Tool to help students become aware of the core social work competencies and observable behaviors and identify strengths and areas for professional growth in relationship to these competencies and skills. Students are required to complete the form at the beginning of the field placement and expected to share the information with their field instructor. This information will be useful to the student and the field instructor in structuring and planning the field placement activities.

Supervision Agreement
Document to be reviewed and signed by the student and field instructor at the beginning of the field placement, which serves as an agreement for the field instruction supervisory relationship.

Task Supervisor
Staff person onsite who oversees the student’s day to day tasks if the field instructor is not available. If the field instructor is on site, it is not necessary to have a task supervisor.
The By-Laws of the Faculty of Social Work were adopted June 9, 1978.
Revised and approved, June 10, 1994.
Revised and approved, January 13, 1998.
Revised and approved, June 2, 2000.
Revised and approved, June 8, 2001.
Revised and approved, January 9, 2006.
Revised and approved by faculty, April 14, 2006
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PREAMBLE

To ensure the orderly development of our educational programs and policies; to facilitate communications and cooperation among our officers of administration and ourselves as university faculty; and to promote the stable growth and continued improvement of higher education in the State of Oregon, we, the Faculty of Portland State University’s School of Social Work, do hereby subscribe to this document as a constitutional statement of our Faculty organization and its various functions and responsibilities.

I. PURPOSE

The following are the rules of governance of the faculty of the School of Social Work, or the faculty.

II. MEMBERSHIP OF THE FACULTY

The faculty shall consist of personnel holding at least 0.5 appointments, who are either appointees with academic, research or practice rank of at least assistant professor, instructor, academic professional, or research assistant or research associate who are unranked appointees, with a responsibility for such fundamental areas as “curriculum, subject matter, and methods of instructions, research, faculty status, and those aspects of student life that relate to the education process.” All such full-time employees of PSU are entitled to participate in faculty governance, with the exception that administrative ex-officio members of Faculty Senate may not serve as elected members of the Senate nor as Faculty representatives on constitutional committees (Art. V, Sec. 1.1).

Voting privileges shall not be granted to members of the faculty during sabbatical, leaves of absence, or sick leaves.

The University recognizes and encourages Adjunct instructional faculty’s voluntary participation and input in extra-instructional activities at both the departmental and university-wide levels. These activities may include but are not limited to: attending departmental meetings, serving on departmental or university committees, and/or developing courses. Such participation is not required. In the event that the University requests an Adjunct instructional faculty member to participate and the Chair approves, the faculty member will be compensated for such participation, as provided in Article 12, Section 6. Such participation by Adjunct instructional faculty in addition to their existing
appointment must not exceed a total FTE of .49 per year. The exact nature of faculty involvement, including voting rights, will be determined by departmental and/or University policy.

III. FACULTY POWERS AND AUTHORITY

The powers and authority of the faculty of Social Work are derived from and are consistent with the Portland State University Faculty Constitution, Article III, Section 2:

“The faculty has primary responsibility for such fundamental areas as curriculum, subject matter and methods of instruction, research, faculty status, and those aspects of student life that relate to the educational process.”

Accordingly, the Faculty Affairs Committee will be informed of any changes to the status of a faculty position that has rank. If a position is moved out of rank the Dean will inform the chair of the Faculty Affairs Committee who will review that position, consult with the Faculty Affairs Committee as appropriate, and have an opportunity to give input before the Dean makes a decision.

The faculty of Social Work shall also have the responsibility to recommend candidates for the degrees of Bachelor (BA/BS) in Child Youth and Family Studies, Bachelor of Arts in Social Work (BA), Master of Social Work (MSW), and Ph.D. in Social Work and Social Research.

IV. ORGANIZATION OF THE FACULTY

A. Presiding Officer

The Dean shall be responsible for preparation and distribution of the agenda prior to the meeting and shall preside at all regular and special meetings of the faculty. In the absence of the Dean, the Associate Dean for Academic Affairs shall serve as presiding officer.

B. Governance and Administrative Structure
The structure for governance and administration of the School of Social Work is outlined in the Organizational Chart (see Appendix B). Governance of the educational aspects of the school is vested in the faculty and its subcommittees: the Promotion, Tenure, and Merit Committee; the Faculty Affairs Committee; the Program Committees; and their subcommittees. The Chief Administrative Officer, the Dean, is assisted by an Associate Dean for Academic and Community Affairs, an Associate Dean for Research, a Director of Student Affairs, and the Directors of the component programs of the school. Appendix C describes administrative responsibilities.

C. Faculty Meetings

1. **Schedule**

During each academic year, regular faculty meetings shall be held so that at least one meeting per academic quarter is convened. At the beginning of each academic year, the times and dates of regular meetings are to be determined by the Presiding Officer and communicated to the Faculty and *ex officio* members. Participation in committee or faculty meetings is not required for adjunct faculty.

2. **Special Meetings**

Special faculty meetings may be convened either by the Presiding Officer or by a written request submitted to the Presiding Officer by at least five members of the faculty. Business conducted at a special meeting shall be governed by regular quorum provisions and shall be limited to the agenda for that meeting. The time, date, place, and agenda of a special meeting shall be communicated to the faculty and *ex officio* members at least one week in advance of the meeting. The meeting may be conducted electronically.

3. **Quorum**

Fifty percent of the voting faculty (all .50 FTE to 1.0 FTE TTS, NTTS) shall constitute a quorum.

4. **Ex Officio Members**
Ex officio members will include the following persons:

- Adjunct faculty or other faculty with appointments 0.49 FTE or less.
- The Librarian for the School of Social Work.
- A representative from the SSW Advisory Council.
- A representative from the Alumni Association.
- All Deans

Ex officio members may participate in deliberations at faculty meetings but shall have no vote.

5. Rules of Procedure

Robert’s Rules of Order, revised, shall govern the procedures of faculty meetings convened by the Dean. Standing, Ad-Hoc and Program Committee meetings hold the discretion to determine voting and decision-making processes for their committees.

6. Distribution of Agenda

The Dean shall prepare and distribute the full agenda for faculty meetings at least four working days before scheduled meetings of the faculty.

D. FACULTY ELECTIONS

Faculty elections for the standing committees of the faculty shall be conducted by the Faculty Affairs Committee during Spring term of each academic year. Elections, and notification of the Faculty regarding election results, shall be accomplished no later than the end of Spring term. All faculty members with an FTE .5 or above will be expected to serve on standing committees unless designated as exempt in their hiring contract or by the Dean.

1. Eligibility for Election to Standing Committees

The Faculty Affairs Committee, in consultation with the Dean and the committee chairs, shall determine the committee vacancies for the next academic year and the status of each faculty member
eligible to serve in these positions. A list created and maintained by the Associate Dean containing eligibility status shall be circulated for approval to each voting member, who will respond with corrections to the Faculty Affairs Committee within seven working days. Following reconciliation of differences regarding availability for committee service, the list of eligible faculty will be used to construct the election ballot. Faculty members who are already elected or appointed to serve on at least two standing committees during the next academic year may decline to serve on additional standing committees unless there are insufficient numbers of faculty members eligible to serve on all committees. In that case, faculty may be required to serve on more than 2 committees after all available faculty are elected or appointed to 2 standing committees. All other members are eligible for election and shall appear on the ballot. In the event that a member is elected to serve on more than two committees, they may choose to decline membership on those committees that exceed the required two, except in the circumstances noted above, and the nominee with the next highest number of votes shall be elected to the vacant position. However, a person may not decline to serve on a committee for which they are the only person available with the rank or program affiliation needed to fill that committee vacancy. The Faculty Affairs Committee will take leadership in attempting to assure that committee responsibilities will be distributed fairly among members.

2. **Elections**

The Faculty Affairs Committee shall distribute to the voting members of the Faculty an electronic ballot with the names of those members of the Faculty who are eligible for election. Completed ballots from a quorum of the faculty shall be returned to the Faculty Affairs Committee within seven working days from the date they are distributed. Ballots will no longer be available after the seven-day period. The person or persons receiving the greatest number of votes shall be elected. In the event of a tie vote, an electronic run-off election shall be held.

3. **Workload Adjustment**
Chairs of standing committees are responsible for the functioning and productivity of their committees. Chairs are selected by the members of their committee unless the committee is chaired by administrative faculty. To adjust for the increased workload, non-administrative faculty who chair standing committees may elect to count this service as two of their required committees. These committees include: Faculty Affairs; Promotion, Tenure and Merit; and the Equity, Partnership, and Inclusion Council (EPIC). Other committee members may count their service as one committee.

Faculty search committees are not standing committees; however, they are essential to the functioning of the school and require a considerable investment of faculty time. To adjust for this increased workload, faculty who chair faculty search committees may elect to count this service as one of their standing committees. A chair should be identified as soon as the need for a search is identified, preferably no later than Spring term, so that an adjustment can be made to the appointee’s committee load. Whenever possible, other members of the search committee should consist of faculty members who are not serving on 2 or more standing committees. See the Dean’s hiring and Search Committee policies document for details about Search Committee processes:

4. Terms and Limits of Membership
   
   Terms of office for elected faculty committee positions shall be two years and shall overlap so that no more than half of the elected faculty vacate their positions annually. Elected positions on faculty committees shall be filled annually, as terms expire.

5. Vacancies in Standing Committees
   
   Vacancies in elected standing committees shall be filled with a succession list that ranks the faculty by number of votes received for each committee in the last and most recent election. If a vacancy occurs in a committee without a succession list, then an election consisting of all eligible faculty, and shall be held as soon as the vacancy is known.

V. FACULTY COMMITTEES
A. Types of Committees

There shall be four types of faculty committees, standing, search, ad hoc and administrative. Standing committees shall be those committees that continue from year to year unless they are removed or revised in structure or function by the faculty. Search committees will be formed when needed to hire faculty and/or a Dean for the School of Social Work. Appointment to a search committee is generally made by either the Dean (for a faculty search) or Provost (for a Dean search). Ad hoc committees shall be those elected or appointed committees created for specific short-term purposes. Administrative committees (MSW Management Team, Administrative Group) shall be appointed by the Dean and shall function to implement and/or coordinate administrative tasks. All standing, ad hoc, and administrative committees shall be advisory to the faculty and the Dean, or, in the case of a Dean search, to the faculty and the Provost.

B. General Functions of All Committees

All committees listed herein shall be vested with the powers and assignments as set forth below:

1. To conduct their affairs.

2. To consult and coordinate with other faculty committees and individual members of the faculty as needed.

3. To keep records of all meetings and make such records available to all constituent groups.

4. Prior to the end of the academic year, the senior ranking member of the newly constituted committee will be responsible for convening a meeting of the committee to elect a chairperson for the next academic year.

C. Membership of Committees

In addition to members of the faculty, membership shall consist of undergraduate and graduate student representatives as selected by their associations and practice representatives from community agencies. Such representatives do not have the right to chair with the exception of the Equity, Partnership, and Inclusion Council,
which will be co-chaired by a community representative and a faculty member. Rights and privileges of the floor of practice representatives will be at the discretion of each committee. The Associate Dean for Academic Affairs may serve as *ex officio* member on the following committees: MSW Program Committee, Ph.D. Program Committee, BA/BS & BSW Program Committee, Child Youth, and Family Studies Program Committee, and the Equity, Partnership, and Inclusion Council.

1. **Student Representation**

   A maximum of two students may be representatives on each of the following committees: MSW Program Committee (including each of its subcommittees); Faculty Affairs; Student Affairs Committee; BA/BS & BSW, CYFS Program Committees (which includes Curriculum, Student Affairs and Admissions); and the Ph.D. Program Committee, and a maximum of 6 for the Equity, Inclusion, and Community Partnership Council.

   Students selected must be in good academic standing (GPA 3.0 or above and as defined in the PSU and SSW Student Code of Conduct), and maintain a status of good academic standing to vote in faculty meetings. Voting privileges shall not be granted to students during leaves of absence. Each organization will do their due diligence to replace student representatives if they leave or are no longer in good standing. Students selected shall serve a one-year term.

   Students will be selected for committee through a three-step process: 1) a survey will be sent to all students; 2) interested students sign up for preferred committees; 3) each committee may ask students to provide a statement regarding their desire to serve so that the committee may select the best fit should there be more volunteers than positions.

2. **Practice Representation**

   The practice community shall be represented on the MSW Program Committee, the SSW Student Affairs Committee, the MSW Admissions Committee, the BSW and CYFS Program Committees,
the Equity, Inclusion, and Community Partnership Council, and the Ph.D. Program Committee.

D. Initiation of Educational Policy Concerns

The initiation of educational policy issues and concerns may be brought to the faculty for consideration by a variety of sources, including, but not limited to, individual members of the faculty, administrative officers, students, agency field instructors, and alumni.

E. Description of Standing Faculty Committees

A description of faculty committees, their responsibilities, and membership is as follows:

1. Faculty Affairs Committee

This committee shall assume responsibility for leadership in mechanisms and procedures provided to support collegial governance.

The Chair of the Faculty Affairs Committee shall be responsible for providing oversight to the process of developing procedures and conducting elections for faculty committee membership.

The committee shall be involved in and make recommendations to the Dean and faculty regarding:

- Workload issues & decisions
- Continual identification of the needs of the School for faculty expertise
- Concerns relating to faculty rights and responsibilities
- Faculty development needs

The committee shall be composed of:

- Tenured faculty (at minimum) 1
- Associate or Full Professor faculty (TTS or NTTS) 1
The chairperson shall be the most senior tenured faculty member, and if more than one is serving on the committee, the committee members shall elect the chair.

- Faculty members elected at large with representation from CYFS, BSW, MSW, and PhD (one faculty member could represent 2 programs if they attend both respective program meetings) 4
- Student Representatives (One MSW and one undergraduate) 2

2. **Promotion, Tenure, and Merit Committee**

The committee shall consider all applications for promotion, tenure, and merit and shall make recommendations to the Dean either supporting or not supporting such applications.

Additionally, the committee shall review all non-tenure track members of the faculty who have not met the criteria for multi-year contracts and have an appointment of .50 FTE or more annually regarding eligibility for promotion and tenure in accordance with established procedures.

No person shall serve as a member of this committee during the year of his/her candidacy for promotion.

The committee shall be composed of

- Tenured Faculty (minimum 1-2 full) 3
- Non-tenure Track Instructional Faculty 2
- Non-tenure Track Research Professor Faculty 2

The chairperson will be elected by the committee members and will be one of the highest-ranking members with tenure. All faculty members (.5 FTE or above) are eligible for election to the PTM Committee, excluding the Dean, Associate Deans, and Program Directors. NTTF Instructional Faculty become eligible to serve once three annual reviews have been completed.

3. **SSW Student Affairs Committee**
The SSW Student Affairs Committee shall address the following for all academic programs in the SSW:

- Review individual student grievances regarding grades received in class or field/practicum.
- Review individual student grievances in regards to exceptional requests for changes to policy.
- Review all applications for the SSW scholarships through a selection process, make recommendations to the Dean for scholarship recipients, and revise scholarship application and selection process as needed. For specific scholarships, the Committee will include appropriate members for deliberation.
- Convene all performance reviews as outlined in the Policy on Student Academic and Professional Behavior and Performance

The membership of the SSW Student Affairs Committee shall consist of:

- Elected Faculty from across programs 3
- Student Representatives 2
- Community Representative 1
- MSW Student Affairs Coordinator (ex officio)

The committee will be chaired by the MSW Student Affairs Coordinator. Student representatives will participate in scholarship discussions and recommendations only.

4. **Equity, Partnership, and Inclusion Council (EPIC)**

   EPIC shall spearhead the School of Social Work’s commitment to social justice, equity, inclusion, cultural responsiveness, and community partnerships.

   EPIC shall provide leadership in regard to the following:

   - Promote and support the ongoing recruitment and retention of students, faculty, and staff of color and other underrepresented groups in the SSW.
- Recommend culturally relevant curriculum that is responsive to community needs, helping graduates be more effective, culturally responsive, and socially just.
- Build and sustain reciprocal, collaborative, and mutually beneficial partnerships between the SSW and communities.
- Connect with and mobilize other stakeholders within the school, university, community, and systems around issues related to social justice, diversity, and equity.
- Provide training and technical assistance for faculty, staff, field instructors, students, and other relevant stakeholders around issues related to diversity, social justice, and equity, including: skills-based training, organizational development, etc.
- Develop and support systems of accountability for social justice, equity, and inclusion work within and beyond the SSW.

The committee shall have representation across all programs, as well as representation from distance, online, and field. The Equity, Partnership, and Inclusion Council shall be comprised of:

- Elected distance option faculty (1)
- Elected field education faculty member (1)
- Other elected faculty members (4)
- MSW student representative-campus (1)
- MSW student representative-distance option (1)
- MSW student representative-online (1)
- PhD student representative (1)
- BSW student representative (1)
- CYFS student representative (1)
- Student Support & Inclusion Specialist (1)
- Staff representative (1)
- Community members (5-10)
- Associate Dean for Academic Affairs (ex officio) (1)
- Regional Research Institute (RRI) representative (1)
- Center for Improvement of Child and Family Services (CCF) representative (1)

Elected members will serve a three (3) year term. The council shall have 2 co-chairs, 1 community member and 1 faculty member, who will be
elected by council members. Co-chairs will serve a two year (2) term in their role. Members must be present to vote.

5. **Ph.D. Program Committee**

This committee shall be charged with the administration of the Ph.D. program in the School of Social Work. The committee shall develop general policy guidelines and specify goals and objectives of the doctoral program. The Ph.D. Program Committee shall be responsible for the development of guidelines and procedures for:

- Student recruitment and admission
- Financial aid
- Student advisement
- Development and implementation of curriculum
- Development and implementation of comprehensive examinations
- Dissertations

The Ph.D. Program Committee shall assist the Program Director in the daily administration of the Ph.D. program. The committee shall be composed of:

- Ph.D. Program Director 1
- Appointed faculty 1
- Faculty members elected at large 4
- Ph.D. student representatives 2
- Community Representation (if possible) 1
- Associate Dean for Academic and Community Affairs (ex officio) 1
- Associate Dean for Research (ex officio) 1

All faculty members appointed or elected will have a Ph.D. or equivalent degree. At least two of the four faculty members on the committee shall be faculty who teach in the Ph.D. program or who have taught in the Ph.D. program within the previous four years. The Director of the Ph.D. program shall be appointed by the Dean and shall serve as chairperson of the Ph.D. Program Committee.
6. MSW Program Committee

MSW Program Committee

This Committee shall be responsible for leadership in the development and implementation of the MSW Program mission, goals, objectives, policies, curriculum, and admissions of the MSW campus, distance, and online degree programs. This committee meets at least once each academic term. The work of this committee will assist the MSW Program Director in the administration and implementation of the MSW Program and is supported through two faculty subcommittees:

- MSW Lead Instructors’ Subcommittee (committee membership credit)
- MSW Admissions Subcommittee (committee membership credit)

The MSW Program Director shall chair the committee. The Associate Dean for Academic Affairs in consultation with the Faculty Affairs Committee will decide whether Committee decisions require approval by the larger faculty.

Participating in the MSW Program Committee does not count as service to the SSW on committees.

The MSW Program Committee:

- Shall be responsible for leadership with faculty, students and administration in the development of the general mission, goals and objectives of the MSW degree program
- Shall be responsible for modifications of the MSW degree requirements
- Approves all new or revised required or elective courses
- Shall provide ongoing evaluation and continuous improvement of the MSW curriculum.
- Shall recommend for faculty approval major curriculum revisions with respect to the organization of graduate social work curriculum and/or parts thereof;
- Shall review, propose, and recommend changes to MSW policies and procedures.
- Shall be responsible for identifying, developing, monitoring, and revising the graduate social work curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in...
both class and field reflects society’s ethnic, racial, and cultural diversity;
- Shall select the lead instructors for required foundation courses and for each of the four advanced concentrations
- Recommends grading practices and standards
- Identifies and refers to the MSW Program Director issues and concerns regarding implementation and/or administration of the MSW program and curriculum.

Membership of the MSW Faculty Committee shall be:
- All MSW Faculty including TTS and NTTS (fixed term, adjunct as ex-officio)
- MSW Program Director 1
- Assistant Director of Field & Distance Option Coordinator 1
- MSW Online Option Coordinator 1
- MSW Student Affairs Coordinator 1
- SSW Student Support and Inclusion Specialist 1
- MSW Students (campus, distance, online) 3
- Field Director 1
- Associate Dean for Academic Affairs (Ex Officio) 1
- Community Practice Representative 2

The MSW Program Director will be appointed by the Dean

a. MSW Lead Instructors Subcommittee

The MSW Program Director will chair the committee and shall convene the committee at least once per term. This MSW Lead Instructor Subcommittee is responsible for providing leadership for the MSW program required foundation and advanced concentration courses. This includes recommending to the MSW Program Committee curricular changes, developing and revising syllabi, and providing support and guidance for faculty teaching these courses.

The MSW Faculty Subcommittee will select Lead Instructors for required courses with multiple sections and for each of the four advanced concentrations. Lead Instructors should be .5 FTE or greater Faculty. By the end of each Winter term, the Subcommittee will determine the number of Lead Instructors required for the following academic year and collectively select Lead Instructors. Serving as a Lead Instructor will satisfy SSW service requirements for service on one committee. Lead
Instructor responsibilities include:

- Shall meet with the MSW Director to recommend TTS, NTTS, and adjunct faculty to teach course(s) for which the Lead instructor is responsible. The MSW Director will consult with Lead Instructors prior to finalizing course assignments.
- Shall contact instructors prior to the term to determine their need for instructional support and orientation and to coordinate textbook orders.
- Shall schedule at least one meeting per term of the instructors of all sections of a course. This meeting should be scheduled at a time when all faculty are able to attend.
- Shall meet as a subgroup to discuss curricular implementation and to recommend to the MSW Program Committee revisions to policies and practices.
- Shall develop, revise and maintain the master syllabus for their respective course/s.
- Lead Instructors for the Advanced Concentrations will be responsible for sponsoring and supporting the development of new electives.

The membership of the MSW Lead Instructors’ Committee shall be:

- MSW Program Director 1
- Lead Instructor SW 530 1
- Lead Instructor SW 515 1
- Lead Instructor SW 532 1
- Lead Instructor SW 511 1
- Lead Instructor SW 539 1
- Lead Instructor SW 540 1
- Lead Instructor SW 541 1
- Lead Instructor SW 520 1
- Lead Instructor SW 550/551 1
- Lead Instructor Health Across the Lifespan (SW 517-19) 1
- Lead Instructor Practice & Leadership w/ Comm. & Orgs. (593-595) 1
- Lead Instructor Clinical SW Practice (SW 533-535) 1
- Lead Instructor Children, Youth and Families (SW 586-588) 1
b. MSW Admissions Subcommittee

The MSW Admissions Subcommittee shall review policy and criteria regarding admissions and selection of MSW students, and shall propose to the MSW Faculty Committee necessary policy and procedural changes. The MSW Student Affairs Coordinator shall chair the committee.

The membership of the MSW Admissions Committee shall be:

- MSW Student Affairs Coordinator 1
- Elected Faculty 4
- MSW Student Representatives 2
- Community Representatives 2
- Appointed Representative from CWP 1

7. BSW Program Committee

The BSW Program Committee shall be responsible for leadership in curriculum, student affairs, and student admissions as related to the undergraduate social work program in the School of Social Work.

Curriculum:
The BSW Program Committee:
- Shall be responsible for leadership with faculty, students and administration in the development of the general goals and objectives of the Bachelor of Arts degree program in Social Work;
- Shall recommend for faculty approval major curriculum revisions with respect to the organization of undergraduate social work curriculum and/or parts thereof;
- Shall be responsible for identifying, developing, monitoring, and revising the undergraduate social work curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and field reflects society’s ethnic, racial, and cultural diversity;
- Shall refer issues related to the implementation of the curriculum to the BSW Program Director; and
- Has the responsibility for making recommendations in the following areas:
  - Acting on recommendations from others regarding new or revised required or elective courses.
  - Modifications of BSW degree requirements.
  - Grading practices and standards.
  - Reviewing and approving free elective courses.

Student Affairs:
The BSW Program Committee
- Shall hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study
- Monitor compliance with educational policies
- Review individual student grievances regarding grades received in class or field work
- Develop criteria and procedures for reviewing individual student requests for:
  - Educational program change
  - Acceptance of transfer credits
  - Exceptions from the regular course of study
  - Leaves of absence for students

Student Admissions:
The BSW Program Committee shall review policy and criteria regarding admissions and selection of BSW students, and shall propose to the Faculty necessary policy and procedural changes.

The Membership of the BSW Committee shall be:
* BSW Program Director
BSW Faculty Appointed 1
MSW Faculty Appointed 1
Faculty at large Appointed x 2
Associate Dean Academic Affairs (Ex-Officio)
Field (Ex-Officio)
8. Child, Youth, and Family Studies Program Committee

The CYFS Program Committee shall be responsible for leadership in curriculum, student affairs, and student admissions as related to the Child, Youth, and Family Studies program in the School of Social Work. Participating in the CYFS Program Committee will satisfy contract requirements for committee membership. Associate Dean for Academic Affairs in consultation with the Faculty Affairs Committee will decide whether Committee decisions require approval by the larger faculty.

Curriculum:

The CYFS Program Committee
- Shall be responsible for leadership with faculty, students and administration in the development of the general goals and objectives of the Bachelor of Arts and Bachelor of Science degree programs in Child, Youth, and Family Studies;
- Shall recommend for faculty approval major curriculum revisions with respect to the organization of Child, Youth, and Family Studies curriculum and/or parts thereof;
- Shall be responsible for identifying, developing, monitoring, and revising the undergraduate Child, Youth, and Family Studies curriculum policy of the School of Social Work, for recommending policy change to the Faculty, and for ensuring that curriculum content in both class and practicum reflects society's ethnic, racial, and cultural diversity.
- Shall refer issues related to the implementation of the curriculum to the CYFS Program Director, and
- Has the responsibility for making recommendations in the following areas:
  - Acting on recommendations from others regarding new or revised required or elective courses;
  - Modifications of CYFS degree requirements;
  - Grading practices and standards; and
- Reviewing and approving free elective courses.

Student Affairs:
The CYFS Program Committee
- Shall hear appeals or review exceptional circumstances regarding student petitions for educational program changes, leaves of absence, acceptance of transfer credit or exceptions to the regular course of study;
- Monitor compliance with educational policies;
- Review individual student grievances regarding grades received in class or field work;
- Develop criteria and procedures for reviewing individual student requests for:
  - Educational program change;
  - Acceptance of transfer credits;
  - Exceptions from the regular course of study; and
  - Leaves of absence for students.

Student Admissions:
The CYFS Program Committee shall review policy and criteria regarding admissions and selection of students, and shall propose to the Faculty necessary policy and procedural changes.

The Membership of the CYFS Committee shall be:
*CYFS Program Director
- All CYFS Faculty including TTS and NTTS (at least fixed term, adjunct as \textit{ex-officio})
- SSW Student Support and Inclusion Specialist 1
- CYFS Students 1-2
- Associate Dean for Academic Affairs \textit{(ex officio)} 1
- \textit{Ex Officio}/Invited
- Admission Directors From:
  - MSW Program
  - Graduate Teacher Education Program
  - Special and Counseling Education Program
  - Curriculum & Instruction: Early Childhood Education Program
- A Consortium Member/Rotating Position

F. Ad Hoc Committees
The Dean may establish such ad hoc committees as deemed necessary to assist in the operation of the School of Social Work. Generally, ad hoc committees do not count as part of workload.

VI. PROFESSIONAL DEVELOPMENT

Individual Professional Development Accounts (IPDA):

Faculty members and academic professionals may utilize funds in their IPDA for activities that support the job-related professional development of the member. The use of IPDA funds is subject to the pre-approval of the department chair and to all applicable University policies and procedures regarding the appropriate use and documentation of University expenditures. Examples of such use from the CBA include, but are not limited to, travel for the presentation of scholarly work, conference fees and travel, professional organization fees, professional licensure or certification requirements, acquisition of specialized equipment (such as laboratory or art supplies), tuition and/or fees, subscriptions and books, submission fees, and relevant training and continuing education opportunities. Full-time faculty members on sabbatical shall have their IPDA accounts funded at 1.0 FTE.

The University will provide a fund for faculty education of $45,000 per fiscal year for each year of this agreement for the payment of tuition for members of the bargaining unit. Bargaining unit members may apply each term for a grant from this fund to be used for enrollment in career-related PSU courses. Preference will be given to applicants taking courses applicable to the completion of an advanced degree. Requests will be completed by faculty, approved by the Union as to eligibility and amount, and forwarded to the Office of Academic Affairs for processing until funds are exhausted. Bargaining unit members shall submit one application for all courses in that academic term for which a grant is sought.

Members of the bargaining unit will be eligible for professional development funds, which shall include costs for research, travel, and conferences. The fund for professional development shall be $100,000 per fiscal year. If, at the end of a given fiscal year, all available Professional Development funds are not expended they will be carried over and
available for use during the next fiscal year. Requests will be completed by faculty; approved by the Department Chair or designee, and by the Union; and forwarded to the office of Academic Affairs for review. Preference will be given to applicants presenting, performing, or conducting primary research in their respective fields. Grants of professional development funds are limited to $2,000 per eligible member per year.

VII. CHANGES AND AMENDMENTS

Changes in and amendments to the By-Laws shall be presented to at least one meeting of the Faculty of Social Work. The text of such proposed changes and amendments shall be sent in writing to all voting members of the Faculty before the meeting at which a final vote is taken. Two-thirds of the voting faculty must be present if a vote is cast in a meeting, and a majority “yes” is needed for the motion to carry. Electronic (or “secret”) votes are acceptable and anyone can call for a secret ballot, however we need 2/3 all voting members to vote for the motion to pass. In addition, a majority of the 2/3 vote must be in favor (ie. “yes”) for a motion to carry.
APPENDIX A:
School of Social Work
Faculty Standing Committees Roster

* Signifies the chair of each committee where it is determined in advance; for some committees the chair is elected by members

MSW FACULTY SUBCOMMITTEE

*MSW Program Director (ex officio)
All faculty who teach at least one course in the MSW Program
MSW Student Affairs Coordinator
Director of Field Education
Assistant Director of Field and DO Coordinator
SSW Student Support & Inclusion Specialist
Associate Dean of Academic Affairs (ex officio)
MSW Campus Student Representative
MSW Campus Distance Representative
MSW Online Student Representative
Community Practice Representative
Community Practice Representative

Note that faculty do not receive service credit for participating in the MSW Faculty Sub-committee.

MSW PROGRAM LEAD INSTRUCTORS SUBCOMMITTEE

*MSW Program Director (ex officio)
One Lead Instructor for each of the following courses/sequences
  SW 511 Field Seminar
  SW 515 Skill for the Helping Process - Groups
  SW 520 Social Welfare History and Policy
  SW 530 Skills for the Helping Process – Individuals and Families
  SW 532 Advocacy and Empowerment
  SW 539 Social Justice in Social Work
  SW 540 Human Development Thru the Lifespan
  SW 541 Societal, Community and Organizational Structures and Processes
  SW 550 Research and Evaluation I and SW 551 Research and Evaluation II
SW 533-535 Clinical Social Work (CSW)
SW 593-595 Practice and Leadership in Communities and Organizations (PLCO)
SW 517-519 Health Across the Lifespan (HAL)
SW 586-588 Children, Youth and Families (CYF)

MSW ADMISSIONS SUBCOMMITTEE

* MSW Student Affairs Coordinator
Elected Faculty Members x 4
Appointed CWP Representative
MSW Student Representative
MSW Student Representative
Practice Representative
Practice Representative

FACULTY AFFAIRS COMMITTEE

*Elected Tenured Faculty Member and Chair x 1
Elected Associate or Full (NTTS or TTS) x 1
Elected Faculty Members (CYFS, BSW, MSW, Phd) x 4
Student Representatives (One MSW and one undergrad) x 2

PROMOTION, TENURE, AND MERIT COMMITTEE

*Elected Tenured Faculty and Chair (Associate or Full) x 1
Elected Tenured Faculty (Associate or Full) x 2
Elected Non-Tenure Track Instructional Faculty (having completed a minimum of three annual reviews) x 2
Elected Research Professor Faculty (Associate or Full) x 2

EQUITY, INCLUSION, AND COMMUNITY PARTNERSHIP COUNCIL (EPIC)

*Elected members will serve a three year term. Co-chairs (one community member and one faculty member) will be elected by members and will serve a two-year term

DO Elected
Field Elected
Elected Faculty x 4
Student Support & Inclusion Specialist
CCF Representative
RRI Representative
Staff Elected
Community Representative
Community Representative
Community Representative
Community Representative
Community Representative
Associate Dean Academic Affairs (Ex-Officio)
PhD Student Representative
MSW Student Representative – Campus
MSW Student Representative - Distance
MSW Student Representative - Online
BSW Student Representative
CYFS Student Representative

SSW STUDENT AFFAIRS COMMITTEE

* MSW Student Affairs Coordinator (Ex Officio)
Elected Faculty x 3
MSW Student Representatives x 2
Community Representative

PH.D. PROGRAM COMMITTEE

* PhD Program Director
Elected Faculty x 4
Appointed Faculty x 1
Associate Dean for Research & Sponsored Research (Ex Officio)
Associate Dean Academic Affairs (Ex Officio)
Ph.D. Student Representatives x 2
Community Representative

CHILD, YOUTH, AND FAMILY STUDIES

* CYFS Program Director
Faculty Appointed (all full-time CYFS faculty including TTS and NTTS, at least fixed term)
Faculty elected x 1
ECE Admissions Director (Ex-Officio)
MSW Admissions Coordinator (Ex-Officio)
GTEP Admissions Director (Ex-Officio)
SpED Admissions Director (Ex-Officio)
Associate Dean Academic Affairs (Ex-Officio)
CYFS Students x 2
Consortium Member (Rotating)

BSW PROGRAM COMMITTEE

* BSW Program Director
BSW Faculty Appointed
MSW Faculty Appointed
Faculty at large Appointed x 2
Associate Dean Academic Affairs (Ex-Officio)
Field (Ex-Officio)
CWEP Representative (Volunteer)
BSW Students x 2
Community Representatives x 2
Administrative Support person
Appendix B: Organizational Chart
APPENDIX C
Administrative Functions of the School of Social Work
(Revised October 2017)

Dean

- Set overall strategic direction for school in conjunction with all members of the SSW community and evaluate consistently.
- Supervise Associate Dean for Academic Affairs, Associate Dean for Research and Sponsored Projects, Assistant Dean of Finance and Administration and Dean's Office Team.
- Work with academic committees of the SSW to assure functionality and congruence with SSW bylaws and PTM guidelines.
- Provide leadership around strategic planning activities at the program, School and University levels.
- Responsible for assuring sound recruitment and hiring of administrative and academic professionals.
- Integrate and assure functionality with larger university administrative planning, requests and functions including work directly with/for the Provost and other Academic Deans.
- Integrate and assure functionality with key community partners and demonstrate responsiveness to community needs.
- Serve as the School's chief public voice.
- Assure sound opportunity management for the SSW.
- Responsible for strategy and progress related to the advancement/development function of the SSW.

(Reports to the Provost and Vice President for Academic Affairs)

Associate Dean for Academic Affairs

- Provide oversight and leadership of all student affairs issues assuring access, success, responsiveness, and coordination.
- Oversight of all student grievances and retention processes, liaison activities with the Office of Global Diversity and Inclusion, Disability Resource Center, CARE, and General Counsel.
- Assist Dean in ensuring effective and efficient management of academic programs and climate of school.
- Provide leadership around strategic planning activities at the program, School and University levels.
- In consultation and collaboration with the Dean, inventories University-required reports, policies, and procedures.
- Represents SSW on university committees appropriate to the Associate Dean for Academic Affairs position.
- Supervise academic Program Directors which include Field, CYFS, BSW, MSW, and PhD Directors.
• Supervise Records and Administrator and Assistant to the Associate Dean for Academic Affairs.
• Coordinate and chair workload planning and lead the annual Strategic Enrollment Plan process.
• Co-lead re-accreditation, certification, and other program evaluation efforts.
• Serve as key representative with academic committees and processes as required by SSW and/or PSU administration for priority administrative functions related to academic excellence.

(Reports to the Dean)

**Associate Dean for Research and Sponsored Projects**

• Serve as key representative with research/committees and processes as required by SSW and/or PSU administration for priority administrative functions related to academic excellence.
• Provide leadership around strategic planning activities at the program, School and University levels.
• Supervise Research and Sponsored Program PI’s and Professionals.
• Assure appropriate interface with University-sponsored projects administration, specifically work with DRA’s and financial accountability as well as other key regulatory and oversight requirements of PSU.
• Responsible for leadership specific to direction-setting/strategy and troubleshooting for research and sponsored project work of the SSW.
• Represents SSW on university committees appropriate to the Associate Dean for Academic Affairs position.

(Reports to the Dean)

**Assistant Dean for Finance and Administration**

• Responsible for the financial management of SSW including forecasting, budget development, allocation, accounting, reporting and monitoring School resources comprised of state funds, tuition dollars, fees, grants and contracts and foundation funds.
• Develop and maintain procedures and internal policies relating to overall finance and administrative functions for the School (academic and research with some dotted line relationships to the budget office).
• Assure appropriate interface and functionality with university fiscal entities.
• Oversight of IT Systems used in the SSW.
• Responsible for supervising classified and unclassified staff (Operations & Administrative Services Manager, Systems Analyst 2, and Fiscal Assistant).
• Prepare hiring contracts, oversee HR functions for the School, and provide guidance on recruitments, evaluations, and policies and procedures.
• Responsible for operations management.
• Provide leadership around strategic planning activities at the program, School and University levels.
• Represent the School on numerous university committees and initiatives regarding finance, administration, human resources, and research activities.

(Reports to the Dean)

Program Directors
The SSW Program Directors include the following:
• Director of Field Education
• CYFS Program Director
• BSW Program Director
• MSW Program Director
• PhD Program Director

Program Director Responsibilities
• Provide administrative oversight and management of their respective program.
• Provide leadership of program specific student issues assuring access, success, responsiveness, and coordination.
• Serve liaison activities with the Office of Global Diversity and Inclusion, Disability Resource Center, CARE, and General Counsel when appropriate.
• Participate in program specific student grievances and retention processes.
• Assist Dean and Associate Dean for Academic Affairs in ensuring effective and efficient management of academic programs and school climate.
• Provide leadership and oversight for program specific faculty in curriculum development implementation, and evaluation.
• Co-lead with the Associate Dean for Academic Affairs re-accreditation, certification, efforts and other program reviews evaluation efforts.
• Responsible for workload planning.
• Collaborate with faculty and other stakeholders to assess and plan curricular offerings.
• Supervise and evaluate program administrators and staff.
• Track student progress and prepare and disseminate information to key stakeholders.

(Reports to the Associate Dean for Academic Affairs)

Communications Marketing and Development Manager
• Lead School-based communications, recruitment, outreach, marketing and development activities.
• Articulate School brand and raises awareness of the School’s work, mission, and impact to internal and external audiences.
• Plan, implement, and manage development programs to attract new donors to the School.
• Responsible for creating approaches, processes and tools to acknowledge and steward donations to the School.
• Create a School-wide annual strategic marketing and communications plan.
• Consult and collaborate with individual academic, research, training, workforce development and administrative units (BSW, CYFS, MSW, Ph.D., RRI, CCF, Field, etc.) to build and implement marketing and communications programs that support and align with their goals.
• Create and implement strategic events that target students, faculty, staff, alumni, donors, and other community members.
• Build, maintain, and expand the School’s external-facing social media content.
• Oversee award process for all school scholarships.

(Reports to the Dean)

Administrative Services Manager

• Manages Administrative Services for the ASRC Building, 6th floor (Office Management, Reception Functions, IT Services, telecom, Facilities, etc.).
• Directly supervising IT Support Staff and Office Manager and Fiscal Specialist.
• Manages all searches (Faculty, Classified, Admin Professionals, Adjuncts, Temp staff, etc.).
• Collaborates with Assistant Dean of Finance and Administration on developing and implementing the hiring and performance review process for Adjuncts.
• Managing Elevator Access & Key Access, and Office assignments and set up for all SSW Faculty and Staff.
• Manages on boarding process for all new Faculty and Staff. Oversees Safety and Security efforts within the School.
• Works collaboratively with the Assistant Dean for Finance and Administration on HR and other duties as assigned.

(Reports to the Assistant Dean of Finance and Administration)

Executive Assistant
• Provides personal & confidential administrative support to the Dean, including calendar management.
• Handles records maintenance, communications, correspondence for the Dean’s Office.
• Responsible for ensuring all new faculty are onboarded effectively and fully-integrated with the School’s strategic priorities.
• Manages the Dean’s ongoing projects and ensures follow-up on progress, evaluation, and reporting.
• Provides administrative support to faculty governance processes, including Promotion & Tenure.

(Reports to the Dean)
SIGNATURE PAGE
School of Social Work Bylaws
Revised March 2018

N/A

Department/Division Chair Date

[Signature]

Dean Date

4.20.2018

Academic Affairs Approval:

[Signature]

Vice Provost for Academic Personnel and Leadership Development Date
Full-Time Faculty

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Bradley, Sarah 124
Brookner, Leah 127
Chorpenning, Matt 129
Cordova, Lisa 131
Curry-Stevens, Ann 133
Donlan, William 142
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Hawash, Lisa 147
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Uretsky, Matthre 219
Wahab, Stephanie 224
**CURRICULUM VITAE**

Marina Barcelo  
Faculty  
Professional Faculty

**DEGREE INFORMATION**  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>BA</td>
<td>Boston University</td>
<td>Philosophy &amp; Religion</td>
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<td>MA</td>
<td>Loyola University Chicago</td>
<td>Women’s and Gender Studies</td>
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<td>MSW</td>
<td>Loyola University Chicago</td>
<td>Social Work</td>
<td>05/ 2012</td>
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**ACADEMIC APPOINTMENTS**

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<th>STATE DATE – END DATE (month/year)</th>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

<table>
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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Student Support &amp; Inclusion Specialist</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
<td>10/2015-Present</td>
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<tr>
<td>Director of Equity &amp; Community Engagement</td>
<td>NARAL Pro-Choice Oregon</td>
<td>Portland, Oregon</td>
<td>09/2014- 09/2015</td>
</tr>
<tr>
<td>Corporate &amp; Foundation Relations Manager</td>
<td>Regional Arts &amp; Culture Council</td>
<td>Portland, Oregon</td>
<td>10/2013- 09/2014</td>
</tr>
<tr>
<td>Interim Development &amp; Communications Director</td>
<td>Chicago Women’s Health Center</td>
<td>Chicago, IL</td>
<td>09/2012- 08/2013</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Member of ACLU of Oregon Board of Directors 2016-Present
- Serve on the Strategic Planning Committee, the Equity & Inclusion Committee, and the Executive Committee as Board Secretary

Member of Oregon Community Foundation Latino Conference Committee 2016-Present
- Serve on Planning Committee

Member of Momentum Alliance Board of Directors 2015-Present
- Serve on Board Development Committee

Member of Western States Center’s We Are BRAVE Cohort 2014-Present
- Serve on Policy Committee and Trainers Committee

Member of Santa Catalina School Alumnae Board of Directors 2010-Present
- Serve on Development Committee

PSU Queer Students of Color Conference, Presenter 2017
Dean of Student Life CARE Team Case Manager Search Committee 2017
UNST Peer Mentor Scholarship Review Committee 2017
PSU Annual Culturally Responsive Symposium, Presenter 2016
Disability Resource Center Access Counselor Search Committee 2016
School of Social Work Office Manager Search Committee 2016
SSW Racial Equity Assessment Committee, Co-authored final report 2016
PSU Undergraduate Scholarship Review Committee 2016
Bridges College Preparation Program, Panelist 2016, 2015
Faculty Advisor for SSW Students of Color Caucus 2016-Present
Co-Chair, SSW Equity, Inclusion, and Community Partnership Council 2015-Present

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

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PROFESSIONAL PRESENTATIONS (during last 5 years)

Equity & Inclusion


Reproductive Justice


Career Development

PROFESSIONAL PUBLICATIONS
(during last 5 years)

OTHER RELEVANT INFORMATION

National Conference on Race & Ethnicity in American Higher Education, Fort Worth, TX 2017

PSU Annual Culturally Responsive Symposium, Portland, OR 2016, 2017

Activists Mobilizing for Power (AMP) Conference, Portland OR 2015, 2017

State Leadership Summit, Center for Reproductive Rights, Washington, D.C. 2015

Creating Change Conference, National LGBTQ Task Force, Denver, CO 2015

Nominee for Mary H. Cumpston Award for Excellence in Advising 2017

Portland State University

Certified Personal Trainer 2017

National Academy of Sports Medicine

Certificate in Developing Equity and Leadership through Training & Action 2015

Oregon Health Authority

Full-Time Faculty 123
# CURRICULUM VITAE

## Sarah Bradley

**Faculty**  
Associate Professor of Practice

## DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tr>
<td>BA</td>
<td>University of California, Santa Cruz</td>
<td>Psychology</td>
<td>06/1976</td>
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<tr>
<td>BA</td>
<td>University of California, Santa Cruz</td>
<td>Biology</td>
<td>06/1977</td>
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<tr>
<td>MSSW</td>
<td>Columbia University School of Social Work</td>
<td>Social Work</td>
<td>05/1979</td>
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<tr>
<td>Advanced Certificate</td>
<td>NY School for Psychoanalytic Psychotherapy</td>
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<td>06/1985</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE</th>
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<tbody>
<tr>
<td>Associate Professor of Practice</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>10/2014 - Present</td>
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<td>MSW Program Director</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>7/2014 – 9/2017</td>
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<tr>
<td>Instructor/Senior Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>9/98-10/2014</td>
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<tr>
<td>Asst. Director of Field</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>6/2008-6/2013</td>
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<tr>
<td>Coordinator, Online MSW Program</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>6/2013-6/2014</td>
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<tr>
<td>Instructor</td>
<td>Virginia Commonwealth University</td>
<td>Fairfax, Virginia</td>
<td>5/1987-12/1988</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE</th>
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<tr>
<td>Therapist/Branch Director</td>
<td>Family Services</td>
<td>Seattle, WA</td>
<td>1/1990-7/1997</td>
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<tr>
<td>Coordinator, SW Services Inpatient Psychiatry</td>
<td>George Washington University Medical Center</td>
<td>Washington, DC</td>
<td>5/1986-12/1988</td>
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<tr>
<td>Private Psychotherapy Practice</td>
<td>Self</td>
<td>New York, NY</td>
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<td>Portland, OR</td>
<td>1998-2000</td>
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<tr>
<td>of SW Services Inpatient Psychiatry</td>
<td>Family Counseling Services</td>
<td>Eugene, OR</td>
<td>1019/79-7/1980</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- Council on Social Work Education
- Oregon State Licensed Clinical Social Worker

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)**

NA

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**


**PROFESSIONAL PRESENTATIONS (during last 5 years)**


**PROFESSIONAL PUBLICATIONS (during last 5 years)**

Leah Brookner
Faculty
Assistant Professor of Practice

DEGREE INFORMATION  (*Begin with baccalaureate or other initial professional education, and include postdoctoral training*)

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<th>DATE AWARDED</th>
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<tr>
<td>B.A.</td>
<td>Syracuse University</td>
<td>Psychology and Creative Writing</td>
<td>6/2000</td>
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<tr>
<td>M.A.</td>
<td>Columbia University</td>
<td>Clinical Psychology</td>
<td>6/2002</td>
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ACADEMIC APPOINTMENTS

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<tr>
<td>Assistant Professor of Practice</td>
<td>Portland State University</td>
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<td>1/2016 - present</td>
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<td>Adjunct Faculty Instructor</td>
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<td>3/2007-12/2015</td>
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<td>Adjunct Faculty Instructor</td>
<td>University of Portland</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>CITY AND STATE</th>
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<tr>
<td>Program Training Specialist</td>
<td>Boys &amp; Girls Aid</td>
<td>Portland, OR</td>
<td>2013-2016</td>
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<td>Program Coordinator</td>
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</tr>
<tr>
<td>Child and Family Therapist</td>
<td>Morrison Child and Family Services</td>
<td>Portland, OR</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Child and Family Therapist</td>
<td>Albertina Kerr Centers</td>
<td>Portland, OR</td>
<td>2004-2006</td>
</tr>
</tbody>
</table>

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2016 – current: Trainings delivered for Boys & Girls Aid and community partners:
- Attachment Theory for Parents and Caregivers, part I and II
- Foundations Training for Caregivers of Children with Special Needs
- Pre-certification Training for Therapeutic Foster Parents
- Intersectionality Training for Caseworkers and Permanency Workers
- Attachment, Trauma and Permanency work with Children and Families
- Family Systems Theory

2014 – 2016: Oregon Department of Human Services Certified Foster Parent
2006 – 2014: Youth Mentor for child with special needs

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

NA
# Curriculum Vitae

Matt Chorpenning  
Faculty  
Assistant Professor of Practice

## Degree Information

*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution Granting Degree</th>
<th>Major</th>
<th>Date Awarded (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>University of Oregon</td>
<td>Theatre Arts</td>
<td>06/2004</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2013</td>
</tr>
</tbody>
</table>

## Academic Appointments

<table>
<thead>
<tr>
<th>Title</th>
<th>Employing Academic Institution</th>
<th>City and State</th>
<th>State Date – End Date (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Assistant Professor of Practice</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2017 – 06/2018</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>03/2016 – 09/2017</td>
</tr>
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</table>

## Post Baccalaureate and Post Master's Social Work Degree Practice Experience

<table>
<thead>
<tr>
<th>Position</th>
<th>Employer</th>
<th>City and State</th>
<th>Start Date – End Date (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SHINE Site Supervisor</td>
<td>Impact NW</td>
<td>Aloha, OR</td>
<td>08/2013 - present</td>
</tr>
<tr>
<td>Trainer/Co-facilitator</td>
<td>YWCA of Greater Portland</td>
<td>Portland, OR</td>
<td>07/2015 - present</td>
</tr>
<tr>
<td>Consultant</td>
<td>EqualityWorks, NW</td>
<td>Portland, OR</td>
<td>12/2012 - present</td>
</tr>
</tbody>
</table>

## Current Professional, Academic, Community-Related, and Scientific Memberships

- Unite Oregon - Member since 2012
- Portland Tenants United - Supporting member since 2017

## Community Service Responsibilities and Activities (during last three years)

Full-Time Faculty
Washington County ACEs Initiative, February 2015 - present
Impact NW Equity & Diversity Committee – June 2014 - present

<table>
<thead>
<tr>
<th>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</th>
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</thead>
<tbody>
<tr>
<td>1,000 Friends of Oregon Land Use Leadership Initiative - 2016/2017 LULI fellow</td>
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<tr>
<td>Center to Advance Racial Equity - Research Fellow, 2013 - 2015</td>
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</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dynamics of Poverty – 2-3 time annually since October, 2015 - YWCA of Greater Portland</td>
</tr>
<tr>
<td>Introduction to Advocacy - December, 2016 - Impact NW</td>
</tr>
<tr>
<td>Introduction to Racial Equity – Metro, June 28th, 2013 (co-facilitator with EqualityWorks, NW)</td>
</tr>
<tr>
<td>A Buddhist Punk’s Guide to Combating Despair (Meditation for Social Action) – Voices on the Ground Conference, June 2013</td>
</tr>
<tr>
<td>Introduction to Theater of the Oppressed - February, 2013 - Center for Intercultural Organizing</td>
</tr>
<tr>
<td>Theatre for Social Change – Community-Based Practice Conference, June 2012</td>
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</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PUBLICATIONS (during last 5 years)</th>
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<tbody>
<tr>
<td>Economic Equity in Communities of Color (co-author), February 2015</td>
</tr>
<tr>
<td>Environmental Granting to Communities of Color (co-author), February 2014</td>
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</table>

<table>
<thead>
<tr>
<th>OTHER RELEVANT INFORMATION</th>
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<tbody>
<tr>
<td>Systemic Change/Political Campaign Work:</td>
</tr>
<tr>
<td>Legislative research committee, Portland Tenants United</td>
</tr>
<tr>
<td>Canvasser, 2016 Yes for Affordable Housing Campaign</td>
</tr>
<tr>
<td>Canvass Captain, 2014 Safe Roads for Oregon Campaign</td>
</tr>
<tr>
<td>Legislative power-mapping, 2013 Homeless Bill of Rights Campaign</td>
</tr>
<tr>
<td>Organizer/Researcher, 2013 End Profiling Legislative Campaign</td>
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<tr>
<td>Community Outreach, 2013 Homeless Bill of Rights Campaign</td>
</tr>
<tr>
<td>Precinct Captain, 2008 Barack Obama Presidential Campaign</td>
</tr>
<tr>
<td>Faculty liaison for Students for Social Action at PSU School of Social Work, 2011 - 2013</td>
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<table>
<thead>
<tr>
<th>Public Testimony</th>
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<tbody>
<tr>
<td>In support of district-wide community school committee - Beaverton School Board, December 2014</td>
</tr>
<tr>
<td>On minority contracting in the State of Oregon - Portland City Council, February 2015</td>
</tr>
<tr>
<td>In support of permanent Diversity Board - Beaverton City Council, September 2013</td>
</tr>
</tbody>
</table>
# CURRICULUM VITAE

Lisa Cordova  
Faculty  
Field Specialist and Instructor

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>University of California, Davis</td>
<td>Applied Behavioral Sciences with a focus in Social Advocacy for Diverse Groups</td>
<td>06/ 1993</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Denver</td>
<td>Social Work</td>
<td>06/1996</td>
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## ACADEMIC APPOINTMENTS

<table>
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<tr>
<th>TITLE</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Field Specialist-Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>07/2015 - present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Interim Field and Distance Option Coordinator</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>08/2014 - 06/2015</td>
</tr>
<tr>
<td>Intake Specialist</td>
<td>The Children’s Program</td>
<td>Portland, Oregon</td>
<td>09/2013 - 07/2014</td>
</tr>
<tr>
<td>Social Work 50th Anniversary Coordinator</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>02/2013 - 06/2014</td>
</tr>
<tr>
<td>Director of Programs</td>
<td>Listen To Kids</td>
<td>Portland, Oregon</td>
<td>09/2009 - 05/2012</td>
</tr>
<tr>
<td>Teen Dating Violence Program Coordinator</td>
<td>Youth Eastside Services</td>
<td>Bellevue, Washington</td>
<td>07/1999 - 07/2002</td>
</tr>
<tr>
<td>Community Outreach Coordinator &amp; Counselor</td>
<td>The Florence Crittenton School, Human Services, Inc</td>
<td>Denver, Colorado</td>
<td>08/1996 - 06/1999</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

NA

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

- Vice President of Education, Havurah Shalom, Portland, OR, 5/16-present
- Moatzah Education Advisory Committee Member, Havurah Shalom, Portland, OR, 6/14-present
- Field Instructor, School of Social Work, Portland State University, 9/10-6/12

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

- Portland State University Office of Global Diversity & Inclusion Professional Development Incentive Fund Recipient: Exploring Inclusive & Culturally Responsive Pedagogy & Curriculum, August 2017

- Take Action Against Domestic Violence Award, Youth Category for development of RESPECT peer educator program, awarded by King County Coalition Against Domestic Violence, 2001.

**PROFESSIONAL PRESENTATIONS (during last 5 years)**


**OTHER RELEVANT INFORMATION**

- Oregon Licensed Clinical Social Worker, 2002-Present
- Licensed Clinical Social Worker since April 1998
CURRICULUM VITAE

Ann Curry-Stevens
Faculty
Assistant Professor

DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA (Honors)</td>
<td>Queen’s University</td>
<td>Human Geography</td>
<td>06/1983</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Toronto</td>
<td>Policy &amp; Administration</td>
<td>06/1991</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Toronto</td>
<td>Adult Education</td>
<td>09/2005</td>
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ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Associate Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>07/2012-08/2017</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/07- 07/2017</td>
</tr>
<tr>
<td>Founding Director</td>
<td>Center to Advance Racial Equity, Portland State University</td>
<td>Portland, OR</td>
<td>2013-06/2017</td>
</tr>
<tr>
<td>External Evaluator and Designer</td>
<td>United Way of Columbia-Willamette and Portland State University</td>
<td>Portland, OR</td>
<td>2016-2017</td>
</tr>
<tr>
<td>Principal Investigator</td>
<td>Coalition of Communities of Color Research Project</td>
<td>Portland, OR</td>
<td>2008-2014</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>York University, School of Social Work</td>
<td>Toronto, ON, Canada</td>
<td>07/05-08/07</td>
</tr>
<tr>
<td>Interim Director, Field Education</td>
<td>York University, School of Social Work</td>
<td>Toronto, ON, Canada</td>
<td>05/06-1/07</td>
</tr>
<tr>
<td>Course Director</td>
<td>York University, Ryerson University &amp; University of Toronto</td>
<td>Toronto, ON</td>
<td>09/2004-04/2006</td>
</tr>
<tr>
<td>Research Project Coordinator</td>
<td>York University</td>
<td>Toronto, ON</td>
<td>04/2002-12/2003</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Wilfrid Laurier University</td>
<td>Kitchener, ON</td>
<td>05/2002-10/2002</td>
</tr>
<tr>
<td>Course Instructor</td>
<td>George Brown College</td>
<td>Toronto, ON</td>
<td>01/1995-05/2005</td>
</tr>
<tr>
<td>Tutorial Assistant</td>
<td>University of Toronto</td>
<td>Toronto, ON</td>
<td>09/1989-05/1991</td>
</tr>
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</table>
### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Facilitator and Trainer</td>
<td>Care Oregon</td>
<td>Portland, OR</td>
<td>2016-2017</td>
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<tr>
<td>Facilitator and Trainer</td>
<td>Intertwine’s Racial Equity Organizational Change Cohort</td>
<td>Portland, OR</td>
<td>2014-2015</td>
</tr>
<tr>
<td>Advisor</td>
<td>Schools Uniting Neighborhoods</td>
<td>Multnomah County, OR</td>
<td>2014-2017</td>
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<tr>
<td>Racial Equity Organizational Development Consultant</td>
<td>Camp Fire Columbia</td>
<td>Portland, OR</td>
<td>2014-2015</td>
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<tr>
<td>Evaluator</td>
<td>Oral Health Initiative, Kaiser Permanente Northwest</td>
<td>Portland, OR</td>
<td>2010-2014</td>
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<tr>
<td>Racial Equity Organizational Development Consultant</td>
<td>Portland Children’s Museum</td>
<td>Portland, OR</td>
<td>2014</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Culturally Specific Leadership Development Initiative, Meyer Memorial Trust</td>
<td>Portland, OR</td>
<td>2011-2013</td>
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<tr>
<td>Community Assessment</td>
<td>North by Northeast Community Health Center</td>
<td>Portland, OR</td>
<td>2011-2012</td>
</tr>
<tr>
<td>Evaluator</td>
<td>Convergence Partnership, Northwest Health Foundation</td>
<td>Portland, OR</td>
<td>2010-2012</td>
</tr>
<tr>
<td>Training Consultant</td>
<td>Centre for Social Justice</td>
<td>Toronto, ON</td>
<td>1999-2005</td>
</tr>
<tr>
<td>Project Manager, Violence Prevention Consultant, Training &amp; Development</td>
<td>Women’s Resources of Victoria County &amp; YWCA of Peterborough</td>
<td>Lindsay, ON</td>
<td>1998-1999</td>
</tr>
<tr>
<td>Consultant, Training &amp; Development</td>
<td>Echo Bay Centre (formerly Tools for Transformation)</td>
<td>Coboconk, ON &amp; Toronto, ON</td>
<td>1994-2004</td>
</tr>
<tr>
<td>Manager, Employment Programs</td>
<td>YWCA of Metropolitan Toronto</td>
<td>Toronto, ON</td>
<td>1993-1994</td>
</tr>
<tr>
<td>Director, Social Justice</td>
<td>YWCA of Metropolitan Toronto</td>
<td>Toronto, ON</td>
<td>1992-1993</td>
</tr>
<tr>
<td>Probation Officer &amp; Volunteer Coordinator</td>
<td>Ministry of Community &amp; Social Services</td>
<td>Toronto, ON &amp; Kingston, ON</td>
<td>1983-1992</td>
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</table>

### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

N/A
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

2016  –  Member, Gun Violence as a Public Health Issue Advisory Committee, OHSU/PSU
Develop an agenda for launching a public health campaign on reducing gun violence in Oregon.

2014–16  Member, Race, Ethnicity, Language and Disability Planning and Analysis Steering Committee, Oregon Departments of Health and Human Services
Conduct a current state analysis of the Departments’ implementation of new race, language and disability identifiers in data systems and prioritizing strategies for implementation of House Bill 2134.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2016  Latino Ally for Excellence Award, Oregon Latino Agenda for Action (no cash value)
2016  Honor Recipient, Native American Youth and Family Center (no cash value)
2015  PSU’s nominee for the Thomas Ehrlich Civically Engaged Faculty Award

PROFESSIONAL PRESENTATIONS (during last 5 years)

Invited Conference Presentations

2016  Lessons learned: Research and evaluation partnerships with Portland’s communities of color. At Recognizing Culture in Evaluation, Oregon Program Evaluators Network’s annual conference, Portland, OR.
2016  The centrality of race in environmental equity. At National Recreation and Parks Association’s Innovation Lab, Portland, OR.
2015  Insights on newcomer assets and challenges. At Immigrant and Refugee Community Leadership Forum, Portland, OR.
2015  Organizational change through a racial equity lens: Implications for capacity-building practice for organizations and networks. At Alliance for Nonprofit Management annual conference, Portland, OR.
2015  Applying an equity lens to your organization’s planning process. At GoGreen 15’s Sustainability Conference for Business and Government, Portland, OR.
2015  The effectiveness of minority contracting initiatives. At PGE’s Diversity Summit, Portland, OR. [plenary session to 1,100 attendees]
2014  Culturally-specific or culturally-responsive organizations…Say what? At Grantmakers of Oregon and Southwest Washington, Portland, OR. [keynote presentation]
2014  Understanding the assets of culturally-specific services. At Writing a New Narrative for Oregon’s 3rd Graders, Oregon Education Investment Board, Seaside, OR.
2013  Best practices in identifying special populations within community health centers. At Quadruple Aim Spring Symposium, Oregon Primary Care Association, Portland, OR.
2013  Understanding and responding to refugee health in Multnomah County. At Western Regional International Health Conference, OHSU, Portland, OR.
2013  Racial equity in Multnomah County [panelist]. At Martin Luther King PSU Celebration, Portland, OR.
2012  Current racial disparities in Oregon today. At Race: Are we so different? An exhibit and community conversation about race relations in metro Portland, Portland, OR.

2012  Eliminating racial disparities and the achievement gap [panelist]. At Raising our hands, raising the bar: Collective action for student success, All Hands Raised Community Forum, Portland, OR.


2012  The politics and power of data: Navigating our way to health equity [invited panelist]. At Kaiser Permanente Community Fund Summit, Portland, OR.

2012  Social determinants of health: Solving problems in partnerships addressing social equity. At Social Determinants of Health Symposium, Portland State University.

2012  Navigating whiteness in the helping professions: Moving beyond cultural competency. At Theory-to-Practice Winter Division Conference, Portland State University.

2012  Racial disparities among elders of color: Advancing reforms at the micro, mezzo & macro levels. At Aging and Disability Services Conference, Multnomah County, Portland, OR.

2012  The state of the Asian and Pacific Islander community. At Asian and Pacific Islanders Communities in Action! Health, Education and Civil Rights, Salem, OR.

Referred Academic Conference Presentations

2016  Culturally specific organizations as vital spaces for inclusion: Reporting on a Delphi study with five organizations. 11th Annual Community Research and Action in the West conference, Portland, OR.

2015  Chronic absenteeism in Oregon: What we know and why it matters. At Conference of Oregon School Administrator's Believe and Achieve Pre-Conference, Seaside, OR. [panel presenter with Serena Stoudamire Wesley and Robin Shobe].

2015  Building effective partnerships with community-based non-profits to improve equity in third grade reading. At Conference of Oregon School Administrator's Believe and Achieve Conference, Seaside, OR. [panel presenter with Carmen Rubio, Karen Grey and Jesse Beason].

2015  Building equitable institutions in partnership with communities of color: Sharing the journey of Portland State University’s collaboration with the Coalition of Communities of Color. At National Association of Diversity Officers in Higher Education Annual Conference, Washington DC.

2014  Building the visibility, voice and influence of communities of color: Using research to reconfigure power relationships. At Community University Victoria 2014, Beyond Engagement: Creating Integration, Innovation and Impact, Victoria, British Columbia.

2014  How disparities research can influence policy. At Social Determinants of Health Research into Action Symposium, Portland, OR.


2012  Introduction to anti-oppressive practice with mandated clients. At Oregon Adolescent Sex Offending Treatment Network’s Annual Conference, Wilsonville, OR. [lead presenter with Nicole Lapotin].

2012  Anti-oppressive practice in action. At NASW–Oregon Annual Conference. Portland, OR.
Invited Community Presentations

2016  White roles in advancing racial justice. Friday Forum, City Club of Portland, July 29.

2016  Understanding why culturally specific organizations are the preferred service model for communities of color. Social Venture Partners, June 15.


2016  Advancing equity: Stories from the field and tools for taking action. Young Nonprofit Professionals Network, June 1.


2015  Learning from the public sector: How minority contracting intentions fall short and how they can be improved. PGE Diversity Forum [keynote presentation], September 30.


2014  An unsettling profile: The Slavic community in Multnomah County
  - Portland City Council – October 8
  - Multnomah County Commissioners – June 10

2014  Training for trainers in racial disparities: Unsettling profiles
  - African Leadership Program – January 25
2014  Coalition of Communities of Color’s Leadership Development Initiative. Panelist at MLK’s Tribute, January 22.


2013  An unsettling profile: The African immigrant and refugee committee in Multnomah County
       •  Portland City Council – October 16
       •  Multnomah County Commissioners – September 10


2013  Community-responsive research and racial equity: The case of Portland State University. School of Social Transformation, Arizona State University, March 22.

2013  A research journey of significance: The impacts of partnered research on racial disparities and the ripple effects for PSU. President’s Umbrella Tour, February 26.

2013  Racial disparities in Multnomah County. Bureau of Environmental Services, City of Portland, February 21.


2012  Convocation Speaker, MSW Convocation Ceremony, Portland State University, June 16. [elected role]

2012  Research for racial equity and social change [keynote speaker]. President’s Diversity Awards Event. Portland State University, May 9.

2012  Favorite Faculty Lecture: Racial disparities in Multnomah County – Moving beyond cultural competency and white ally solutions. Portland State University, January 19.


2012  Racial equity and culturally-relevant research practices. Race, Ethnicity and Language Data Leadership Group, Office of Equity and Inclusion, Oregon Health Authority, August 1.

2012  An unsettling profile: The Asian and Pacific Islander community in Multnomah County
       •  Asian & Pacific Islander Leadership Development Program – June 30
       •  Asian & Pacific American Compass, KBOO Radio – April 6
       •  Portland City Council – February 29
       •  Asian Family Services – February 14

2012  An unsettling profile: The Native American community in Multnomah County
       •  Portland Public School Board of Education – May 2
       •  Indigenous Nations Studies, Portland State University – March 15
       •  School of Social Work, Culture and Conversations Series – February 22
       •  Portland City Council – February 1
       •  Multnomah County Commissioners – February 9

2012  An unsettling profile: The Latino Community in Multnomah County
       •  Reynolds School District – October 24
       •  Portland City Council – March 14
• Multnomah County Commissioners – February 23

2012  
Training for trainers in racial disparities: Unsettling profiles
• Asian Family Center & Asian Pacific Islander Network of Oregon – October 1 & October 8

PROFESSIONAL PUBLICATIONS  (during last 5 years)

Currently Under Review
Curry-Stevens, A. Innovations in leadership development: Centering communities of color. [under review with Journal of Leadership and Organizational Studies].
Curry-Stevens, A., Morton, M. & Deloney, G. Rethinking services for communities of color: Why culturally-specific organizations are the preferred service delivery model. [under review with Human Service Organizations: Management, Leadership & Governance].
Curry-Stevens, A., Ng Ping Cheung, S., Davis, R. & Deloney, G. The assets of social workers of color: Imperatives for higher education and employers. [*revise and resubmit* to the Journal of Ethnic and Cultural Diversity in Social Work].
Maher, N., Curry-Stevens, A. & Dupres, C. Native American communities in Multnomah County: Exploring history through policy and its impact on Native peoples. [*revise and resubmit* with Oregon Historical Quarterly].

Refereed Journal Publications

Book Chapters
**Commissioned Papers**


**Professional Publications**

Curry-Stevens, A. & Sinkey, A. (Eds., 2016). In need of a long welcome: Supporting the integration of newcomers to Portland. Portland, OR: Center to Advance Racial Equity, Portland State University. (186 pages, 75% effort)

Curry-Stevens, A., Kim-Gervey, C. & Chief Education Office Research Team (2016). Chronic absenteeism report. Salem, OR: Chief Education Office, Oregon, and Center to Advance Racial Equity, Portland State University. (86 pages, 75% effort)


Curry-Stevens, A. (2015). The partnership of the Coalition of Communities of Color and Portland Public Schools: A case study with insights for replication. Portland, OR: Center to Advance Racial Equity, Portland State University. (39 pages)


Curry-Stevens, A. & Kim-Gervey, C. (2015). Chronic absenteeism in Oregon: Taking action to promote partnerships that resist student disengagement. Portland, OR: Center to Advance Racial Equity, Portland State University. (86 pages, 60% effort)


Curry-Stevens, A., Reyes, M. & Coalition of Communities of Color (2014). Protocol for culturally responsive organizations. Portland, OR: Center to Advance Racial Equity, Portland State University. (85 pages, 70% effort)


Curry-Stevens, A. & Coalition of Communities of Color (2014). The Slavic community in Multnomah County: An unsettling profile. Portland, OR: Portland State University. (91 pages, 95% effort)


Curry-Stevens, A. (2014). Final evaluation report for the Culturally-Specific Leadership Development Initiative led by the Coalition of Communities of Color. Portland, OR: Coalition of Communities of Color. (126 pages)

Chorpenning, M. & Curry-Stevens, A. (2014). Environmental granting to communities of color in Oregon. Portland, OR: Center to Advance Racial Equity, Portland State University. (20 pages, 45% effort)

Curry-Stevens, A. & Coalition of Communities of Color (2014). Research protocol for the study of racial disparities. Portland, OR: Coalition of Communities of Color. (18 pages, 90% effort)


Curry-Stevens, A. & Coalition of Communities of Color (2012). The Asian and Pacific Islander community in Multnomah County: An unsettling profile. Portland, OR: Portland State University. (224 pages, 90% effort)


Non-Referred Print Contributions

CURRICULUM VITAE

WILLIAM "TED" DONLAN
Program Administrator and Faculty
Program Director and Associate Professor

DEGREE INFORMATION

<table>
<thead>
<tr>
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<tr>
<td>BA</td>
<td>University of Nevada, Las Vegas</td>
<td>Social Sciences</td>
<td>12/1992</td>
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<tr>
<td>M.S.W.</td>
<td>University of Nevada, Las Vegas</td>
<td>Social Work</td>
<td>05/2002</td>
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<tr>
<td>Ph.D.</td>
<td>Arizona State University, Tempe</td>
<td>Social Work</td>
<td>05/2006</td>
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ACADEMIC APPOINTMENTS

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<td>Program Director – Master of Social Work Program</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>07/2017 - present</td>
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<tr>
<td>Associate Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/2012 - present</td>
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<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/2006-9/2012</td>
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<td>Faculty Associate</td>
<td>Arizona State University</td>
<td>Tempe, AZ</td>
<td>8/2005-5/2006</td>
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POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
<td>Group facilitator/program evaluator</td>
<td>Nevada Division for Aging Services</td>
<td>Las Vegas, NV</td>
<td>12/2003-6/2004</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Society for Social Work and Research
- Society for the Study of Symbolic Interactionism
- Council on Social Work Education
- American Association of University Professors
- National Association of Social Workers
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- Multnomah County Commission on Children, Families & Community -- Community Plan Steering Committee
- Washington County Democratic Party – Latino Outreach Committee
- Multnomah County Department of County Human Services, Mental Health and Addiction Services Division – Grant Proposal Review Board

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS  (during last 5 years)

PEER REVIEWED PUBLICATIONS


UNDER PEER REVIEW

OTHER RELEVANT INFORMATION

COURSE DEVELOPMENT
Summer 2007
- Social Work 504: Cooperative Education: Migrant Farmworker Health
- Social Work 507: Seminar: Cultural Influences on Multiprofessional Healthcare

Spring 2007
- Social Work 541: Human Behavior in the Social Environment: Macro Theory

PROFESSIONAL DEVELOPMENT
- Northwest Frontier Addiction Technology Transfer Division, Addictions and Mental Health Division. (November, 2006 – June, 2007) From the Field to the Classroom: Increasing Awareness of Intercultural Health Care.
CURRICULUM VITAE

Valerie Hamby
Faculty
Assistant Professor of Practice and MSW Distance Option Site Coordinator in Eugene, Oregon.

DEGREE INFORMATION  (Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
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<tr>
<td>BS</td>
<td>University of Oregon</td>
<td>Psychology</td>
<td>06/1987</td>
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<td>Certification</td>
<td>University of Washington</td>
<td>Treatment of Long-Term Psychiatric Disorders</td>
<td>1990</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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ACADEMIC APPOINTMENTS

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<tr>
<td>Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2011 – 06 2015</td>
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<td>Assistant Professor of Practice</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>06/2015 – present</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Eugene Site Coordinator</td>
<td>Portland State University</td>
<td>Portland, OR</td>
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<td>Mental Health Evaluator</td>
<td>McKenzie-Willamette Hospital</td>
<td>Springfield, OR</td>
<td>12/2006 – present</td>
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<td>Mental Health Specialist – part-time</td>
<td>Lane County Mental Health</td>
<td>Eugene, OR</td>
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<td>Lead Mental Health Specialist</td>
<td>Lane County Mental Health</td>
<td>Eugene, OR</td>
<td>10/1990 – 10/2011</td>
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<td>COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)</td>
<td>Volunteer: Occupy Medical, Eugene, OR</td>
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<td>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</td>
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<td>PROFESSIONAL PRESENTATIONS (during last 5 years)</td>
<td>PSU Informational Presentations related to the field of Social Work.</td>
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<td>NA</td>
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</table>
# CURRICULUM VITAE

Lisa Hawash

Faculty
Assistant Professor of Practice and MSW Online Option Coordinator

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

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<td>BS</td>
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<td>Social Science</td>
<td>12/1999</td>
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<td>MSW</td>
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## ACADEMIC APPOINTMENTS

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<td>Portland, OR</td>
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<tr>
<td>Instructor &amp; Online Option Coordinator</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/2014 – 6/2015</td>
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<tr>
<td>Adjunct Instructor and Field Liaison</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>1/2011 – 6/2014</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Fund Development Manager Consultant</td>
<td>Sisters of the Road</td>
<td>Portland, OR</td>
<td>06/2005-04/2011</td>
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<tr>
<td>(To various Portland area nonprofit organizations / Multnomah County and Multnomah County Library System)</td>
<td>Self Employed</td>
<td>Portland, OR</td>
<td>04/2011 – Present</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Member, Association of Community Organizational Social Administration
- Member, Network of Social Work Management
- Member, Social Welfare Action Alliance – Portland Chapter and National
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Service to School of Social Work and University

MSW Admissions Committee: September 2015 to present

Lead Instructor (Practice & Leadership with Communities & Organizations Concentration): September 2016 to present

ACITAC (University Technology Group): September 2015 to present

Promotion, Tenure & Merit Committee: September 2014 to June 2016

Faculty Senate: Alternate (for colleagues – Holliday and Talbott) 2014-2015

Hiring Committees (two): July/August 2015 and February/March 2016

Campus Police Implementation Advisory Committee (invited): January 2015 to October 2015

PSU Strategic Planning Committee – Equity Lens (invited): March 2015 to October 2015

Service to External Communities

Chair, Governance Committee, Association of Community Organization Social Administration (ACOSA) 12/2016 to present

Member, Governance Committee, Association of Community Organization Social Administration (ACOSA) 5/2016 to 12/2016

Co-Chair, Board of Directors, North by Northeast Community Health Center 2/2014 to 8/2016


Co-Chair, SWAA Voices on the Ground Conference, June 2012; 2013; 2014

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

PROFESSIONAL PRESENTATIONS (during last 5 years)

*Presentation*: Social Work Distance Education Conference, Indianapolis, IN; 4/2016
*Title*: Facilitating Sustainable Recruitment, Retention and Community Building in an MSW Online Program

*Keynote (invited)*: Portland State of Mind, 10/2015
*Title*: Food justice: A macro level approach

*Presentation*: Policy 2.0 Conference, Austin, Texas; 5/2014
*Title*: Homeless Bill of Rights and the need for Hygiene Centers

*Workshop*: PSU School of Social Work, 4/2013
*Title*: The Revolution Will Not Be Funded

*Presentation*: NASW Conference, Portland, Oregon; 3/2012
*Title*: Nonviolent Practice and Interruption of Oppressions in Community Social Work Practice

*Workshops*: Portland, Oregon; 6/2005 to present (multiple offerings)
• Consensus Decision Making & Facilitation
• Strategic Planning & Fund Development
• Reflective Supervision in the Field Placement Setting
• Nonviolent Supervision /Practice
• De-escalation of behaviors and interruption of violence
• Poverty, Policies and Practices within Community Based Social Services / Organizations

PROFESSIONAL PUBLICATIONS (during last 5 years)

Hygiene Project Data Report, 11/2016
Submitted to Multnomah County Chair, Deborah Kafoury

OTHER RELEVANT INFORMATION

MSW Online Course Development:

SW525: Poverty: Policies & Programs
SW585: Fund Development & Grant Writing
SW541: Communities, Societies & Organizations
SW593: Practice & Leadership with Communities & Organizations I
SW594: Practice & Leadership with Communities & Organizations II
SW595: Practice & Leadership with Communities & Organizations III
## CURRICULUM VITAE

**Jill Hoffman**  
Faculty  
Assistant Professor

### DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<tr>
<td>BS</td>
<td>Pennsylvania State University</td>
<td>Psychology</td>
<td>05/2006</td>
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<tr>
<td>MSW</td>
<td>Temple University</td>
<td>Social Work</td>
<td>05/2008</td>
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<td>PhD</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>08/2016</td>
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### ACADEMIC APPOINTMENTS

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<tr>
<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2016 - present</td>
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### POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Council on Social Work Education
- The Society for Social Work and Research
- The Mental Health-Education Integration Consortium

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- Manuscript Reviewer, Child & Family Social Work
- Manuscript Reviewer, Journal of Family Strengths
Ray Travel Award ($750), Graduate School, The Ohio State University

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION

Technical reports (during last 5 years)


Bunger A.C., Robertson, H., Cao, Y., Doogan, N., Hoffman, J., & View, L. (July 2014). Connecting youth in child welfare to behavioral health services in Franklin County: A baseline description and considerations for the Gateway CALL project. Columbus, OH: College of Social Work, The Ohio State University.


## CURRICULUM VITAE

Julie Kates  
Faculty and Program Administrator  
Director of Field Education

### DEGREE INFORMATION  
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

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<tr>
<td>B.A.</td>
<td>Oberlin College</td>
<td>English/Women’s Studies</td>
<td>05/1991</td>
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<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
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<td>Director of Field Education</td>
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<td>Portland, OR</td>
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<td>Interim Director of Field Education</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2013-12/2013</td>
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<tr>
<td>Assistant Director of Field Education</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>01/2009-08/2013; 01/2014-06/2014</td>
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<td>Field Education Specialist</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>04/2008-12/2008</td>
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<td>Faculty Advisor/Liaison</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2007-03/2008</td>
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<tr>
<td>Graduate Assistant to the Dean</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>04/1994-08/1995</td>
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### POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Treatment Foster Care, Clinical Coordinator</td>
<td>Morrison Center</td>
<td>12/1999- 03/2003</td>
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<tr>
<td>Treatment Foster Care, Program Coordinator</td>
<td>Edgefield Children’s Center</td>
<td>07/1998-11/1999</td>
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<tr>
<td>Child &amp; Family Therapist</td>
<td>Edgefield Children’s Center</td>
<td>11/1995-12/1999</td>
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<tr>
<td>Outpatient Program Manager</td>
<td>Edgefield Children’s Center</td>
<td>02/1998- 06/1998</td>
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<tr>
<td>Child &amp; Family Therapist</td>
<td>Eastwind Center</td>
<td>03/1997- 01/1998</td>
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<td>Group Facilitator, Get A Clue Program</td>
<td>Eastwind Center</td>
<td>02/1996- 02/1997</td>
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<tr>
<td>Milieu Therapist</td>
<td>Edgefield Children’s Center</td>
<td>09/1995-10/1995</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

Board Member, North American Network of Field Education Directors (NANFED) 11/2016-present
Secretary, NANFED, 11/16-present
Member, CSWE 2012-present
State Licensed Clinical Social Worker 11/98-present

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

**Service to the School and University**

University:  
*Search Committee Member, Executive Director of Student Health And Counseling, 1/10 to 6/10*

School:  
*Chair, Search Committee, Field Specialist, Assistant Professor of Practice, 12/16 to present*
*Chair, Search Committee, Field Development Specialist, 11/15 to 2/16*  
*Search Committee Member, Ashland Distance Option Site Coordinator, 5/15 to 8/15*  
*Chair, Search Committee, Assistant Director of Field Education/Distance Option Program Coordinator, 3/15 to 6/15*

**Service to the Community**

External Reviewer for University of Denver Promotion Committee, October 2016.

Rules Advisory Committee, Oregon Health Authority, Administrative Requirements for Health Profession Student Clinical Training; January 2015.

External Reviewer for University of Denver Promotion Committee, December 2013.

Co-founder, Metro Field Consortium, a quarterly collaborative working group of metro area Field Directors, 9/13 to present.

Consultation to Addictions and Mental Health Division, to change language to allow SW interns to provide and bill for QMHP mental health services November 2013.

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| **Title**: Behavioral Health and Workforce Education and Training for Professionals  
**Funding Sources**: U.S. Department of Health and Human Services Administration and Substance Abuse and Mental Health Services Administration.  
**Role**: Co-author with Nancy Koroloff, Pauline Jivanjee, Ellen Masterson, Keva Miller, and Laura Nissen  
**Grant Amount**: $480,000  
2014-present |

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<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
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| Guest Lecturer, OHSU Community Health Class on Social Work, 11/11 to present.  
Presenter, Concordia, Pacific and University of Portland Annual Field Instructor Training, August 2014. |

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<th>OTHER RELEVANT INFORMATION</th>
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</table>
| Field Instructor, Portland State University Graduate School of Social Work, 9/1997-6/2000  
Board Member, Portland State University Graduate School of Social Work Alumni Association, 9/1995-6/2002  
Board Member, Brain Injury Support Group of Portland, 9/1995-9/1996 |
# CURRICULUM VITAE

**Ericka Kimball**  
Faculty  
Assistant Professor

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<tr>
<td>B.S.</td>
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<td>Social Work</td>
<td>2005</td>
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<td>MSW</td>
<td>Augsburg College</td>
<td>Social Work</td>
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<tr>
<td>Ph.D.</td>
<td>University of Minnesota</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/2014 – Present</td>
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<tr>
<td>Instructor</td>
<td>Augsburg College</td>
<td>Minneapolis, Minnesota</td>
<td>04/2010 – 08/2014</td>
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<tr>
<td>Adjunct Instructor</td>
<td>St. Catherine University</td>
<td>St. Paul, Minnesota</td>
<td>01/2012 – 05/2012</td>
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<tr>
<td>Community Faculty</td>
<td>University of Minnesota</td>
<td>Minneapolis, Minnesota</td>
<td>01/2012 – 05/2012</td>
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<tr>
<td>Research Assistant</td>
<td>University of Minnesota</td>
<td>Minneapolis, Minnesota</td>
<td>2009 - 2010</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE</th>
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<tbody>
<tr>
<td>Social Worker</td>
<td>Abbott Northwestern Hospital</td>
<td>Minneapolis, Minnesota</td>
<td>02/2007 – 12/2014</td>
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</table>

## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Licensed Independent Social Worker #17466, MN Board of Social Work
- Baccalaureate Program Directors
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2015 – present  Evaluation Consultant, Safer Futures (with Anna Rockhill)
2016  Data Consultant, Hygiene Needs (with Lisa Hawash)
       Research Consultant, Strategic Planning Focus Groups (with Dr. Gita Mehrotra)
2015  Multnomah County Domestic Violence Coordinating Office, Portland, OR
       Evaluation Consultant, Strong Moms Project (with Anna Rockhill)
2015  Insights Teen Parent Program, Portland, OR
2013- present  Co-Chair, Adult Children Exposed to Domestic Violence Leadership; Sponsored by
                   National Resource Center on Domestic Violence
2013-14  Southern Alliance for Battered Women, Support Group Facilitator

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Department of Justice: Office on Violence Against Women ($400,000), Co-Investigator, Achieving Justice and Safety for Survivors of Domestic Violence from Culturally-Specific Communities. Press Release.

Faculty Enhancement Grant ($12,936), Principal Investigator, Portland State University, Exploring the Experiences of Exposure to Domestic Violence in Childhood Among Fathers in Batterer Intervention Programs

EXITO BUILD ($50,000), Principal Investigator, National Institute of Health, Portland State University: Exploring the transition to fatherhood: Men exposed to domestic violence in childhood

Human Resource & Service Administration, Co-Investigator, Integrated Care Project

Faculty Fellow for Academic Portfolio Development ($1000), Portland State University

Professional Travel Grant Award ($2494), Faculty Development Committee, Portland State University

Best Article in 2013 Nomination, “Global efforts to engage men in preventing violence against women: An international survey.” Violence Against Women

PROFESSIONAL PRESENTATIONS (during last 5 years)


2014  Kimball, E., Deka, A., & Bosch, L. (2014). Teaching social work to students with trauma histories. Presented at BPD Annual Conference in Louisville, KY.


Inservice Trainings, Workshops, Invited Lectures, and Other Presentations

2017  Support children exposed to domestic violence. Al Forthan Scholarship.

2016 Documentation in healthcare settings. Providence New Beginning Program Staff Retreat

2016 Integrated healthcare: A guide for field instructors. Portland State University-Eugene Campus-Field Instructor CEU

2016 Integrated healthcare: A guide for field instructors. Portland State University-Bend Campus-Field Instructor CEU

2014 Child exposure to domestic violence through the lifespan. Presented at Women’s Resource Center, Portland State University, Portland, OR.

2014 The 5Ws of program evaluation. CEU presentation for Association of Macro Practice Social Workers.

2013 Children exposed to domestic violence. Guest lecture for Family Violence course University of Minnesota.

2012 Supporting children exposed to domestic violence. Family Housing Fund-Visible Child training: St. Paul, MN.

PROFESSIONAL PUBLICATIONS  (during last 5 years)

Articles


Book Review


Chapters

Technical Assistance & Guides


Reports and Policy Statements


Scholarly Work In Progress


OTHER RELEVANT INFORMATION

<table>
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<tr>
<th>Year</th>
<th>Position/Committee</th>
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<tr>
<td>2017-Present</td>
<td>Commission on the Status of Women Essay Committee</td>
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<td>2016-Present</td>
<td>PSU Diversity Action Council</td>
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<td>2016-Present</td>
<td>MSW Faculty Search Committee member</td>
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<td>2016-Present</td>
<td>MSW Admissions Committee</td>
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<tr>
<td>2015-Present</td>
<td>Affilia Consulting Editor Journal/Book Review</td>
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<tr>
<td>2016</td>
<td>Journal of Family Violence, Computers in Human Services</td>
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<td>2016</td>
<td>The Practice of Research in Social Work</td>
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<td>2016</td>
<td>CSWE APM Proposal Phase I Reviewer</td>
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<td>2015-2016</td>
<td>MSW Faculty Search Committee member (TTF)</td>
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<td>2014-2016</td>
<td>Consultant Integrated Care Project (P.I. Dr. Pauline Jivanjee)</td>
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<tr>
<td>2014-2016</td>
<td>MSW Student Affairs</td>
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<tr>
<td>2015-2017</td>
<td>Health Across the Lifespan Lead Instructor</td>
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<tr>
<td>2015-Present</td>
<td>BSW Assessment Team</td>
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<td>2015-Present</td>
<td>MSW Self-Study Writing Team</td>
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<td>2015</td>
<td>CFS Faculty Search Committee member (NTTF)</td>
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<td>2014</td>
<td>Marketing and Communication Search Committee member</td>
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<td>2014-2015</td>
<td>MSW Faculty Search Committee member (TTF)</td>
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<td>2014-2014</td>
<td>Co-Director of Assessment: Augsburg College</td>
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<td>2012-2014</td>
<td>MSW Curriculum Committee: Augsburg College</td>
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<tr>
<td>2012-2014</td>
<td>MSW Program Development, Policy, and Administration Curriculum Committee:</td>
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<td></td>
<td>Augsburg College</td>
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<tr>
<td>2012-2014</td>
<td>BSW/MSW Admissions Committee: Augsburg College</td>
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<tr>
<td>2013</td>
<td>MSW Thesis Committee member: Augsburg College</td>
</tr>
</tbody>
</table>
# CURRICULUM VITAE

**Susanne Klawetter**

**Faculty Assistant Professor**

---

## DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>Baylor University</td>
<td>Communications Sciences and Disorders</td>
<td>1998</td>
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<td>Social Work</td>
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<tr>
<td>MSW</td>
<td>University of Texas</td>
<td>Social Work</td>
<td>2000</td>
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<tr>
<td>Ph.D.</td>
<td>University of Denver</td>
<td>Social Work</td>
<td>2017</td>
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## ACADEMIC APPOINTMENTS

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<th>TITLE</th>
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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
<td>09/17 - Present</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>University of Colorado, School of Public Health</td>
<td>Aurora, Colorado</td>
<td>2016</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>University of Denver, Graduate School of Social work</td>
<td>Denver, Colorado</td>
<td>2014 - 2015</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>Baylor University, Garland School of Social Work</td>
<td>Waco, Texas</td>
<td>2014 - 2016</td>
</tr>
<tr>
<td>Permanent Lecturer</td>
<td>Baylor University, Garland School of Social Work</td>
<td>Waco, Texas</td>
<td>2007 - 2012</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Clinical Social Worker - Community Based Team</td>
<td>University of Colorado Hospital</td>
<td>Aurora, Colorado</td>
<td>2004 - 2006</td>
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<tr>
<td>MST System Supervisor/Consultant</td>
<td>Savior House, Community-based Services</td>
<td>Denver, Colorado</td>
<td>2003 - 2004</td>
</tr>
<tr>
<td>MST Clinical Supervisor and Therapist</td>
<td>Savio House, Community-based Services</td>
<td>Denver, Colorado</td>
<td>2000 - 2003</td>
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</tbody>
</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Council on Social Work Education  
National Association of Social Workers  
Society for Social Work Research

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Journal of Human Behavior in the Social Environment  
Invited Reviewer, 2016 - Present

American Journal of Public Health  
Invited Reviewer, 2016

Journal of Family and Community Ministries  
Invited Reviewer, 2012 - Present

Neonatal Outcomes Research Alliance, University of Colorado, Department of Pediatrics  
Invited Member, 2016 - Present

Doctoral Leadership Board, University of Denver, Graduate School of Social Work  
Invited Member, 2016 - 2017

Pregnancy-Related Depression State Advisory Committee, Colorado Department of Public Health and Education  
Invited Member, 2014

Ex-Offender Re-Entry Task Group, City of Waco/McLennan County  
Invited Member, 2010 - 2011

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

AAUW Foundation, 2016 - 2017  
**AAUW American Dissertation Fellowship Program, $20,000**

NASW Foundation, 2015 - 2016  
**CSWE/NASW Foundation Social Work HEALS Doctoral Fellowship, funded by the New York Community Trust’s Robert and Ellen Popper Scholarship Fund, $15,625**

Graduate School of Social Work, University of Denver, 2015  
**Graduate Teaching Assistantship, $10,560**

Graduate School of Social Work, University of Denver, 2015  
**Research Committee Dissertation Funding Award, $400**

Graduate School of Social Work, University of Denver, 2012 - 2015  
**Graduate Teaching Assistantship, $16,000 (plus full tuition waiver)**

JFK Partners, University of Colorado, 2013 - 2014  
**LEND Fellowship, $10,800**

Office of Graduate Studies, University of Denver, 2012 - 2013  
**Doctoral Fellowship, $4,500**
PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION

Licensed Clinical Social Worker, Colorado and Texas
## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.S.</td>
<td>Korea University, Seoul, Korea</td>
<td>Home Economics</td>
<td>1988</td>
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<tr>
<td>B.S.</td>
<td>Korea University, Seoul, Korea</td>
<td>Computer Science</td>
<td>1990</td>
</tr>
<tr>
<td>M.A.</td>
<td>Sookmyung Women's University, Seoul, Korea</td>
<td>Child Welfare &amp; Studies - Child Welfare Policy Concentration</td>
<td>2000</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>Arizona State University, Tempe, Arizona</td>
<td>Planning, Administration, and Community Practice Concentration</td>
<td>2003</td>
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<tr>
<td>Ph.D.</td>
<td>Arizona State University, Tempe, Arizona</td>
<td>Social Work</td>
<td>2006</td>
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## ACADEMIC APPOINTMENTS

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<th>TITLE</th>
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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Program Director</td>
<td>Ph.D. Program in Social Work and Social Research, Portland State University</td>
<td>Portland, Oregon</td>
<td>2015 - Present</td>
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<tr>
<td>Associate Professor</td>
<td>School of Social Work, Portland State University</td>
<td>Portland, Oregon</td>
<td>09/12 - Present</td>
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<tr>
<td>Faculty Affiliate</td>
<td>Institute for Asian Studies, Portland State University</td>
<td>Portland, Oregon</td>
<td>09/10 - Present</td>
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<tr>
<td>Assistant Professor</td>
<td>School of Social Work, Portland State University</td>
<td>Portland, Oregon</td>
<td>09/06 - 08/12</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Group for the Advancement of Doctoral Education in Social Work
Society for Social Work and Research
Council on Social Work Education

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2015-Present  Board of Directors of Asian Health and Service Center, Portland Oregon
2014-Present  Advisory Board Member of Asian American Affair Think Tank for Multnomah Commissioner's office
2013-Present  PSU Internationalization Council
2014-2017  Board of Directors of Korean American Professional Health Alliance, Portland Oregon
5/2016  Assisting the development of MOU between School of Social Work, Portland State University and Seoul Metropolitan Government (SMG) to develop short and long-term training programs for SMG officers at SSW
2014  Assisting the development of MOU between PSU Library and the National Assembly Library of Korea to access for PSU the database of the National Assembly Library of Korea
2014  Promotion, Tenure, and Merit Committee
2014        SSW Re-Ranking Committee
2013-2016  Office of Equity and Inclusion, Oregon Health Authority, Community Advisory Board Member for Health Equity Research in Oregon.
2013-2015  Community Advisory Board Member for Child and Families Programs at Impact NW.
2013-2014  PhD Comprehensive Exam Committee

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Co-Investigator 2017
Health System Integration of Tools to Improve Primary Care for Autistic Adults. Funded by National Institutes of Health (PI: Christina Nicolaidis)

Senior Fellow 09/2016 - Present
Center for Public Service, Hatfield School of Government, Portland State University

Principal Investigator 2016
Strong and Healthy Immigrant Children (SHIC) and Families. National Institute on Mental Health (Unfunded)

Project Evaluator 02/16 - 01/17
Early Care for Health: Vietnamese Women's Breast Health Program. OHSU SON Innovation Grants Dean's Award (PI: Frances Lee-Lin)

Principal Investigator 2014
Strong and Healthy Immigrant Children and Families (SHIC). To Develop and submit a grant proposal to NIH. Faculty Stimulus grant. Portland State University (Funded at $5,000.00)

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)


168 Portland State University MSW


2015 Lee, J., & Nissen, L. Internationalization Inventory Survey Findings. School of Social Work, Portland State University


2013 Lee, J., Stevens, D., Wolf, W., & Donlan, W. Outcome evaluation of Early Colleges Program. The Bill & Melinda Gates Foundation


Revision Lazzari, S., Miller, K., & Lee, J. Exploring an enhanced visitation event at a women’s prison. The Prison Journal.

Revision Yang, E., Jeong, I., Kang, J., Kim, J., & Lee, J. Experience of out-of-home care youth who chose to work, not to study after aging out. Journal of Adolescent Welfare.


In-Progress Lee, J., Gonzalez-Prats, M. C., Maria, T. & Donlan, W. Factors affecting MSW student’s anxiety about statistics and strategies to overcome.

In-Progress Lee, J., Schmidt, J., Kennedy, M.O, Powers, L., Geenen, S., & The Research consortium to increase the success of youth in foster care. Mental health outcomes among youth with disabilities in foster care system.

In-Progress Lee, J., Maria, T., Donlan, W., & Hwang, I. Contributing factors for Social Work Doctoral Degree Completion.

OTHER RELEVANT INFORMATION
2011  Culturally Competent Mental Health Service, June 21, 2011, Asian Health & Service Center, Portland, Oregon

2009 – 2011  Statistical Methodology – SUDAAN
2009  Methodology Course (10 Weeks; 3 hours per week) - HLM
2008  SSWR Methodology Workshop (One-day; 8 hours) - SEM
2007  Northwest Frontier Addiction Technology Transfer Division, Addictions and Mental Health Division. From the Field to the Classroom: Increasing Awareness of Intercultural Health Care.
2007  NIH Summer Institute on the Design and Development of Community-Based Participatory Research in Health, July 8-13, 2007, University of Chicago, IL
## CURRICULUM VITAE

Michele Martinez Thompson  
Faculty  
Assistant Professor of Practice  
MSW Distance Option Site Coordinator – Salem, Oregon

### DEGREE INFORMATION  
(*Begin with baccalaureate or other initial professional education, and include postdoctoral training*)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>BA</td>
<td>University of Arizona</td>
<td>Child Family Studies</td>
<td>06/1997</td>
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<tr>
<td>MSW</td>
<td>Arizona State University</td>
<td>Social Work</td>
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### ACADEMIC APPOINTMENTS

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<tr>
<td>Assistant Professor of Practice and MSW Distance Option Site Coordinator</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>07/2001- Present</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
<th>EMPLOYER</th>
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<tbody>
<tr>
<td>Patient Counselor</td>
<td>Palliative Care - Salem Hospital</td>
<td>Salem, OR</td>
<td>01/2006- 07/2011</td>
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<tr>
<td>Program Director</td>
<td>Services for Older and Disabled Adults Family Counseling Agency</td>
<td>Tucson, AZ</td>
<td>2000-2005</td>
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<tr>
<td>Case Manager</td>
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<td>Tucson, AZ</td>
<td>1997/2000</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA
### PROFESSIONAL PRESENTATIONS (during last 5 years)

- **El Cuento, Using our story to build strength and mentorship within the latina/o student body and greater community. PSU, President’s Diversity Mini-Grants Program 2014**

- **Social Workers Serving on Boards and Commissions: How to Leverage our Power While Keeping our Ethics Network for Social Work Management, Portland Chapter 2014.**

### PROFESSIONAL PUBLICATIONS (during last 5 years)

- **NA**

### OTHER RELEVANT INFORMATION

- **NA**
CURRICULUM VITAE

Edward May
Administrator and Faculty
Assistant Director of Field & Distance Option Coordinator,
Assistant Professor of Practice

DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>University of Oregon</td>
<td>Family and Human Services</td>
<td>05/2007</td>
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<tr>
<td>MSW</td>
<td>Tulane University</td>
<td>Social Work</td>
<td>12/2008</td>
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ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tr>
<td>Assist. Dir. of Field, Distance Option Coordinator and Assistant Professor of Practice</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>06/ 2015-Pres.</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
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<tr>
<td>Clinical Manager</td>
<td>Morrison Child and Family Services</td>
<td>Portland, OR</td>
<td>05/13- 06/15</td>
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<tr>
<td>Clinical Supervisor II</td>
<td>Morrison Child and Family Services</td>
<td>Portland, OR</td>
<td>05/12- 05/13</td>
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<tr>
<td>Lead, Crisis Prevention Outreach Therapist</td>
<td>Morrison Child and Family Services</td>
<td>Portland, OR</td>
<td>08/10- 05/12</td>
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<tr>
<td>Crisis Prevnt. Outreach Therapist</td>
<td>Morrison Child and Family Services</td>
<td>Portland, OR</td>
<td>01/10- 08/10</td>
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<tr>
<td>Mental Health Professional</td>
<td>Life Enhancement Services of Louisiana</td>
<td>New Orleans, LA</td>
<td>01/09- 07/09</td>
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<tr>
<td>Human Trafficking Comm. Outreach Assist.</td>
<td>Metropolitan Center for Women/Children</td>
<td>Jefferson, LA</td>
<td>01/08- 07/08</td>
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<tr>
<td>Comm. Outreach Worker</td>
<td>Lesbian and gay Comm. Center of NOLA</td>
<td>New Orleans, LA</td>
<td>08/07- 01/08</td>
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<tr>
<td>Crisis Counselor</td>
<td>University of Oregon Crisis Center</td>
<td>Eugene, OR</td>
<td>02/05 - 05/07</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

State of Oregon Board of Licensed Social Workers, January 2014-Present (LN:5954)

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- Guest Lecturer, CPSY 523: Counseling and Interventions with Children and Adolescents, Lewis and Clark School of Education and Counseling, Portland OR, 10/2013-Present

### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

### PROFESSIONAL PRESENTATIONS (during last 5 years)

- “Social Work Ethics, Social Justice, and Distance Education: Addressing Fragility”, Social Work Distance Conference, San Antonio TX, Anticipated April 2017
- “MSW Online Field Seminar and Liaison: Curriculum Development and Implementation”, Social Work Distance Education Conference, Indianapolis IN, April 2016
- Keynote Speaker and Master of Ceremonies, Morrison Child and Family Services, Services Silver Lining banquet, Portland OR, March 2016
- Cultural Formulations: Diagnostic and Practice Implications - Facilitator, Morrison Learning Institute, Portland OR, April 2015

### PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

### OTHER RELEVANT INFORMATION

NA
## CURRICULUM VITAE

**Bowen McBeath**

**Faculty**

**Professor**

### DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>University of Alaska</td>
<td>Political Science</td>
<td>1995</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Michigan</td>
<td>Social Work</td>
<td>1997</td>
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<tr>
<td>Ph.D.</td>
<td>University of Michigan</td>
<td>Social Work and Political Science</td>
<td>2006</td>
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### ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Professor of Social Work and Public Administration</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2015-Present</td>
</tr>
<tr>
<td>Associate Professor of Social Work and Public Administration</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2010-2015</td>
</tr>
<tr>
<td>Assistant Professor of Social Work and Public Administration</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2004 – 2010</td>
</tr>
<tr>
<td>Research Fellow</td>
<td>University of California-Berkeley School of Social Welfare Mack Center on Nonprofit &amp; Public Sector Management in the Human Services</td>
<td>Berkeley, CA</td>
<td>2012 - Present</td>
</tr>
<tr>
<td>Sustainability Scholar and Center for Integrated Multiscale Modeling Faculty Fellow</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2011- Present</td>
</tr>
<tr>
<td>Affiliated Scientist</td>
<td>Oregon Social Learning Center</td>
<td>Portland, OR</td>
<td>2010 - Present</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
<td>Owner</td>
<td>Human Service System Architects, Inc.</td>
<td>Ann Arbor, Michigan</td>
<td>2007 - present</td>
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<tr>
<td>Projector Director and Pre-Doctoral research Associate</td>
<td>The Evaluation of the Wayne County Foster Care Pilot Initiative, University of Michigan School of Social Work</td>
<td>Ann Arbor, Michigan</td>
<td>2000 - 2004</td>
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<tr>
<td>Project Associate</td>
<td>Executive Knowledge Works</td>
<td>Palatine, Illinois</td>
<td>1999 - 2000</td>
</tr>
<tr>
<td>Pre-Doctoral Research Associate</td>
<td>The “Under One Roof” Project, University of Michigan School of Social Work</td>
<td>Ann Arbor, Michigan</td>
<td>1998 - 2001</td>
</tr>
<tr>
<td>Vice President for Marketing</td>
<td>AmPac Biotech</td>
<td>Fresno, California</td>
<td>1997 - 1999</td>
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</table>

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Co-Chair, SSWR Management and Organizations Special Interest Group (2010 – Present)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Co-Chair, SSWR Management and Organizations Special Interest Group (2010 – Present)
Academy of Management Public and Nonprofit Division
Association for Public Policy Analysis and Management
Association for Research on Nonprofit Organizations and Voluntary Action
Public Management Research Association
Society for Prevention Research
Society for Social Work and Research

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Fellow, Society for Social Work and Research 2016
Co-Principal Investigator. Mixed-methods study of organizational supports used by private child welfare agencies to facilitate evidence use. W.T. Grant Foundation. 5/1/16 – 10/31/18. $363,711.
Principal Investigator. Second-stage evaluation of the SIBS-FC intervention. PSU Office of Research and Strategic Partnerships. 7/1/15 – 6/30/17. $14,118.
Co-Investigator. Changing youth programs and settings: An experimental evaluation of the quality


Principal Investigator. Enhancing community partnerships towards a sustainable sibling program for youth in foster care. PSU Institute for Sustainable Solutions. $7,500. 7/1/14 – 6/30/15.


Principal Investigator. Examining the organizational and institutional context of private agencies in child welfare systems. PSU Office of Research and Strategic Partnerships. 7/1/12 – 6/30/14. $12,118.


PROFESSIONAL PRESENTATIONS (during last 5 years)


at the 20th Annual Conference of the Society for Social Work and Research, Washington, D.C.


**Major Invited Lectures**


McBeath, B. (2016). Collaborative evaluation models to promote organizational improvement and service effectiveness. Keynote address delivered at the 5th Conference on Practice and Research for Social Service Excellence, Hong Kong Council of Social Service and University of Hong Kong.


McBeath, B. (2013). Developing and delivering effective public programs: Challenges and
promising approaches. Presentation to the University of Alaska Department of Political Science, Fairbanks, AK.


McBeath, B. (2012). Panelist for “Walking in two worlds: Multicultural and interdisciplinary approaches for constructing an academic home and crafting meaningful work”. Presentation at the University of Michigan School of Social Work Symposium on Enhancing Diversity through Community Building, Ann Arbor, MI.


PROFESSIONAL PUBLICATIONS (during last 5 years)

Special Issues & Symposia

Peer - Reviewed Papers


Collins-Camargo, C., & McBeath, B. (2017). Child welfare practice within the context of public-
private partnerships. *Social Work.*


**Manuscripts Under Review**


Chuang, E., Collins-Camargo, C., & McBeath, B. (Under review). Mixed methods study of
organizational supports used by private child welfare agencies to facilitate research evidence use: A study protocol. *Implementation Science.*


**Working Papers (Book Length Manuscript in Italics)**


**Editorials & Invited Essays**


**Technical Reports, Working Papers, Policy Briefs, & Book Reviews**


**OTHER RELEVANT INFORMATION**

**National Media Coverage of Research**


**Scholarly Peer Review Activities**

**Journal Editorial Board Memberships**

- Associate Editor for Knowledge Development, *Human Service Organizations: Management, Leadership, & Governance*.
<table>
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<tr>
<th>Social Work Research.</th>
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<tbody>
<tr>
<td><strong>Occasional Manuscript Reviews</strong></td>
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<tr>
<td>American Review of Public Administration.</td>
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<td>BMC Public Health.</td>
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<tr>
<td>Child Welfare.</td>
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<tr>
<td>Children and Youth Services Review.</td>
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<tr>
<td>Evaluation and Program Planning.</td>
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<tr>
<td>Health Research Policy and Systems.</td>
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<tr>
<td>International Public Management Journal.</td>
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<tr>
<td>Journal of Public Administration Research and Theory.</td>
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<tr>
<td>Nonprofit and Voluntary Sector Quarterly.</td>
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<td>Nonprofit Management and Leadership.</td>
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<td>Politics and Policy.</td>
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<td>Public Administration Review.</td>
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<td>Public Management Review.</td>
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<td>Social Work in Mental Health.</td>
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<td>Oxford University Press.</td>
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<td>Sage Publications.</td>
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<td>Allyn and Bacon.</td>
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<td>W.T. Grant Foundation.</td>
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<td>Hong Kong Institute of Education Research Grants Council.</td>
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## DEGREE INFORMATION
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
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<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>BSW</td>
<td>University of Texas at Austin</td>
<td>Social Work</td>
<td>1995</td>
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<td>MSSW</td>
<td>University of Texas at Austin</td>
<td>Social Work</td>
<td>1996</td>
</tr>
<tr>
<td>PhD</td>
<td>Fordham University Graduate School of Social Service</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<th>TITLE</th>
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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Associate Dean for Academic Affairs and Associate Professor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
<td>06/2014 – present</td>
</tr>
<tr>
<td>Director of Master in Social Work Program and Assistant Professor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
<td>06/2013 – 05/2014</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
<td>07/2008 – 05/2013</td>
</tr>
<tr>
<td>Adjunct Professor and Social Work and Law Field Placement Coordinator</td>
<td>Fordham University Graduate School of Social Service</td>
<td>New York, New York</td>
<td>01/2005 – 05/2007</td>
</tr>
<tr>
<td>Doctoral Graduate Research Assistant</td>
<td>University of Texas at Austin School of Social Work</td>
<td>Austin, Texas</td>
<td>09/2003 – 05/2006</td>
</tr>
<tr>
<td>Clinical Assistant Professor</td>
<td>University of Texas at Austin School of Social Work</td>
<td>Austin, Texas</td>
<td>09/1998 – 08/2003</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>University of Texas at Austin School of Social Work</td>
<td>Austin, Texas</td>
<td>09/1995 – 05/1996</td>
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Full-Time Faculty
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<tr>
<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Researcher, Evaluator, and Consultant</td>
<td>KM Research and Consulting</td>
<td>Beaverton, Oregon</td>
<td>10/2013 – present</td>
</tr>
<tr>
<td>Clinical Supervisor &amp; Field Instructor</td>
<td>Deferred Prosecution Unit-Social Workers in Family Services</td>
<td>Austin, Texas</td>
<td>09/1999 – 08/2003</td>
</tr>
<tr>
<td>Clinical Supervisor &amp; Field Instructor</td>
<td>Family Support Services</td>
<td>Austin, Texas</td>
<td>09/1998 – 08/1999</td>
</tr>
<tr>
<td>Clinical Supervisor &amp; Field Instructor</td>
<td>Communities in Schools-Central Texas Inc.</td>
<td>Austin, Texas</td>
<td>09/1996 – 08/1998</td>
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<tr>
<td>Medical Social Worker</td>
<td>Columbia St. David’s Hospital</td>
<td>Austin, Texas</td>
<td>03/1997 – 09/2002</td>
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<tr>
<td>Adoption Worker</td>
<td>Marywood Children and Family Services</td>
<td>Austin, Texas</td>
<td>01/1999 – 10/2000</td>
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<tr>
<td>Area Coordinator &amp; Program Manager II</td>
<td>Communities in Schools-Central Texas Inc.</td>
<td>Austin, Texas</td>
<td>06/1997 – 08/1998</td>
</tr>
<tr>
<td>Program Manager I</td>
<td>Communities in Schools-Central Texas Inc.</td>
<td>Austin, Texas</td>
<td>06/1996 – 05/1997</td>
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</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

Council on Social Work Education (CSWE)
National Association of Social Workers (NASW)
Society for Social Work Research (SSWR)
National Association of Deans and Directors (NADD)

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

2016 – present  **National Advisory Consultant**
The Center for Child Welfare Trauma Informed Practice and Systems Change at the Chadwick Center for Children and Families at Rady Children’s Hospital, San Diego, CA
2015 – present  National Advisory Consultant
Family Preservation Task Force, Portland, OR

2009 – 2011  National Research and Program Consultant
National Resource Center on Children and Families of the Incarcerated Family and Corrections Network (FCN), Philadelphia, PA


2013  Guest Reviewer, Child Welfare Journal, CWLA.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2014 - present  
**Title:** Behavioral Health and Workforce Education and Training for Professionals  
**Funding Sources:** U.S. Department of Health and Human Services Administration and Substance Abuse and Mental Health Services Administration  
**Role:** Co-author with Nancy Koroloff, Pauline Jivanjee, Ellen Masterson, Julie Kates, and Laura Nissen  
**Grant Amount:** $480,000.00

2013 - 2015  
**Title:** Effects of the Intersection between Child Welfare and Criminal Justice Systems on Mental Health, Academic Achievement, and Quality of Life Outcomes for Children of Color  
**Funding Source:** Portland State University Faculty Enhance Grant  
**Role:** Principal Investigator  
**Grant Amount:** $14,500.00

2013 – 2014  Portland State University School of Social Work Dean’s Fellowship Award

PROFESSIONAL PRESENTATIONS (during last 5 years)

Miller, K.M. (2015). *Presented a summary of research evaluation to Oregon State Governor Kate Brown to advocate support for and government funding for the Family Preservation Project, a program with a mission to interrupt the intergenerational cycles of poverty, crime, and criminal justice involvement.*

Miller, K.M. (2015). *Delivered invited testimony to the Oregon State Legislature on SB 939, Senate Committee to advocate for restored funding for the Family Preservation Project, a program with a mission to interrupt the intergenerational cycles of poverty, crime, and criminal justice involvement.*


**PROFESSIONAL PUBLICATIONS** (during last 5 years)


OTHER RELEVANT INFORMATION

PROFESSIONAL LICENSURES

2001 – present Licensed Clinical Social Worker, State of Texas #29629
1996 – 2001 Licensed Master Social Worker, State of Texas #29629
## CURRICULUM VITAE

Pamela J. Miller
Faculty
Professor

### DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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<tr>
<td>BSW</td>
<td>Kent State University</td>
<td>Social Work</td>
<td>6/1976</td>
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<td>MSW</td>
<td>University of Iowa</td>
<td>Social Work</td>
<td>12/1978</td>
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<tr>
<td>PhD</td>
<td>University of Pittsburgh</td>
<td>Social Work</td>
<td>9/1992</td>
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### ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tr>
<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/1992 – 6/1997</td>
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<tr>
<td>Associate Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/1997 – 9/2008</td>
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<tr>
<td>Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/2008 - present</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
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<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Medical Social Worker</td>
<td>Visiting Nurse Association of Indiana County</td>
<td>Indiana, PA</td>
<td>1/1992-6/1989</td>
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<tr>
<td>Social Worker</td>
<td>Family Hospice of Indiana County</td>
<td>Indiana, PA</td>
<td>1/1984- 6/1988</td>
</tr>
<tr>
<td>Director of Social Work Services</td>
<td>Southern Maryland Hospital Center</td>
<td>Clinton, MD</td>
<td>6/1980-8/1981</td>
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<tr>
<td>Family Service Worker</td>
<td>Department of Family Practice, University of Iowa</td>
<td>Iowa City, IA</td>
<td>10/1978-6/1980</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Fulbright Association
- American Association of University Professors
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last 3 years)

Membership on Boards

President of PSU Chapter of the American Association of University Professors, 2014-2016, and member of Collective Bargaining Team.

Service to Profession


SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

University Scholar Grant, sponsored by the Portland Metro Rotary Club and District 5100 of Rotary International for academic year 2008-2009. Affiliated with the Institute of Sociology at Jagiellonian University in Cracow, Poland. Taught two courses and consulted with faculty about social work program.

PROFESSIONAL PRESENTATIONS (during last 5 years)


“Better Bargaining: A Walk from No to Yes,” at the Public Employment Relations Conference (refereed), April 2016, Salem, OR.

PROFESSIONAL PUBLICATIONS (during last 5 years)


Other Refereed Publications


Miller, P. J. (2012). The American health care system from a social (work) perspective. In K. Frysztackiego & A. Sliz
# CURRICULUM VITAE

Michele Morales  
**Faculty**  
Assistant Professor of Practice and Site Coordinator of MSW Program Distance Option in Ashland

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tr>
<td>B.A.</td>
<td>Hampshire College</td>
<td>American Studies</td>
<td>05/1994</td>
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<td>M.A.</td>
<td>University of Michigan</td>
<td>American Culture</td>
<td>08/1996</td>
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<tr>
<td>M.S.W.</td>
<td>University of Michigan</td>
<td>Social Work</td>
<td>12/2001</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Michigan</td>
<td>American Culture</td>
<td>08/2006</td>
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<tr>
<td>Post-doctoral Fellowship</td>
<td>National Institute of Drug Abuse, UM Substance Abuse Research Center</td>
<td>Addiction Studies</td>
<td>09/2006</td>
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## ACADEMIC APPOINTMENTS

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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tr>
<td>Assistant Professor of Practice and MSW Program Distance Option Site Coordinator</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>09/15–Current</td>
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<tr>
<td>Lecturer</td>
<td>University of Michigan, Women’s Studies/English Departments</td>
<td>Ann Arbor, MI</td>
<td>01/2005 - 05/2005/01/2004 - 5/2004</td>
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<tr>
<td>Instructor</td>
<td>University of Michigan, Wade McCree Incentive Scholarship Program, Office of Multicultural Affairs</td>
<td>Ann Arbor, MI</td>
<td>08/1995-09/2005</td>
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<tr>
<td>Graduate Studies Instructor</td>
<td>University of Michigan, English Department</td>
<td>Ann Arbor, MI</td>
<td>01/1995 – 05/1995</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
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<tbody>
<tr>
<td>Addiction Services Manager</td>
<td>Jackson County Mental Health</td>
<td>Medford, OR</td>
<td>07/2010-08/2015</td>
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<tr>
<td>Director, Student Support Services/TRIO</td>
<td>Southern Oregon University</td>
<td>Ashland, OR</td>
<td>05/2009 – 07/2010</td>
</tr>
<tr>
<td>Position</td>
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<td>Dates</td>
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</tr>
<tr>
<td>Director, Health Promotion and Wellness</td>
<td>Northwestern University</td>
<td>Evanston, IL</td>
<td>10/2007-05/2009</td>
</tr>
<tr>
<td>Research Associate</td>
<td>University of Michigan, Substance Abuse Research Center</td>
<td>Ann Arbor, MI</td>
<td>08/2001 – 06/2007</td>
</tr>
<tr>
<td>Counselor</td>
<td>Belleville Clinic, St John’s Hospital</td>
<td>Belleville, MI</td>
<td>01/2002 – 07/2002</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

No current memberships

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

**Invited Lectures and Community Trainings**

*Field Instructor Training.* School of Social Work, Portland State University, Distance Option – Ashland (September, 2016).

*PSU SSW Integrated Care Project.* School of Social Work, Portland State University, Distance Option – Ashland. Presentation to Integrated Behavioral Health Learning Community (June, 2016).

*Addiction and Recovery.* Invited Guest Lecture for Oregon Health Sciences University, School of Nursing. Professor Heather Freiheit. (February, 2016).


*Adolescent Heroin Abuse in Jackson County,* Southern Oregon Chronic Pain Conference - Continuing Medical Education training for Medical Providers (May, 2013).


**Committees and Work Groups**

Institutional Assessment Council, Portland State University (September, 2016 - Current)

CADC Workgroup, Portland State University, School of Social Work (February, 2016 - Current).

Jackson County Public Safety Coordinating Council (By appointment through Jackson County Commissioners). (2012-2015)

Local Alcohol and Drug Planning Committee, Jackson County, OR. (2010-2015)

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

**Funded Grants**

*Life Art: Youth Resiliency Program.* Care Oregon/Jackson Care Connect Community Health Improvement Grant. $40,000. Awarded June, 2016.

**LifeTrack: Youth Resiliency Program.** Providence Community Foundation, $250,000. Awarded May, 2013.


**PROFESSIONAL PRESENTATIONS (during last 5 years)**

*Bureau of Justice Assistance Data Driven Medico Justice Practice Improvement Grant.*
[http://pdmpassist.org/pdf/DATA_SHARING_National_Meeting_Agenda_20150225-26_FINAL.pdf](http://pdmpassist.org/pdf/DATA_SHARING_National_Meeting_Agenda_20150225-26_FINAL.pdf)

**PROFESSIONAL PUBLICATIONS (during last 5 years)**

NA

**OTHER RELEVANT INFORMATION**

NA
Laura Burney Nissen

DEGREE INFORMATION  
(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>BA</td>
<td>Metropolitan State College of Denver</td>
<td>Psychology</td>
<td>1985</td>
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<tr>
<td>MSW</td>
<td>University of Denver</td>
<td>Social Work</td>
<td>1989</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Denver</td>
<td>Social Work</td>
<td>1997</td>
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ACADEMIC APPOINTMENTS

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<tr>
<td>Dean</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>01/2014-Present</td>
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<tr>
<td>Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2012-Present</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>05/00 - 2012</td>
</tr>
<tr>
<td>National Program Director</td>
<td>PSU, Robert Wood Johnson Foundation National Reclaiming Futures Initiative</td>
<td>Portland, OR</td>
<td>05/00-2012</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Metropolitan State College of Denver</td>
<td>Denver, CO</td>
<td>1/92-4/00</td>
</tr>
<tr>
<td>Director</td>
<td>Center for High Risk Youth Studies</td>
<td>Denver, CO</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Consultant and Clinical Supervisor</td>
<td>Court House, Inc.</td>
<td>Denver, CO</td>
<td>1/97-08/98</td>
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<tr>
<td>Credentialing and Training Supervisor</td>
<td>Alcohol and Drug Abuse Division, Colorado Dept. of Human Services</td>
<td>Denver, CO</td>
<td>07/94-08/95</td>
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<tr>
<td>Senior Program Services Specialist</td>
<td>Alcohol and Drug Abuse Division, Colorado Dept. of Human Services</td>
<td>Denver, CO</td>
<td>06/91-07/94</td>
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<tr>
<td>Trainer</td>
<td>National Multicultural Associates</td>
<td>Denver, CO</td>
<td>11/93</td>
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</tbody>
</table>
Adjunct Faculty

Program Manager

University of Denver, Graduate School of Social Work
Adolescent and Family Services, Arapahoe House

Denver, CO

02/91 - 08/95

06/91 - 07/94

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers (2004 – Present · Member)

Council on Social Work Education (2011 - Present)

Attended CSWE Site Reviewer Training to facilitate accreditation process in Fall of 2012 at CSWE APM, Washington, D.C.


COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)


Cultivating potential evaluation and field placement relationship with Grantmakers of Oregon and Southwest Washington, Portland, Oregon with the Graduate School of Social Work and the Regional Research Institute. Fall, 2005 - Present.

Served as National Advisory Committee Member to the Vera Institute of Justice Adolescent Portable Treatment Program, New York City, NY.

Portland State University Commitment to Youth Project – Fall 2001-Present. Developed a resource guide to curriculum, research and other youth-related activities across the PSU community. Supervised Mr. Bill Patrick, LCSW as staff to this effort.


SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

PROFESSIONAL PRESENTATIONS (during last 5 years)


“Family Engagement in Adolescent Substance Abuse Treatment: Sharing Power and Promoting Success,”
Solo presentation, May 9, 2012. (Invited). Reclaiming Futures Annual Leadership Institute, San Antonio, TX.

“Evolving Community Interventions for Juvenile Justice Involved Youth,” Member of a panel presentation, April 10, 2012. (Peer-reviewed.) Joint Meeting of Adolescent Substance Abuse Treatment Effectiveness, Washington, D.C.


PROFESSIONAL PUBLICATIONS (during last 5 years)

Book Chapters


Articles


Book Reviews


OTHER RELEVANT INFORMATION

Other Research and Other Creative Achievements

Approved IRB: Lifelong learning in social work exploration (July 2012)

Approved IRB: Youth photo voice (May 2012)

Scholarly Works in Progress

Nissen, L.B. (In process). Reflections on a rocket ride: Leading a national foundation funded initiative and
implications for development of leaders in schools of social work.


Nissen, L.B. (In process.) Can the tension between EBP's and culturally relevant human services be resolved? Mapping the efforts of those who seek to do so and a call to action to social work to build capacity and create impact.

# CURRICULUM VITAE

Monica Parmley  
Faculty  
Assistant Professor of Practice/Field Specialist

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<tr>
<td>BA</td>
<td>Whitworth University</td>
<td>Psychology</td>
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<tr>
<td>MSW</td>
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<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Assistant Professor of Practice/Field Specialist</td>
<td>Portland State University</td>
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<td>Instructor/Field Specialist</td>
<td>Portland State University</td>
<td>Portland, OR</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Consultant, Trainer, Licensure Supervisor</td>
<td>Foundations Counseling &amp; Consultation Services</td>
<td>Oregon City, OR</td>
<td>2011-present</td>
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<tr>
<td>Mental Health Coordinator</td>
<td>Portland Public Schools</td>
<td>Portland, OR</td>
<td>2008-2012</td>
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<tr>
<td>Special Needs Adoption Training Facilitator</td>
<td>Boys and Girls Aid</td>
<td>Portland, OR</td>
<td>2007-2013</td>
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<tr>
<td>Youth and Family Counselor</td>
<td>Youth Contact</td>
<td>Beaverton, OR</td>
<td>2007-2008</td>
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<tr>
<td>Contractor: Social Work Intern Supervisor</td>
<td>Portland Public Schools</td>
<td>Portland, OR</td>
<td>2006-2008</td>
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<tr>
<td>Clinical Specialist II Family Support Specialist</td>
<td>Protocall Services</td>
<td>Portland, OR</td>
<td>2003-2006</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Portland State University, School of Social Work, Lead Instructor (2015-present)
Portland State University, School of Social Work, Admissions Committee (2016-present)
Portland State University Partnership Council (2014-15)
Portland State University, School of Social Work, Student Affairs Committee (2012-2014)
Board of Licensed Social Workers, Licensed Clinical Social Worker (LCSW) (2007-present)
Board of Licensed Social Workers, CSWA Supervisor (2012-present)
National Association of Social Workers Member (2003-present)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Board of Licensed Social Workers, Pro-bono Licensure Supervisor (2013-present)
LivingWorks Master Trainer (2010-present)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Global Diversity and Inclusion Incentive Grant

PROFESSIONAL PRESENTATIONS (during last 5 years)

Parmley, M. & Hirt, P. (July 2010-present). LivingWorks ASIST (Applied Suicide Intervention Skills Training), Portland, OR; Oregon City, OR.


Parmley, M. (2014) *Managing the Role of Educator and Evaluator in Field Supervision*. Portland State University, School of Social Work, Portland, OR; Ashland, OR; Bend, OR.


Parmley, M. (2013). *Preventing Teen Suicide*. Youth Service Provider Network, Oregon City, OR.


# CURRICULUM VITAE

**Greg L. Pugh**  
Faculty  
Assistant Professor

## DEGREE INFORMATION
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

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<td>Humboldt State University</td>
<td>Social Work</td>
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<td>MSW</td>
<td>Eastern Washington University</td>
<td>Social Work</td>
<td>06/1996</td>
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<tr>
<td>PhD</td>
<td>Michigan State University</td>
<td>Social Work</td>
<td>08/2011</td>
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## ACADEMIC APPOINTMENTS

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<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2013 – 09/2017</td>
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<td>Assistant Professor</td>
<td>University of Hawaii at Manoa</td>
<td>Honolulu, HI</td>
<td>08/2011 – 05/2013</td>
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<tr>
<td>Clinical Instructor</td>
<td>Michigan State University</td>
<td>East Lansing, MI</td>
<td>09/2008 – 06/2011</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Social Worker II</td>
<td>University of Washington Medical Center</td>
<td>Seattle, WA</td>
<td>05/2001 – 06/2007</td>
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<tr>
<td>Social Worker</td>
<td>Swedish Hospital</td>
<td>Seattle, WA</td>
<td>08/1996 – 03/2001</td>
</tr>
<tr>
<td>Social Work Student: Advanced Field Placement / Per Diem Social Worker</td>
<td>Deaconess Hospital</td>
<td>Spokane, WA</td>
<td>08/1995 - 08/1996</td>
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<tr>
<td>Social Work Student: Foundation Field Placement</td>
<td>Spokane County Public Health Department / People of Color Against AIDS Network</td>
<td>Spokane, WA</td>
<td>08/1994 – 05/1995</td>
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<tr>
<td>Residential Counselor</td>
<td>Tamarack Center</td>
<td>Spokane, WA</td>
<td>08/1992-07/1995</td>
</tr>
<tr>
<td>Group Counselor</td>
<td>Humboldt County Juvenile Hall</td>
<td>Eureka, CA</td>
<td>08/1989-06/1992</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Association for Practical and Professional Ethics, 2015-present
Licensed Independent Clinical Social Worker, Washington State, 1998-present
Licensed Clinical Social Worker, Oregon State LCSW, 2016-present
Academy of Certified Social Workers, ACSW, 1998-present
National Association of Social Workers, Member, 1998-present
Council on Social Work Education, Member, 2009-present
Society for Social Work and Research, Member, 2010-present (intermittent)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Assistant Director, Oregon High School Ethics Bowl, 2015-present
Reviewer / Program Committee 2015-2016 Association for Practical and Professional Ethics Annual Conference
Judge (invited), Northwest Regional Intercollegiate Ethics Bowl, 2015-Present
Ethics and Boundaries Continuing Education Training (invited), Lutheran Community Services Northwest, January 2016
DSM-5 Continuing Education Training (invited), Lutheran Community Services Northwest, June 2015
Expert Consultant and Witness, Lindsay Hart, LLC, law firm of Portland, 2015-Present
Ethics and Boundaries Continuing Education Training (invited), PSU Alumni Association, with all proceeds donated to student scholarships, January 2015

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Portland State University, Faculty Travel Grant: Awarded $2000 to present the results of the Hospital Social Workers’ Perceptions of Ethical Environment paper at SSWR in January 2015
Portland State University, Faculty Enhancement Grant: Awarded $8963 for a project analyzing Job Satisfaction among Hospital Social Workers from a national sample (secondary data analysis), 2014-2015.
Portland State University, Faculty Travel Grant: Awarded $2370 to present the results of the LGBT Staff and Faculty research at the CSWE Annual Program Meeting, October 2014.

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS  (during last 5 years)


OTHER RELEVANT INFORMATION

Professional Development Activities:
- Participant, Office of Academic Innovation, Jumpstart II Faculty Writing Program 2016-present
- University of Washington School of Medicine Summer Seminar in Health Care Ethics, August 3-7, 2015
- Participant, Office of Academic Innovation, Jumpstart Faculty Writing Program, 2013-present
## CURRICULUM VITAE

Jessica A. N. Rodriguez-JenKins  
Faculty  
Assistant Professor

### DEGREE INFORMATION  
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

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<tr>
<td>BASW</td>
<td>University of Washington</td>
<td>Social Work</td>
<td>06/2005</td>
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<td>MSW</td>
<td>University of Washington</td>
<td>Social Work</td>
<td>06/2006</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Washington</td>
<td>Social Work</td>
<td>08/2017</td>
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### ACADEMIC APPOINTMENTS

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<tbody>
<tr>
<td>Assistant Professor</td>
<td>School of Social Work, Portland State University</td>
<td>Portland, Oregon</td>
<td>09/17 - Present</td>
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<tr>
<td>Pre-doctoral Instructor</td>
<td>University of Washington</td>
<td>Seattle, Washington</td>
<td>2016 - 2017</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Integrative Mental Health Services</td>
<td>Private Practitioner</td>
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<td>04/16 - 08/17</td>
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<tr>
<td>Perinatal Social Worker</td>
<td>University of Washington Medical Center</td>
<td>Seattle, Washington</td>
<td>09/08 - 08/15</td>
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<tr>
<td>Mental Health Clinician</td>
<td>Juneau Youth Services</td>
<td>Juneau, Alaska</td>
<td>07/06 - 09/08</td>
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<tr>
<td>Social Work Intern</td>
<td>Children’s Hospital Regional Medical Center</td>
<td>Seattle, Washington</td>
<td>09/05 - 06/06</td>
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<tr>
<td>Social Work Intern</td>
<td>Harborview Medical Center</td>
<td>Seattle Washington</td>
<td>09/04 - 06/08</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Society for Research in Child Development
- National Association of Social Workers – WA Chapter
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Children and Youth Services Review, Reviewer
Children and Family Social Work, Reviewer

**PhD Mentoring Committee, Member**
05/2011 – 06/2017

**PhD Awards Committee, Member**
06/2013 – 06/2015

**PhD Steering Committee, Admissions Reviewer**
01/2014 – 04/2014

**VIVA! Advancing the Excellence of Latina/o SSW Students**
Participated in a multi-faceted initiative to enhance the influence and skills of Latino/a social work students and, in partnership with community agencies, respond to the diverse strengths and needs of Latino/a communities in WA State.

**Health Sciences Library Graduate & Professional Student Library Advisory Committee, School of Social Work Representative**
09/2012-06/2014

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

**CSWE Minority Fellowship Program Fellow**
09/2013 - 08-2016

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS  (during last 5 years)


OTHER RELEVANT INFORMATION

- Washington State Approved Supervisor: Active
- Social Worker Independent Clinical License (LICSW): Active
- PRBA Summer Graduate Student Mentoring Workshop: 06/2016
- Sisters of the Academy Research Boot Camp: 08/2015
# CURRICULUM VITAE

Cimone Schwoeffermann  
Administrator  
Director of Student Affairs

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<tr>
<td>BA</td>
<td>University of Oregon</td>
<td>Psychology</td>
<td>06/2007</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>POSITION</td>
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<td>CITY AND STATE</td>
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<tr>
<td>Director of Student Affairs</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2017-Present</td>
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<tr>
<td>MSW Student Affairs Coordinator</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2015-2017</td>
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<tr>
<td>Community Resource Specialist</td>
<td>Joy DeGruy Publications - Youth Services</td>
<td>Portland, Oregon</td>
<td>2012-2013</td>
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<tr>
<td>Recruitment &amp; Retention Specialist</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2011-2015</td>
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<tr>
<td>Child &amp; Family Therapist</td>
<td>Morrison Child &amp; Family Services</td>
<td>Portland, Oregon</td>
<td>2009-2011</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES  
*(during last three years)*

- Board Member/ Bradley Angle, Portland OR
- Advisory Board Member/ Center for Advancing Racial Equity
- Member/Healing Roots Community Advisory Committee, Bradley Angle
- Executive Board Member/Zeta Sigma Omega Chapter of Alpha Kappa Alpha Sorority Inc.
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)


Panelist: Schwoeffermann, C (2013). Woman Power Hour, Exploring Career paths and Decisions Pi Sigma Skee Week, Portland, OR.

Panelist: Schwoeffermann, C. (2012). How can we create systemic, transformative change? Unpacking the culture of social work and examining how it can contribute to, and reinforce systems of oppression Voices on the Ground Conference: Stories of Creative Practices in Community Work, Portland, OR

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

**Gary W. Smith**

Faculty
Assistant Professor of Practice and MSW Distance Option Site Coordinator in Bend, Oregon.

## DEGREE INFORMATION
(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
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<tr>
<td>BS</td>
<td>Portland State University</td>
<td>Psychology</td>
<td>06/1970</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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<td>Assistant Professor of Practice and Bend MSW Distance Site Coordinator</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/2009-Current</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Director</td>
<td>Deschutes County Mental Health Dept.</td>
<td>Bend, Oregon</td>
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<td>Executive Director</td>
<td>Tillamook Family Counseling Center</td>
<td>Tillamook, Oregon</td>
<td>01/1996-05/2000</td>
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<tr>
<td>Executive Director</td>
<td>The Oregon Partnership</td>
<td>Portland, Oregon</td>
<td>10/1993-10/1995</td>
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<tr>
<td>Director</td>
<td>Multnomah County Social Services Div.</td>
<td>Portland, Oregon</td>
<td>05/1985-10/1993</td>
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<td>Social Worker</td>
<td>Washington County Mental Health Dept.</td>
<td>Portland, Oregon</td>
<td>04/1978-02/1983</td>
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<tr>
<td>Social Worker</td>
<td>Oregon Children's Services Division</td>
<td>Hillsboro, Oregon</td>
<td>02/1976-04/1978</td>
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<td>Social Worker</td>
<td>Columbia County Family Counseling .</td>
<td>St. Helens, Oregon</td>
<td>06/1974-02/1976</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

School of Social Work Faculty Affairs Committee
Portland State University Educational Policy Committee and Academic Program Review Sub-committee
School of Social Work Field Development Specialist Search Committee
School of Social Work Certified Alcohol/Drug Certification Committee (Chair)

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Central Oregon Community College Alcohol/Drug Advisory Board
Cascades East Area Health Education Center Advisory Board
Central Oregon Older Adult Task Force
Oregon NASW Chapter President Elect
Oregon NASW Chapter President

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

NA

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Licensed Master of Social Work
### CURRICULUM VITAE

**Maria Talbott**  
**Faculty**  
**Associate Professor**

### DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>BA</td>
<td>Harvard University</td>
<td>Social Anthropology</td>
<td>1974</td>
</tr>
<tr>
<td>MSW</td>
<td>University of California, Berkeley</td>
<td>Social Welfare: Aging</td>
<td>1980</td>
</tr>
<tr>
<td>PhD</td>
<td>University of California, Berkeley</td>
<td>Social Welfare: Aging</td>
<td>1986</td>
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### ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Associate Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>1992 – Present</td>
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<tr>
<td>Director, Ph.D. Program</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, OR</td>
<td>2005-2008</td>
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<tr>
<td>Assistant Dean</td>
<td>Portland State University, Graduate School of Social Work</td>
<td>Portland, OR</td>
<td>1993-1995</td>
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<tr>
<td>Assistant Professor</td>
<td>Portland State University, Graduate School of Social Work</td>
<td>Portland, OR</td>
<td>1984-1992</td>
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<tr>
<td>Instructor</td>
<td>Solano Community College</td>
<td>Suisun, CA</td>
<td>1984</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>University of California, Berkeley</td>
<td>Berkeley, CA</td>
<td>1980-1983</td>
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### POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Research Assistant</td>
<td>Scientific Analysis Corporation</td>
<td>Berkeley, CA</td>
<td>1983-1984</td>
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<tr>
<td>Teaching Assistant</td>
<td>University of California, Berkeley</td>
<td>Berkeley, CA</td>
<td>1980-1983</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Multipurpose Senior Services Program Evaluation</td>
<td>Berkeley, CA</td>
<td>1981-1982</td>
</tr>
<tr>
<td>Researcher/Author</td>
<td>Legal Assistance to the Elderly</td>
<td>SanFrancisco, CA</td>
<td>1979-1980</td>
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<td>-------------------</td>
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<tr>
<td>Director</td>
<td>Immaculate Conception Senior Services</td>
<td>Bronx, NY</td>
<td>1976-1978</td>
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<tr>
<td>Research Assistant/Field Supervisor</td>
<td>Chicago Needs Assessment Survey of Older People</td>
<td>Chicago, IL</td>
<td>1974-1975</td>
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</table>

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- 2015-present PSU Faculty Senate member
- 2014 SSW Faculty Search Committee, Chair
- 2014 Peer Review Committee for Vicki Cotrell, member
- 2012-present SSW MSW Research Sequence Chair
- 2012-present MSW Curriculum Committee, member
- 2014 Ph.D. Comprehensive Exam Committee for Steve Kalb, member
- 2012-present Ph.D. Comprehensive Exam Committee for Jennifer Muthanna, Chair
- 2012-present Ph.D. Comprehensive Exam Committee for Casadi Marino, member
- 2012-present Ph.D. Comprehensive Exam Committee for Sarah Lazzari, member
- 2010-present BSW Program Committee, member
- 2009-present; Co-Liaison of Institute on Aging with Graduate School of Social Work (regarding combined Certificate in Gerontology and MSW programs)
- 2009-2014 Ph.D. Dissertation Committee for Barbara Whitbeck, Chair
- 2008-present Ph.D. Dissertation Committee for Leah Brookner, Chair
- 2011-14; University Faculty Senate member
- 2012-13 BSW Veber Scholarship Selection Committee, member
- 2011-12 Peer Review Committee for Matt Modrcin, Chair
- 2011-12 PSU Institutional Assessment Committee, member
- 2008-12 PhD Comprehensive Exams Committee member

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- May 2015 “Hoarding” presentation to Leading Age Conference, Redmond, OR

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)

- N/A

OTHER RELEVANT INFORMATION

- Works in progress: Conducting study of hoarding behavior in older adults.
# CURRICULUM VITAE

Mathew C. Uretsky  
Faculty  
Assistant Professor

## DEGREE INFORMATION  
(*Begin with baccalaureate or other initial professional education, and include postdoctoral training*)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>University of California at Santa Cruz</td>
<td>Psychology</td>
<td>07/2001</td>
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<tr>
<td>MSW</td>
<td>San Diego State University</td>
<td>Social Work</td>
<td>08/2005</td>
</tr>
<tr>
<td>MPH</td>
<td>San Diego State University</td>
<td>Public Health</td>
<td>08/2005</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>University of Maryland</td>
<td>Social Work</td>
<td>08/2016</td>
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## ACADEMIC APPOINTMENTS

<table>
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<tr>
<th>TITLE</th>
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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2016 - Present</td>
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<tr>
<td>Affiliate Research Assistant Professor</td>
<td>University of Maryland</td>
<td>Baltimore, MD</td>
<td>09/2016 - Present</td>
</tr>
<tr>
<td>Statistician</td>
<td>University of Maryland</td>
<td>Baltimore, MD</td>
<td>07/2015-08/2016</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>University of Maryland</td>
<td>Baltimore, MD</td>
<td>08/2009-05/2013</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
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<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Program Manager &amp; Investigator</td>
<td>University of Maryland</td>
<td>Baltimore, MD</td>
<td>09/2010-07/2015</td>
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<tr>
<td>Training Specialist</td>
<td>University of Maryland</td>
<td>Baltimore, MD</td>
<td>09/2009-09/2010</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

American Statistical Association
Council on Social Work Education
National Association for the Education of Homeless Children and Youth
National Network for Social Work Managers
Society for Social Work and Research

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Student Affairs Committee, Portland State University
School Social Work Licensure Consortium, Portland State University
Inter-professional Education Consortium, Portland State University
Doctoral Program Recruitment Committee, University of Maryland School of Social Work
Diversity and Anti-Oppression Workgroup, University of Maryland School of Social Work
Doctoral Program Student Mentor, University of Maryland School of Social Work
Expert Panel, Public Health Social Work Scholars, University of Maryland School of Social Work
Deputy Volunteer Coordinator, Society for Social Work and Research 2015 APM
Juror Research in Child Welfare Poster Session, University of Maryland School of Social Work
Early Education Data Collaborative, Baltimore Education Resource Consortium
Community Advisory Board, Promise Heights U.S. Department of Education Promise Neighborhoods Initiative
Advisory Board, Youth Empowerment Services Homeless Youth Drop-in Center
McKinney-Vento Program Student Stability Workgroup, Baltimore City Public Schools, Open Society Institute Paste Here

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Doctoral Research Fellow, University of Maryland School of Social Work
Competitive Innovation Research Award, University of Maryland School of Social Work

PROFESSIONAL PRESENTATIONS (during last 5 years)

Peer-Reviewed Publications


Uretsky, M.C. (April, 2016) *High school graduation in context: A multilevel exploration of the correlates and consequences of on-time graduation.* Presentation at the 2016 Maryland State Department of Education Data Summit. Ellicott City, MD.


Professional Presentations


Uretsky, M.C. (September 2011) *KEEP Facilitator Training.* Training at University of Maryland School of Social Work. Baltimore, MD.
Peer Reviewed Publications


Research Reports


**Publications with Consultant Credits**


---

**OTHER RELEVANT INFORMATION**
null
POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Health Educator</td>
<td>Sexual Health Intervention Project (SHIP)</td>
<td>Seattle, WA</td>
<td>1996-1997</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Best Practices Policy Project, Steering Committee member, 2005-present.
- Motivational Interviewing Network of Trainers, 1999-present.

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)


SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Faculty Fellow for Partnership Award, Portland State University, January 2014.

PROFESSIONAL PRESENTATIONS (during last 5 years)


**PROFESSIONAL PUBLICATIONS** (during last 5 years)

**Books:**


**Chapter Book:**


**Articles:**


**Editorials:**


**OTHER RELEVANT INFORMATION**

- Social Work Research, Consulting editor (8/2016-present)
- Australian Social Work, guest reviewer (2016-present)

Full-Time Faculty 227
- Consulting editorial board member, Qualitative Social Work, 12/2015-present.
- *Trauma, Abuse and Violence*, guest reviewer (2003–present)

**External and Additional Reviews**
- 3 year formal Retention, Promotion and Tenure review for University of Utah, College of Social Work. May, 2013.


Adjunct Faculty

Adams, Shauna 231
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McGuiness, Katherine 323
CURRICULUM VITAE

Shauna L. Adams
Faculty
Adjunct Instructor

DEGREE INFORMATION (Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BS</td>
<td>California State University, Los Angeles, California</td>
<td>Social Work</td>
<td>06/1980</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University, Portland, Oregon</td>
<td>Social Work</td>
<td>06/1992</td>
</tr>
<tr>
<td>Ph.D (c)</td>
<td>Lewis and Clark College, Portland, Oregon</td>
<td>Educational Leadership</td>
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ACADEMIC APPOINTMENTS

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<tr>
<th>TITLE</th>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Professor</td>
<td>Lewis and Clark College, Counseling Graduate Program</td>
<td>Portland, Oregon</td>
<td>2017 - Present</td>
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<tr>
<td>Adjunct Professor</td>
<td>Marylhurst University, School of Education</td>
<td>Marylhurst, Oregon</td>
<td>2008 - Present</td>
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<tr>
<td>Adjunct instructor</td>
<td>Portland State University, School of Education</td>
<td>Portland, Oregon</td>
<td>2006 - Present</td>
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<tr>
<td>Adjunct Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, Oregon</td>
<td>2001 - Present</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Counseling and Community Outreach Coordinator</td>
<td>De La Salle North Catholic High School</td>
<td>Portland, Oregon</td>
<td>2016-Present</td>
</tr>
<tr>
<td>Interim Dean of Academics and Professional Development</td>
<td>De La Salle North Catholic High School</td>
<td>Portland, Oregon</td>
<td>2014 - 2016</td>
</tr>
<tr>
<td>School Counselor</td>
<td>De La Salle North Catholic High School</td>
<td>Portland, Oregon</td>
<td>2010 - 2014</td>
</tr>
<tr>
<td>Equity Leadership Coach</td>
<td>Employers of Educational Excellence - Oregon Business Council</td>
<td>Portland, Oregon</td>
<td>2006 - 2010</td>
</tr>
<tr>
<td>District Family Involvement Facilitator</td>
<td>Portland Public Schools</td>
<td>Portland, Oregon</td>
<td>1998 - 2006</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>------------------------</td>
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</tr>
<tr>
<td>Woodlawn Elementary School - Family Specialist</td>
<td>Touchstone Program</td>
<td>Portland, Oregon</td>
<td>1994 - 1998</td>
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<tr>
<td>Metropolitan Family Services</td>
<td>Metropolitan Family Services</td>
<td>Portland, Oregon</td>
<td>1994 - 1995</td>
</tr>
<tr>
<td>Regional Research Institute for Human Services</td>
<td>Regional Research Institute for Human Services</td>
<td>Portland, Oregon</td>
<td>1991 - 1992</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- Albina Ministerial Alliance
- Community advocates National Commission on Children & Families
- Cristo Rey Network
- Education Northwest
- Multnomah County Youth Commission
- National Association of Social Workers
- Oregon association of Comprehensive Education
- Portland Schools Foundation
- Portland Urban League
- The Search Institute
- YWCA Board of Directors

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

NA

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

NA

**PROFESSIONAL PRESENTATIONS (during last 5 years)**

NA

**PROFESSIONAL PUBLICATIONS (during last 5 years)**

NA

**OTHER RELEVANT INFORMATION**

LCSW - Oregon State Board of Clinical Social Worker since 1999
## DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td>B.A.</td>
<td>Rutgers University, Livingston College, Piscataway, New Jersey</td>
<td>Psychology</td>
<td>05/1999</td>
</tr>
<tr>
<td>MSW</td>
<td>Rutgers University, New Brunswick, New Jersey</td>
<td>Social Work</td>
<td>05/2003</td>
</tr>
<tr>
<td>Ph.D. (c)</td>
<td>Portland State University</td>
<td>Social Work and Social Research</td>
<td>2019 (Expected)</td>
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## ACADEMIC APPOINTMENTS

<table>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>05/14 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
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<tbody>
<tr>
<td>Graduate Research Assistant</td>
<td>Regional Research Institute for Human Services</td>
<td>Portland, Oregon</td>
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<tr>
<td>Graduate Research Assistant</td>
<td>Regional Research Institute for Human Services</td>
<td>Portland, Oregon</td>
<td>09/2012 - Present</td>
</tr>
<tr>
<td>Social Worker III</td>
<td>Washington Department of Social and Health Services - Division of Children and Family Services</td>
<td>Vancouver, Washington</td>
<td>05/2007 - 03/2014</td>
</tr>
<tr>
<td>Psychotherapist</td>
<td>Clinical Private Practice</td>
<td>Portland, Oregon</td>
<td>04/2009 - 01/2010</td>
</tr>
<tr>
<td>Family Therapist</td>
<td>Phoenix House</td>
<td>Lake View Terrace, California</td>
<td>05/2005 - 10/2005</td>
</tr>
<tr>
<td>Clinician</td>
<td>Hollygrove</td>
<td>Los Angeles, California</td>
<td>09/2003 - 04/2005</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

Society for Social Work and Research

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

NA

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

NA

**PROFESSIONAL PRESENTATIONS (during last 5 years)**

NA

**PROFESSIONAL PUBLICATIONS (during last 5 years)**

NA

**OTHER RELEVANT INFORMATION**

NA
CURRICULUM VITAE

Susan Barrios
Faculty
Adjunct Instructor

DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
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<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<tr>
<td>BS</td>
<td>Southern Oregon University</td>
<td>Psychology</td>
<td>06/1986</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/1988</td>
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ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2014 – present</td>
</tr>
<tr>
<td>Assistant Professor of Practice</td>
<td>Self Sufficiency Program, Center for Improvement of Child &amp; Family Services, Portland State University</td>
<td>Portland, Oregon</td>
<td>2008- present</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tbody>
<tr>
<td>Consultant</td>
<td>Wraparound Oregon</td>
<td>Portland, Oregon</td>
<td>2006 - Present</td>
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<tr>
<td>Behavioral Health Trainer</td>
<td>Kaiser Permanente</td>
<td>Portland, Oregon</td>
<td>2006 - Present</td>
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<tr>
<td>Psychiatric Social Worker</td>
<td>Adventists Health</td>
<td>Portland, Oregon</td>
<td>2005 - Present</td>
</tr>
<tr>
<td>Adjunctive Therapist II</td>
<td></td>
<td>Portland, Oregon</td>
<td></td>
</tr>
<tr>
<td>Program Director/ Clinical Supervisor</td>
<td>Intensive Family Services, Inc.</td>
<td>Portland, Oregon</td>
<td>1999 - 2006</td>
</tr>
<tr>
<td>Foster Parent Trainer</td>
<td>Portland State University Child Welfare Partnership</td>
<td>Portland, Oregon</td>
<td>1991 - Present</td>
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<tr>
<td>Family Therapist</td>
<td>Intensive Family Services</td>
<td>Portland, Oregon</td>
<td>1987-1999</td>
</tr>
<tr>
<td>Family Therapist</td>
<td>Multnomah County Disabilities Services</td>
<td>Portland, Oregon</td>
<td>1997-1999</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

## SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

## PROFESSIONAL PRESENTATIONS (during last 5 years)

NA

## PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

## OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

**Ryan Elizabeth Bender**

**Faculty**

**Adjunct Instructor**

## DEGREE INFORMATION

*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>Lewis &amp; Clark College</td>
<td>Sociology/Anthropology, International Affairs emphasis</td>
<td>1999</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2013</td>
</tr>
<tr>
<td>Ph.D. (c)</td>
<td>Portland State University</td>
<td>Social Work and Social Research</td>
<td>2018 (expected)</td>
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## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>06/2014 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
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<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Graduate Research Assistant</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/2013-09/2014</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Oregon Public Health Association (OPHA)
- National Association of Social Workers (NASW)

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- PSU On Sustainability Conference Planning Committee (2014-Present)
### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

<table>
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<th>Year</th>
<th>Award/Recognition</th>
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<tbody>
<tr>
<td>2016</td>
<td>Graduate Scholar, Twelfth International Conference on Environmental, Cultural, Economic and Social Sustainability; Portland, Oregon</td>
<td></td>
</tr>
<tr>
<td>2015</td>
<td>Graduate Scholar, Eleventh International Conference on Environmental, Cultural, Economic and Social Sustainability; Copenhagen, Denmark</td>
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</tr>
<tr>
<td>2014</td>
<td>Nominee, Excellence in Social Sustainability Award; Institute for Social Sustainability; Portland State University</td>
<td></td>
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</table>

### PROFESSIONAL PRESENTATIONS (during last 5 years)

Bender, R. (2015, January). The Use of Community-Based Research (CBPR) Framework to Identify Social and Cultural Sustainability via Community Gardens; Eleventh International Conference on Environmental, Cultural, Economic and Social Sustainability; Copenhagen, Denmark.

Bender, R. and Meinhold, J. (2014, October). Community Partnership for Health and Equity (CPHE): University-Community Collaborations To Advance Student Leadership and Participation in Sustainability Research; Co-Presenter at Association for the Advancement of Sustainability in Higher Education Conference; Portland, Oregon.

Brennan, E., Bender, R., Wagner, I. (2014, June). Promoting Health Equity through Community Based Participatory Research; Co-Presenter at 51st International Making Cities Livable Conference: Making Cities Healthy for All; Portland, Oregon.


**PROFESSIONAL PUBLICATIONS**  
(during last 5 years)


**OTHER RELEVANT INFORMATION**

2013

**Assessment & Financial Lead**

*Use of Community-based Participatory Research (CBPR) Framework to Identify*
Multicultural Sustainability via Community Gardening.” Funded by Portland State University; Institute for Social Sustainability, Solutions Generator Program; Portland, Oregon. Jan-June 2013: $1500. (Interdisciplinary Student-led Project; Eileen Brennon, Mentor)

2013

Graduate Research Assistant
Community Partnership for Health & Equity Collaborative
Funded by James F. and Marion L. Miller Foundation through the Portland State University Institute for Sustainable Solutions, Portland Oregon. January-September 2013: $30,000. (Eileen Brennon, PI)

2013

Graduate Research Assistant; Achieve My Plan (Project 3)
“Research and Training Center on Pathways to Positive Futures.” (Grant # H133B090019). This RTC includes eight separate research projects as well as dissemination, training and technical assistance focused on improving outcomes for young people aged 14-30 with serious mental health conditions. Funded by National Institute for Disability and Rehabilitation Research, (US DOE) & Substance Abuse and Mental Health Services Administration; Center for Mental Health Services; Child, Adolescent, and Family Branch (US DHHS). 10/01/09 – 09/30/14: $4,250,000 (Laurie Powers and Janet Walker, Co-PIs)
# CURRICULUM VITAE

Melissa Bird  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>University of Utah, Salt Lake City, Utah</td>
<td>Family and Consumer Studies</td>
<td>06/1998</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Utah, Salt Lake City, Utah</td>
<td>Gender Studies</td>
<td>05/ 2003</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>University of Southern California, Los Angeles, California</td>
<td>Gender Studies</td>
<td>05/ 2017</td>
</tr>
<tr>
<td>Ph.D</td>
<td>University of Southern California, Los Angeles, California</td>
<td>Social Work</td>
<td>05/ 2017</td>
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## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Professor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, Oregon</td>
<td>2017 - Present</td>
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<tr>
<td>Adjunct Professor</td>
<td>California State University - San Bernardino</td>
<td>San Bernardino, California</td>
<td>2016 - 2017</td>
</tr>
<tr>
<td>Instructor</td>
<td>University of Southern California, School of Social Work</td>
<td>Los Angeles, California</td>
<td>2014 - 2015</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>University of Utah, College of Social Work</td>
<td>Salt Lake City, Utah</td>
<td>2011</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>University of Utah, Department of Family and Consumer Studies</td>
<td>Salt Lake City, Utah</td>
<td>2009 - 2011</td>
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</table>

## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Training Manager</td>
<td>RISE Initiative, Los Angeles Gay and Lesbian Center</td>
<td>Los Angeles, California</td>
<td>2012 - 2017</td>
</tr>
<tr>
<td>Executive Director</td>
<td>Planned Parenthood Action Council - PPAC</td>
<td>Salt Lake City, Utah</td>
<td>2006 - 2011</td>
</tr>
<tr>
<td>Vice President of Public</td>
<td>Planned Parenthood Association of Utah</td>
<td>Salt Lake City, Utah</td>
<td>2006 - 2011</td>
</tr>
<tr>
<td>Role</td>
<td>Organization/Position</td>
<td>Location</td>
<td>Years</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------------------------------------------------------------</td>
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<tr>
<td>Policy</td>
<td>- PPAU</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Equality Utah</td>
<td>Salt Lake City, UT</td>
<td>2004-2006</td>
</tr>
<tr>
<td>Citizen Lobbyist</td>
<td>Emancipation of a Minor and Harboring a Runaway Legislation</td>
<td>Salt Lake City, UT</td>
<td>2003-2009</td>
</tr>
<tr>
<td>Homeless Youth Policy Program Manager</td>
<td>Utah Pride Center</td>
<td>Salt Lake City, UT</td>
<td>2003-2004</td>
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<tr>
<td>Therapist</td>
<td>Community Based Transitional Services</td>
<td>Salt Lake City, UT</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Therapist</td>
<td>Trauma Awareness and Treatment Center</td>
<td>Salt Lake City, UT</td>
<td>2003-2004</td>
</tr>
<tr>
<td>Volunteer Coordinator</td>
<td>Children’s Justice Center</td>
<td>Salt Lake City, UT</td>
<td>2000-2001</td>
</tr>
<tr>
<td>Volunteer Program Coordinator</td>
<td>Utah Foster Care Foundation</td>
<td>Salt Lake City, UT</td>
<td>1999-2000</td>
</tr>
<tr>
<td>CASA Coordinator</td>
<td>Guardian ad Litem</td>
<td>Salt Lake City, UT</td>
<td>1998-1999</td>
</tr>
<tr>
<td>Child Therapist</td>
<td>The Children’s Center</td>
<td>Salt Lake City, UT</td>
<td>1997-1998</td>
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<tr>
<td>Preschool Teacher</td>
<td>Jewish Community Center</td>
<td>Salt Lake City, UT</td>
<td>1997-1998</td>
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<tr>
<td>Assistant Preschool Teacher</td>
<td>Neighborhood hOuse</td>
<td>Salt Lake City, UT</td>
<td>1996-1997</td>
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</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

**National Organization Membership**

- 2016-Present Member, American Public Health Association
- 2015-Present Member, Population Association of America (PAA)
- 2015-Present Junior Fellow, Society for Family Planning
- 2015-Present Member, National Association of Social Workers (NASW)
- 2015-Present Member, Society for Social Work and Research (SSWR)
- 2015-Present Member, American Association for University Women (AAUW)
- 2015-Present Member, Association for Community Organization and Social Administration (ACOSA)
- 2014-Present Member, Council on Social Work Education (CSWE)
- 2013-Present Member, Commission on Macro Practice

**Board of Directors Service**

- 2015-2016 Member and PAC Chair, National Women’s Political Caucus, Orange County Chapter, Orange County, CA
- 2009-2011 Member and Treasurer, Capitol Hill Association, Salt Lake City, UT
- 2008-2011 Advisory Board Chair, Department of Family and Consumer Studies, University of Utah, Salt Lake City, UT
- 2006-2011 Member, Utah Population and Environment Coalition, Salt Lake City, UT
2009-2010 Member, Community Advisory Board, College of Social Work, University of Utah, Salt Lake City, UT
2008-2009 Board President, Alumni Association, College of Social Work, University of Utah, Salt Lake City, UT
2006-2009 Member, League of Women Voters, Salt Lake City, UT
2007-2009 National Board Secretary, Planned Parenthood State Public Affairs Network
2006-2008 Member, Sexual Assault Nurse Examiners Board, Salt Lake City, UT
2006-2008 Member, YWCA Public Policy Committee, Salt Lake City, UT
2004-2006 Board Chair, Project Reconnect-Partnership for Youth in Transition, Salt Lake City, UT
2005-2006 Member, Utah Pride Center Board, Salt Lake City, UT

Manuscript Reviewer
International Social Work

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2016 Center for Feminist Research Travel Grant, University of Southern California

PROFESSIONAL PRESENTATIONS (during last 5 years)

Refereed Conferences


**Invited Presentations**

Orange County 1 in 4 Convening on Homeless Women, WISEPlace, Anaheim, CA, May, 2016

My Body My Choice, California State University-San Bernadino, San Bernadino, CA, April 2016

Los Angeles 1 in 4 Convening on Homeless Women, American Round Table to Abolish Homelessness, Los Angeles, CA, January 2016

**Guest Lectures**


2016, Spring  SOWK 241 (Bachelors)-Introduction to Social Work, “Policy advocacy for social work: How to engage in community organizing, social justice, and policy change”, Department of Social Work, Whittier College

2015, Fall  INTD 290 (Bachelors)-Introduction to Public Health, “Policy advocacy for public health: How to engage in community organizing, social justice, and policy change”, Department of Public Health, Whittier College

2015, Fall  SOWK 653 (Masters)-Social Work with Older Adults, “Policy advocacy in practice: how to engage in organizing, social justice, and policy change on behalf of older adults”, School of Social Work, University of Southern California


2015, Spring  SOWK 603 (Masters)-Merging Policy, Practice and Research for Change in Families, “Policy advocacy in practice: How social workers engage in social justice and policy change”, School of Social Work, University of Southern California


**Research Papers-Under Peer Review**

Bird, M., Begun, S., McKay, K. Religiosity and Personal Beliefs Regarding Abortion: Results from a Survey of Social Work Students in the United States. (under review-Women’s Reproductive Health)

**Other Relevant Information**

NA
# CURRICULUM VITAE

**Victor Boomer-Jenks**

**Faculty**

**Adjunct Instructor**

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>BA</td>
<td>Fort Lewis College</td>
<td>English Literature</td>
<td>2004</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2009</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>04/2018 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE</th>
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<tbody>
<tr>
<td>Clinical director</td>
<td>VOA’s Men’s Residential Center</td>
<td>Portland, Oregon</td>
<td>08/2014 - Present</td>
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<tr>
<td>On Call Counselor III</td>
<td>Project Respond</td>
<td>Portland, Oregon</td>
<td>05/2014 - Present</td>
</tr>
<tr>
<td>Counselor III</td>
<td>VOA’s Men’s Residential Center</td>
<td>Portland, Oregon</td>
<td>06/2005 - 08/2014</td>
</tr>
<tr>
<td>Lead Social Worker</td>
<td>Our House of Portland</td>
<td>Portland, Oregon</td>
<td>08/2013 - 08/2014</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

**NA**

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*

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<table>
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<tbody>
<tr>
<td>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</td>
<td>NA</td>
</tr>
<tr>
<td>PROFESSIONAL PRESENTATIONS (during last 5 years)</td>
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<tr>
<td>PROFESSIONAL PUBLICATIONS (during last 5 years)</td>
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<tr>
<td>OTHER RELEVANT INFORMATION</td>
<td>NA</td>
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</tbody>
</table>
# CURRICULUM VITAE

Bobby Bridges  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BS</td>
<td>Portland State University</td>
<td>Behavioral Science</td>
<td>06/2006</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Psychology</td>
<td>06/2014</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>01/2018 – present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Community Engagement Coordinator and Disproportionate Minority Contact Coordinator</td>
<td>State of Oregon/ Youth Development Council</td>
<td>Portland, Oregon</td>
<td>03/2016 - Present</td>
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<tr>
<td>Family Connections Oregon</td>
<td>Oregon DHS</td>
<td>Portland, Oregon</td>
<td>07/2014-07/2015</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA
<table>
<thead>
<tr>
<th><strong>COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES</strong> (during last three years)</th>
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<tbody>
<tr>
<td><strong>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION</strong> (during last 3 years)</td>
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<td><strong>PROFESSIONAL PRESENTATIONS</strong> (during last 5 years)</td>
<td>NA</td>
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<td><strong>PROFESSIONAL PUBLICATIONS</strong> (during last 5 years)</td>
<td>NA</td>
</tr>
<tr>
<td><strong>OTHER RELEVANT INFORMATION</strong></td>
<td>Working on completing a Racial and Ethnic Disparities certification from Georgetown University</td>
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</tbody>
</table>
# CURRICULUM VITAE

Danica Brown  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BS</td>
<td>Metropolitan State College of Denver</td>
<td>Human Services</td>
<td>06/1998</td>
</tr>
<tr>
<td>MSW</td>
<td>Colorado State University</td>
<td>Social Work</td>
<td>06/2001</td>
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<tr>
<td>Ph.D. (c)</td>
<td>Portland State University</td>
<td>Social Work and Social Research</td>
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## ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2011- Present</td>
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<tr>
<td>Adjunct Instructor</td>
<td>Metropolitan State College of Denver Department of Human Services</td>
<td>Denver, CO</td>
<td>07/2003-06/2012</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Youth Evaluation Team Facilitator</td>
<td>Yellowhawk and Nak-Nu-Wit Systems of Care Evaluation Team-Regional Research Institute</td>
<td>Portland, OR</td>
<td>09/2011-05/2014</td>
</tr>
<tr>
<td>Justice Assistance Grants Manager</td>
<td>Colorado Department of Public Safety, Division of Criminal Justice, Office of Adult and Juvenile Assistance</td>
<td>Denver, CO</td>
<td>01/2009-06/2012</td>
</tr>
<tr>
<td>Capacity Building Associate</td>
<td>National Native American AIDS Prevention Center</td>
<td>Denver, CO</td>
<td>04/2009 – 01/2010</td>
</tr>
<tr>
<td>Indian Education Counselor</td>
<td>Denver Public Schools/Indian Education Program</td>
<td>Denver, CO</td>
<td>03/ 2008 - 07/ 2009</td>
</tr>
<tr>
<td>Intervention Specialist</td>
<td>Denver Juvenile TASC Project</td>
<td>Denver, CO</td>
<td>07/ 2005 - 09/ 2008</td>
</tr>
<tr>
<td>Youth Services Coordinator</td>
<td>Denver Indian Health &amp; Family Services</td>
<td>Denver, CO</td>
<td>08/ 2003 - 08/2006</td>
</tr>
</tbody>
</table>
Community Outreach Coordinator  
City Attorney’s Community Justice Project  
07/ 2001 - 04/ 2004

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Society of Social Work Research (SSWR), 2014-Present  
Council of Social Work Education (CSWE), 2012-Present  
National Association of Social Workers (NASW), Colorado Chapter, 2001-Present

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Stronghold Society: Board of Directors: June 2011 to Present  
Minority Health Advisory Commission: Chair: Advisory Board: November 2009 to June 2012  
Red Earth Women United, Co-Chair, 2010-2012  
Colorado Hip Hop Coalition, Advisory Board, 2003-2008

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Indigenous Nation Studies, Portland State University, Critical Consciousness Award, 2015

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION


Substance Abuse and Mental Health Services Administration. (2012-2016). Council on Social Work Education/Minority Fellowship Program $66,540.00

United States Department of Justice (2001-2005). Community Justice planning and implementation grants. $68,000

Yappalli: Healing and Transforming Historical Trauma, 2013 to Present

Ferguson to PDX: Discussions on Police Violence in America: 2014

Transformative Justice for Activists; 2014 to Present

Indigenous Resistance Movements; Lessons for Current Activism: 2014


Four Wheel War Pony: How traditional Native American values are expressed in a contemporary context through skateboarding: 2013-2014

Decolonizing the Prison Industrial Complex, 2013-Present

Native Healing Talking Circle, 2011 to present
## CURRICULUM VITAE

Tracy Bryce Farmer LCSW  
Faculty  
Adjunct Instructor

### DEGREE INFORMATION
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BFA</td>
<td>University of California</td>
<td>Theatre</td>
<td>1985</td>
</tr>
<tr>
<td>MFA</td>
<td>University of Washington</td>
<td>Acting</td>
<td>1996</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2010</td>
</tr>
</tbody>
</table>

### ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/2017 - Present</td>
</tr>
</tbody>
</table>

### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent Practice</td>
<td>Self</td>
<td>Portland, Oregon</td>
<td>2013-Present</td>
</tr>
<tr>
<td>Mental Health Therapist</td>
<td>Providence Adult Outpatient Services</td>
<td>Portland, Oregon</td>
<td>2010-2016</td>
</tr>
</tbody>
</table>

### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Oregon Independent Mental Health Professionals (OIMHP)
- National Association of Social Workers (NASW)
<table>
<thead>
<tr>
<th><strong>COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Providence Mission Inspiration Award 2015</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROFESSIONAL PRESENTATIONS (during last 5 years)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor Research Institute and AMHA-OR Metro:</td>
</tr>
<tr>
<td>Countertransference in Turbulent Times (2017)</td>
</tr>
<tr>
<td>The Psychodynamics of Self-Abuse: Confessions of a Former DBT Therapist (2016)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>PROFESSIONAL PUBLICATIONS (during last 5 years)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th><strong>OTHER RELEVANT INFORMATION</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>NA</td>
</tr>
</tbody>
</table>
# CURRICULUM VITAE

**Kevin Cherry**  
Faculty  
Adjunct Instructor

**DEGREE INFORMATION**  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BS</td>
<td>Harding University</td>
<td>Social Work</td>
<td>07/ 2008</td>
</tr>
<tr>
<td>MA</td>
<td>University of Chicago</td>
<td>Social service Administration</td>
<td>06/2011</td>
</tr>
<tr>
<td>Ph.D. (c)</td>
<td>Portland State University</td>
<td>Social Work and Social Research</td>
<td>In-progress</td>
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</table>

**ACADEMIC APPOINTMENTS**

<table>
<thead>
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<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>11/2016 - Present</td>
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<tr>
<td>Graduate Assistant</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>10/ 2012 – 06/2016</td>
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</table>

**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Graduate Intern</td>
<td>Chicago Alliance Against Sexual Exploitation</td>
<td>Chicago, IL</td>
<td>09/ 2010 – 06/ 2011</td>
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<tr>
<td>Graduate Intern</td>
<td>Lawyers Committee for Better Housing</td>
<td>Chicago, IL</td>
<td>09/ 2009 – 06/ 2010</td>
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<tr>
<td>International Programs Special Projects Assistant</td>
<td>Heartland Alliance</td>
<td>Chicago, IL</td>
<td>09/ 2009 – 12/2009</td>
</tr>
<tr>
<td>Victim Advocate</td>
<td>Shelter House</td>
<td>Fort Walton Beach, FL</td>
<td>08/ 2008 – 08/2009</td>
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</tbody>
</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Nonprofit Association of Oregon
Social Welfare Action Alliance

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Workshop Organizing Committee Member; Radical Social Work: Past, Present & Future
Reviewer, American Journal of Public Health

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Laurel's Graduate Award
President's Award for University Service

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)

Cherry, K. (Revise and Resubmit). Critical thoughts on American social work and the crisis of modernity: Lessons from theory and current events.


Sinkey, A. & Cherry, K. (2016). Newcomers to Portland: Disparities by race and year of immigration. In A. Curry-Stevens & A. Sinkey (Eds.), In need of a long welcome: Supporting the integration of newcomers to Portland (pp. 23-51). Center to Advance Racial Equity, Portland State University.


OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

Beckie Child  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
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<tbody>
<tr>
<td>BA</td>
<td>Weber State University</td>
<td>Elementary Education</td>
<td>2003</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>2009</td>
</tr>
<tr>
<td>Ph.D. (c)</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>12/ 2018 (Expected)</td>
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## ACADEMIC APPOINTMENTS

<table>
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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Faculty</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2013- Present</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult Mental Health &amp; Addiction Services Outreach Coordinator.</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>06/2015 – Present</td>
</tr>
<tr>
<td>Consultant</td>
<td>BC Consulting Services</td>
<td>Portland, Oregon</td>
<td>05/2012 – 2014</td>
</tr>
<tr>
<td>Executive Director</td>
<td>BC Consulting Services</td>
<td>Portland, Oregon</td>
<td>2010 – 05/2012</td>
</tr>
<tr>
<td>Research Associate</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2009 - 2011</td>
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</table>
**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

Paste Memberships Here

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity</th>
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<tbody>
<tr>
<td>2014 to present</td>
<td>Disability Rights Oregon’s PAIMI Council advisory board member, 2015 to present, vice chair of the council</td>
</tr>
<tr>
<td>2011-2015</td>
<td>SAMHSA’s Steering Committee for Wellness Efforts. Provide recommendations to Department of Human Services Substance Abuse and Mental Health Services Administration on policy and initiatives to increase wellness among people with lived experience of mental health challenges.</td>
</tr>
<tr>
<td>2009-present</td>
<td>Oregon State Hospital Advisory Board, Salem, Oregon. Appointed by the Governor to provide oversight to State Hospital to raise the standard of care. Mental Health America of Oregon, Portland, Oregon</td>
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**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Award</th>
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<tbody>
<tr>
<td>2016</td>
<td>John F. Longres Dissertation Research Scholarship</td>
</tr>
<tr>
<td>2015</td>
<td>Wadsworth &amp; Sheng Scholarship</td>
</tr>
<tr>
<td>2014</td>
<td>McCoy Endowed Scholarship</td>
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**PROFESSIONAL PRESENTATIONS (during last 5 years)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Presentation</th>
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<tbody>
<tr>
<td>2015</td>
<td>CSWE Group discussion on health literacy and social work.</td>
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</table>
PROFESSIONAL PUBLICATIONS  (during last 5 years)


http://doi.org/10.1037/prj0000171

OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

**Aysha Crain**  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>Portland State University</td>
<td>Psychology</td>
<td>06/2009</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2012</td>
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## ACADEMIC APPOINTMENTS

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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2017 - Present</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>DBT Program Therapist Therapist</td>
<td>VA Portland Health Care System</td>
<td>Portland, OR</td>
<td>2012 - Present</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- NASW

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA
**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION** (during last 3 years)

NA

**PROFESSIONAL PRESENTATIONS** (during last 5 years)

NA

**PROFESSIONAL PUBLICATIONS**  (during last 5 years)


**OTHER RELEVANT INFORMATION**

NA
# CURRICULUM VITAE

Kate Davis  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.S.</td>
<td>University of Oregon, Eugene, Oregon</td>
<td>Human Services</td>
<td>06/1989</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University, Portland, Oregon</td>
<td>Social Work</td>
<td>06/2000</td>
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## ACADEMIC APPOINTMENTS

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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Faculty</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>07/2000 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Therapist, Trainer, and Consultant</td>
<td>Private Practice</td>
<td>Portland, Oregon</td>
<td>08/2008 - Present</td>
</tr>
<tr>
<td>Mental Health Specialist II</td>
<td>Clackamas County Behavioral Health</td>
<td>Clackamas County, Oregon</td>
<td>05/2016 - Present</td>
</tr>
<tr>
<td>Program Manager MED</td>
<td>Columbia Community Mental Health</td>
<td>St. Helens, Oregon</td>
<td>10/2015 - 02/2016</td>
</tr>
<tr>
<td>Family Therapist</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Coordinator</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hospice Medical Clinical Social Worker (on-call)</td>
<td>Providence Medical Systems</td>
<td>Portland, Oregon</td>
<td>11/2002 - 11/2003</td>
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<tr>
<td>Graduate Education Coordinator</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>01/2001 - 03/2005</td>
</tr>
<tr>
<td>Position</td>
<td>Organization</td>
<td>Location</td>
<td>Dates</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>---------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Program Developer - Distance Graduate Education Option</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>07/2000 - 01/2001</td>
</tr>
<tr>
<td>Research Assistant - Client Engagement Study</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/1999 - 06/2000</td>
</tr>
<tr>
<td>Intake Screener/Protective Services Worker</td>
<td>State of Oregon Services to Children and Families</td>
<td>Clackamas County, Oregon</td>
<td>08/1996 - 12/1999</td>
</tr>
<tr>
<td>Peer Support and Education Groups for Children in Foster Care</td>
<td>State of Oregon Services to Children and Families</td>
<td>Clackamas County, Oregon</td>
<td>09/1998 - 06/1999</td>
</tr>
<tr>
<td>Research Technician I</td>
<td>Oregon Research Institute</td>
<td>Eugene, Oregon</td>
<td>08/1995 - 12/1995</td>
</tr>
<tr>
<td>Education Program Coordinator (Young Parents Program)</td>
<td>Catholic Community Services of Lane County, Inc.</td>
<td>Eugene, Oregon</td>
<td>03/1989 - 12/1995</td>
</tr>
<tr>
<td>Case Manger (Young Parents Program)</td>
<td>Catholic Community Services of Lane County, Inc.</td>
<td>Eugene, Oregon</td>
<td>03/1989 - 12/1995</td>
</tr>
<tr>
<td>V.I.S.T.A. and Homeless Family Case Manager (Catholic Community Services)</td>
<td>Catholic Community Services of Lane County, Inc.</td>
<td>Eugene, Oregon</td>
<td>03/1989 - 12/1995</td>
</tr>
<tr>
<td>Community Education Coordinator</td>
<td>Rape Crisis Network</td>
<td>Eugene, Oregon</td>
<td>1985 - 1989</td>
</tr>
<tr>
<td>Crisis Counselor and Hotline Coordinator</td>
<td>Rape Crisis Network</td>
<td>Eugene, Oregon</td>
<td>1985 - 1989</td>
</tr>
<tr>
<td>Human Services Division Head</td>
<td>E.S.C.A.P.E. Field Studies Program, University of Oregon</td>
<td>Eugene, Oregon</td>
<td>09/85 - 06/86</td>
</tr>
</tbody>
</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

NA

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

Volunteer social worker for Furever Family and Powell Boulevard Veterinary Center staff and clients.

Pro Bono presentations to veterinary clinics on the topic of Compassion Fatigue and working with pet loss.

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**
<table>
<thead>
<tr>
<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>PROFESSIONAL PUBLICATIONS (during last 5 years)</td>
<td>NA</td>
</tr>
<tr>
<td>OTHER RELEVANT INFORMATION</td>
<td>Multiple trainings between 2005-present including Emotional Focused Therapy, E.F.T. with trauma in couples, Ethical Dilemmas related to medication, CBT for trauma and psychosis, ACT, Ethics in Clinical Supervision and many others.</td>
</tr>
</tbody>
</table>
## CURRICULUM VITAE

<table>
<thead>
<tr>
<th>Mildred (Mandy) Davis</th>
<th>Faculty Adjunct Instructor</th>
</tr>
</thead>
</table>

### DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>B.S.S.W.</td>
<td>University of North Carolina, Greensboro, NC</td>
<td>Social Work</td>
<td>1996</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>University of South Carolina, Columbia, SC</td>
<td>Social Work</td>
<td>1997</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Portland State University, Portland, OR</td>
<td>Social Work</td>
<td>2015</td>
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### ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director and PI</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2013-Present</td>
</tr>
<tr>
<td>Senior Research Associate</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2006-2013</td>
</tr>
<tr>
<td>Project Manager/Research Assistant</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2001-2006</td>
</tr>
<tr>
<td>Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2004-present</td>
</tr>
<tr>
<td>Project Manager, Child Welfare Partnership</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2002-2004</td>
</tr>
<tr>
<td>Instructor</td>
<td>Clatsop Community College</td>
<td>Astoria, OR</td>
<td>2004-2005</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, OR</td>
<td>2001-2002</td>
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</tbody>
</table>

### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultant</td>
<td>Oregon Sexual Assault Task Force</td>
<td>Portland, OR</td>
<td>2006-2007</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Tri-County Sexual Assault Task Force</td>
<td>Portland, OR</td>
<td>2003</td>
</tr>
</tbody>
</table>
Interviewer
Clinical Social Worker
Social Worker
Social Work Intern
Case Manager
Social Work Intern
Youth and Transition Research Project
Family Services, Inc.
Hospice of Winston-Salem
William S. Hall Psychiatric Inst.
Corporation of Guardianship
Summit House Resource Center
Vancouver, WA
Winston-Salem, NC
Winston-Salem, NC
Columbia, SC
Greensboro, NC
Greensboro, NC
2003
1998-2001
1997-1998
1996-1997
1994-1996
1995-1996
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Member, Early Childhood Education Advisory Council
Member, Oregon Sexual Assault Task Force, Data Collection Subcommittee
Member, Oregon SATG, Mental Health Committee

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

2012-Present  Clinical Group Supervisor for Volunteers of America, Portland, OR.
2013-Present  Certified TREM Trainer, Portland OR.
2008-Present  Supervisor for Clinical Supervision for MSWs working towards licensure

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

SAMSHA approved consultant for trauma informed care

PROFESSIONAL PRESENTATIONS (during last 5 years)

Trainings:
2012-2015  Do No Harm, Trauma Informed Care 101 (training conducted in various counties in Oregon)
2013  Trauma Informed Care. Family Involvement Team Supervisors, Multnomah County, Portland, OR.
2013  Trauma Informed Care for Organizations working with Homeless Populations. Homeless Youth Continuum, Portland, OR.
2013  Trauma Informed Care. Multnomah County Human Solutions. Portland, OR.

Presentations:
2016  “Trauma Informed Care” Department of Juvenile Justice, Eugene, OR.
2015  “Trauma Informed Care.” CASEY Foundation. Portland, OR.
2015  “Trauma Informed Care for Providers of Adult Mental Health and Residential Services.
2014  “Implementing Trauma Informed Care in a School Setting.” Rosemary Anderson High School. Portland, OR.
2014  “The Neurobiology of Trauma.” Homeless Youth Continuum, Portland, OR.
2014  “Trauma Informed Care for Judges.” Keynote Speaker at Oregon Judges Conference, Gleneden Beach, OR.
2014  “Application of trauma informed care related to the falsely accused and their families. National Innocence Project.” Portland OR.
2014  “Trauma Informed Care for Attorneys.” Oregon District Attorney Conference, Bend, OR.
2013  “Trauma Informed Care for Oregon District Managers.” Department of Human Services, Portland, OR.
2013  “First Do No Harm: A Trauma Sensitive & Informed Approach to Child Abuse & Neglect.” Jackson County Casey Family Programs Team Conference. Medford, OR.
2012  “Trauma Informed Care in Housing Services.” Innovative Housing, Portland, OR.
2012  “Trauma Informed Care and Early Intervention.” Project Launch, Multnomah County, OR.
2012  “Use of TREP in RISE.” RISE Outside In, Portland, OR.
2012  “Trauma Informed Care in Child Welfare” CASEY Safe and Equitable Reduction in Foster Care, Grants Pass, OR.
2012  “Trauma Informed Care 201.” 14th Annual Shoulder-to-Shoulder Conference, Portland, OR.
2012  “Trauma Informed Care: Introduction and Application.” Lane County Child Welfare, Eugene, OR.
2012  “Why Consider Trauma Informed Care?” Marion County Child Welfare Keynote Speaker, Salem, OR.
2012  “Introduction to Trauma Informed Care: Grand Rounds.” Oregon National Indian Child Welfare, Pendleton, OR.
2012  “Understanding the Impact of Trauma.” Oregon Tribal State and Federal Summit, Pendleton, OR.
2012  “A Trauma Informed Care Courtroom.” Oregon Judges Conference, Portland OR.
2012  “Considering Trauma Informed Care in DY/SA Programming?” Oregon State Directors Day, Salem, OR.

PROFESSIONAL PUBLICATIONS  (during last 5 years)

NA

OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

Angela Donley  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

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<td>BA</td>
<td>University of Oregon</td>
<td>Education</td>
<td>06/2011</td>
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<td>MSW</td>
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<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland OR</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<td>Chief of Staff</td>
<td>State Senator Sara Gelser</td>
<td>Salem, OR</td>
<td>09/2016-Present</td>
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<td>Policy Assistant</td>
<td>Governor Kate Browns Office</td>
<td>Salem, OR</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- Citizen Review Board Member
- Women’s Campaign School Board Member

## SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA
| PROFESSIONAL PRESENTATIONS (during last 5 years) | NA |
| PROFESSIONAL PUBLICATIONS (during last 5 years) | NA |
| OTHER RELEVANT INFORMATION | NA |
CURRICULUM VITAE

Daniel Donohue
Faculty
Adjunct Instructor

DEGREE INFORMATION
(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

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ACADEMIC APPOINTMENTS

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POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<td>Family Therapist</td>
<td>Self</td>
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<td>Family Therapist</td>
<td>Morrison Child and Family Services</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

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COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

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SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

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<tr>
<td>· Trauma and Gestalt: An Existential, Humanistic, Inclusive Approach; 2015</td>
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<td>· Developmental Trauma Disorder and Gestalt; 2016</td>
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<td>· Characterological vs Trauma Frame in Gestalt; 2017</td>
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Malika Penda Edden
Faculty
Adjunct Instructor

DEGREE INFORMATION

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<tr>
<td>BA</td>
<td>The Evergreen State College</td>
<td>Health Education</td>
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<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Instructor</td>
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<td>Portland, Oregon</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<td>Health Education</td>
<td>Oregon Health Authority (OHA) Reproductive Health Program</td>
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<td>Coordinator</td>
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<tr>
<td>Health Educator</td>
<td>Adolescent Sexual Health Equity Program, Multnomah County Health Department</td>
<td>Portland, Oregon</td>
<td>10/ 2013 to 02/2016</td>
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<td>Empowerment Project</td>
<td>Portland State University (PSU), Women’s Resource Center</td>
<td>Portland, Oregon</td>
<td>07/2011 to 06/ 2013</td>
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<tr>
<td>Coordinator, Graduate</td>
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<tr>
<td>Assistant</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

ACLU of Oregon, Board Member
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<td>PROFESSIONAL PRESENTATIONS</td>
<td>7th Annual Liberation Based Healing Conference at Lewis and Clark College, October 2012, How Can We Create Systemic, Transformative Change? Unpacking the culture of the helping profession and examining how it can contribute to and reinforce systems of oppression, Co-presented</td>
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# CURRICULUM VITAE

Denise Ernst  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
( Begin with baccalaureate or other initial professional education, and include postdoctoral training )

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<tr>
<td>BS</td>
<td>University of Nevada Reno</td>
<td>Nutrition/Pre-Medicine</td>
<td>1976</td>
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<tr>
<td>MA</td>
<td>Lewis and Clark College</td>
<td>Counseling Psychology</td>
<td>1986</td>
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<tr>
<td>MS</td>
<td>University of New Mexico</td>
<td>Psychology</td>
<td>2003</td>
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<td>Ph.D.</td>
<td>University of New Mexico</td>
<td>Psychology</td>
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## ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Professor</td>
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<td>Portland, Oregon</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Trainer and Consultant</td>
<td>Self-employed</td>
<td>Portland, Oregon</td>
<td>2004- Present</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Motivational Interviewing Network of Trainers
- American Psychological Association

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

Adjunct Faculty
### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

### PROFESSIONAL PRESENTATIONS (during last 5 years)

*Motivational Interviewing: What does the conversation tell us about change?,* March 2017, Tokyo, Japan, Japanese Association of Motivational Interviewing Annual Conference

*What’s new in MI? The story of Sustain Talk,* July, 2016, Portland, Oregon, 42nd Annual Northwest Institute of Addictions Studies Conference

*Problem-Based Learning (PBL) Obesity: A Patient-Centered Approach,* September, 2016, Orlando Florida, FMX, American Academy of Family Physicians Annual Conference

*The Language of Change,* June, 2014, Tartu, Estonia, Estonian Motivational Interviewing Training Association, Annual Conference


**FMX, American Academy of Family Physicians Annual Conference**

September, 2015, Denver, Colorado

1. Using Motivational Interviewing to Activate Patients Against Obesity  
2. Using Motivational Interviewing to Engage Ambivalent Patients (and Families) in Conversations about Immunizations  
3. Using Motivational Interviewing to Content Facilitate Patient-Centered Conversations about Pain Management and Opioid Use  
4. Motivational Interviewing Track (3 hour learning module)

**International Conference on Motivational Interviewing, June, 2014, Amsterdam, The Netherlands.**

1. Motivational Interviewing and Self-management Support evidence and practice  
2. The Effects of Motivational Interviewing on Weight Loss and Dietary Behaviors in the SHIFT Study for Truck Driver Health  
3. Description of the Role of Training Consultants in the VA MI and MET Training Programs  
4. Implementing Motivational Interviewing for End of Life Health Care: Equipoise and Directional Implications for Implementation, Training and Coding

**Motivational Interviewing,** September, 2014, Washington DC, American Academy of Family Physicians Annual Conference

*Learning Motivational Interviewing: What is needed beyond initial training,* October 2014, Atlanta, Georgia, Public Forum on Motivational Interviewing sponsored by the Motivational Interviewing Network of Trainers.

*Using Motivational Interviewing to facilitate conversations about change,* April 2013, Corvallis, Oregon, 37th Annual Gerontology Conference.

*Coaching in Motivational Interviewing,* October, 2013, Krakow, Poland. Polish Motivational Interviewing Public Forum, Sponsored by the Polish Motivational Interviewing Association.

### PROFESSIONAL PUBLICATIONS (during last 5 years)


Title of the book: Motivational Interviewing. Application to the Behavioral Addiction.
Title of the chapter: The Importance of Fidelity in MI Coaching, Training and Research.

OTHER RELEVANT INFORMATION

Bringing your MI practice up to date. Webinar presentation for the Florida Drug and Alcohol Abuse Association, February, 2017.

# CURRICULUM VITAE

**Daniel Garcia**  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
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<tr>
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<tr>
<td>BS</td>
<td>Florida International University</td>
<td>Psychology</td>
<td>06/1999</td>
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<td>MSW</td>
<td>Florida International University</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Adjunct Professor</td>
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<td>Portland, OR</td>
<td>09/2016–Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Director of Latino Services</td>
<td>Central City Concern</td>
<td>Portland, OR</td>
<td>08/2008 – Present</td>
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<tr>
<td>Prevention Specialist/ Senior Project</td>
<td>Care Resource</td>
<td>Fort Lauderdale, FL &amp; Miami, FL</td>
<td>02/2000 – 12/2007</td>
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<td>Specialist/Case Manager</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Member of Northwest Instituto Latino. Portland, OR – 2013 to 2015
- Cofounder and Board Director Member of Miami AIDS Project, Inc. Miami, FL – 2009 to 2016
- Central City Concern’s Diversity Committee Member. Portland, OR – 2008 to present

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

ACCBO. Portland, OR       April 2017
Facilitated two workshops on issues related to Latinos and cultural diversity, and Latinos working with the LGBTQ population, tailored for Spanish-speaking individuals obtaining their Recovery Mentor certification through ACCBO.

Clackamas Community College. Wilsonville, OR   July 2015
Co-facilitated a two-day workshop on Cultural Considerations in Treating Hispanic/Latino Populations intended for professionals in the social services fields to help increase awareness of cultural issues affecting the counselor-client relationship, as well as help enhance understanding of barriers to treatment access and engagement for the local Latino population.

Louis & Clark College. Portland, OR       July 2014
Facilitated a one-day workshop on Working with Latino Youth with Alcohol and Drug Problems, by using the Adolescent Community Reinforcement Approach.

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Fluent in English and Spanish
# CURRICULUM VITAE

DeeAnna García Dennis  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION

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## ACADEMIC APPOINTMENTS

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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<td>Morrison Child and Family Services</td>
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<td>Cultural Consultant</td>
<td>Morrison Child and Family Services</td>
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<td>Bilingual Mental Health Therapist</td>
<td>Morrison Child and Family Services</td>
<td>Portland, Oregon</td>
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<td>Mentoring Programs Coordinator</td>
<td>The Boys and Girls Aid</td>
<td>Portland, Oregon</td>
<td>2003 - 2005</td>
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<td>CD Youth Case Manager/CDPT</td>
<td>Serenity Point Counseling Services</td>
<td>Walla Walla, Washington</td>
<td>2003</td>
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<td>Assistant Children’s Services Director</td>
<td>All Nations Center</td>
<td>Yakama Nation, Washington</td>
<td>2001 - 2002</td>
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<tr>
<td>HMC Latino Leadership Training Program 2010 - 2011</td>
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<td>TACS Communities of Color Community Builders Training Program 2009 - 2010</td>
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<td>Diversity Training: Intersectional Identity 2011</td>
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<td>Diversity Training: Implicit Bias and Micro Messaging 2011</td>
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<td>Diversity Training: Privilege and Oppression 2010 - 2011</td>
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<td>Diversity Training: Bilingual Staff Recruitment and Retention 2010</td>
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<td>Diversity Training: Ethnic Aisle Misconceptions 2008</td>
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<td>Mentoring Training: Cross Cultural Mentoring 2004 - 2005</td>
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<td>Mentoring Training: Trust Building 2004 - 2005</td>
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<td>Mentoring Training: Positive Youth Development 2004 - 2005</td>
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# CURRICULUM VITAE

Maria Carolina González-Prats  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
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<tr>
<td>BA</td>
<td>State University of New York, College at Oswego (Oswego, NY)</td>
<td>Sociology and Public Justice</td>
<td>12/1997</td>
</tr>
<tr>
<td>MA</td>
<td>Sonoma State University (Rohnert Park, CA)</td>
<td>Psychology in Organization Development</td>
<td>05/2008</td>
</tr>
<tr>
<td>Ph.D. (c)</td>
<td>Portland State University (Portland, OR)</td>
<td>Social Work and Social Research</td>
<td>In progress</td>
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</table>

## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>03/2018 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Project Manager</td>
<td>Promoting Positive Pathways to Adulthood (PPPA), Regional Research Institute Portland State University</td>
<td>Portland, Oregon</td>
<td>09/ 2015 - 09/ 2016</td>
</tr>
<tr>
<td>Graduate Assistant</td>
<td>Veterans Resource Center Portland State University</td>
<td>Portland, Oregon</td>
<td>09/ 2013- 06/ 2014</td>
</tr>
<tr>
<td>Field Consultant</td>
<td>7-Eleven Inc.</td>
<td>Reno, Nevada.</td>
<td>10/ 2009 -05/ 2012</td>
</tr>
<tr>
<td>Director of Branch Operations</td>
<td>One Legal Inc.</td>
<td>Novato, California</td>
<td>10/ 2004 – 05/ 2006</td>
</tr>
<tr>
<td>Supply and Logistics Officer</td>
<td>Quartermaster Corps United States Army</td>
<td>Camp Casey: Republic of Korea, Kuwait, Iraq, Fort Stewart: Georgia.</td>
<td>05/ 2001-07/2004</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

<table>
<thead>
<tr>
<th>Position</th>
<th>Organization</th>
<th>Location</th>
<th>Date Range</th>
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<tbody>
<tr>
<td>Member, National Association of</td>
<td>Social Workers (NASW)</td>
<td>Portland, Oregon</td>
<td>2016-Present</td>
</tr>
<tr>
<td>Governor's Appointment to the</td>
<td>Board of Trustees (State of Oregon)</td>
<td>Portland State</td>
<td>2014-2016</td>
</tr>
<tr>
<td>Board of Trustees (State of Oregon)</td>
<td></td>
<td>University</td>
<td></td>
</tr>
<tr>
<td>Member, Iraq and Afghanistan Veterans of America</td>
<td></td>
<td></td>
<td>2009-Present</td>
</tr>
<tr>
<td>Member, Organization Development Network</td>
<td></td>
<td></td>
<td>2008-Present</td>
</tr>
<tr>
<td>Captain, United States Army, Honorably Discharged</td>
<td></td>
<td></td>
<td>2006-Present</td>
</tr>
<tr>
<td>Member, Veteran of Foreign Wars (VFW)</td>
<td></td>
<td></td>
<td>2004-Present</td>
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COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)


May 2016 to July 2016, Search Committee Member, Director of Veteran Resource Center position. (Chairwoman Jen Duggar). Portland State University, Portland, Oregon.

October 2015 to June 2016: Co-Chairwoman, Joint-Student Trustee Search Committee, Board of Trustees and Associated Students of Portland State University. (Co-Chair Dana Ghazi and Co-Chair David Martinez). Portland State University, Portland, Oregon.

June 2015, Commencement Speaker, College of Liberal Arts and Sciences Graduation, Portland State University, Portland, Oregon.

September 2014-Present: Advisory Group Member, Veterans Resource Center, Portland State University, Portland, Oregon.

February 2015 to June 2016: Board of Trustees Member, Academic and Student Affairs Committee, Portland State University, Portland, Oregon.

December 2014 to June 2016 Board Member, Board of Trustees, Portland State University, Portland, Oregon.

October 2014 to October 2015 Student Representative, Ph.D. Program Redesign Committee, Portland State University, Portland, Oregon.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

May 2017 OSLER TL-1 Pre- Doctoral Fellowship, Oregon Clinical & Translational Research Institute Oregon Health Sciences University, Portland, Oregon
PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION

Public Lectures and Invited Talks


February 2015: Guest Lecturer, “Managing Veterans in the Workforce”, PA 315/ Managing People for Change, Hatfield School of Government, School of Public and Urban Affairs, Portland State University, Portland, Oregon.


May 2014: **Co-Coordinator**, “Continuing the Conversation: Military Sexual Trauma and Converting Awareness into Action”, Sexual Assault Awareness Month (S.A.A.M) Women's Veteran Outreach Action Team, Portland State University, Portland, Oregon.

March 2014: **Guest Speaker**, “Supervising/Motivating Veterans in the Workforce”, PA 562/Managing Employee Performance in the Public Sector, Hatfield School of Government, College of Urban and Public Affairs, Portland State University, Portland, Oregon.

February 2014: **Guest Panelist**, “A Language Shared: Journalists, Veterans and PTSD”, Classroom to Community Lecture, College of Liberal Arts and Science (C.L.A.S.), Portland State University, Portland, Oregon

May 2013: **Guest Panelist**, “Psychological Treatment Modalities”, PSY 204/Psychology as a Social Science, Portland State University, Portland, Oregon.

# CURRICULUM VITAE

Adrienne Graf  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<tr>
<td>B.A.</td>
<td>Portland State University</td>
<td>Social Science</td>
<td>05/2005</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2010</td>
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## ACADEMIC APPOINTMENTS

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<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2016 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tbody>
<tr>
<td>Field Placement Development Specialist</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/17 - Present</td>
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<tr>
<td>Sexual Relationship Violence Prevention Coordinator</td>
<td>Portland State University Women’s Resource Center</td>
<td>Portland, Oregon</td>
<td>01/16 - Present</td>
</tr>
<tr>
<td>Lead Interpersonal Violence Program Advocate</td>
<td>Portland State University Women’s Resource Center</td>
<td>Portland, Oregon</td>
<td>2008 - 12/15</td>
</tr>
<tr>
<td>LGBTQ Interpersonal Violence Support Group Facilitator</td>
<td>Bradley Angle</td>
<td>Portland, Oregon</td>
<td>2010-2011 (currently On Call)</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Bradley Angle LGBTQ Program Community Advisory Committee  
01/15 - Present
Oregon Coalition of Domestic and Sexual Violence Queer Caucus 2016 - Present
Multnomah County Sexual Assault Response Team 2008 - Present
Attorney General’s Sexual Assault Task Force Campus Committee Fall 16 – Present

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Unsung Hero Award for Service to Students recipient
Enrollment Management and Student Affairs, Portland State University May 2015

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Motivational Interviewing training
PSU Graduate School of Social Work 2015

Campus SaVE Act Updates
NASPA Annual Conference 2015
Vicarious Trauma  
The Trauma Stewardship Institute with Laura Van Dermoot Lipsky  
2014

At Risk for What: Improving Retention Through Assessment  
NASPA Annual Conference  
2013

Crossing Boundaries Through Experiential Social Justice Education  
NASPA Annual Conference  
2013

Racial Microaggressions: How Students of Color Cope in Higher Education  
NAPSA Annual Conference  
2013
# CURRICULUM VITAE

Susan Hedlund

**Faculty**

Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

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<tr>
<td>BS</td>
<td>University of California/Davis</td>
<td>Applied Behavioral Sciences</td>
<td>06/1976</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/1980</td>
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## ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/1987- Present</td>
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<tr>
<td>Associate Professor</td>
<td>School of Medicine Oregon Health &amp; Sciences University</td>
<td>Portland, OR</td>
<td>1995- Present</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>CITY AND STATE</th>
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<tbody>
<tr>
<td>Manager of Patient &amp; Family Services</td>
<td>Knight Cancer Institute – Oregon Health &amp; Sciences University</td>
<td>Portland, OR</td>
<td>07/2011- Present</td>
</tr>
<tr>
<td>Director of Palliative Care</td>
<td>Hospice of Washington County</td>
<td>Hillsboro, OR</td>
<td>11/2007-06/2011</td>
</tr>
<tr>
<td>Director of Counseling</td>
<td>Cancer Care Resources</td>
<td>Portland OR</td>
<td>10/2002-11/2007</td>
</tr>
<tr>
<td>Social Worker</td>
<td>Providence/St Vincent Medical Center</td>
<td>Portland, OR</td>
<td>09/1980-10/1987</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Association of Oncology Social Work
- Social Work in Hospice and Palliative Care
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)
Social Work Hospice and Palliative Care Network Certification Job Analysis Advisory Committee
Foundation Board: Menucha Retreat and Conference Center

NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)
Sojourns Award for Excellence in Palliative Care: Cambia Health Foundation

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

Closing Keynote: Kinsman Conference; *Choosing for Others: The Burden of Surrogacy*; Salem, OR, June 2017
Association of Oncology Social Work annual conference: *Family Conflict at the End of Life*; Denver CO, May 2017

New York University Hospital: Social Work Grand Rounds; *The Oregon Experience at the End of Life: Sixteen Years and Lessons Learned*; New York, NY, March. 2017


Oregon Statewide Palliative Care Conference: *Family Conflict at the End of Life*; Eugene, OR, May, 2016

Princess Margaret Hospital and Cancer Center; *The Oregon Experience with Death with Dignity: Sixteen Years and Lessons Learned*; Toronto, Canada, Nov. 2016

Social Work in Hospice and Palliative Care: *They are Parents First: Working with People with Cancer who Have Young Children*; Chicago, IL, Feb. 2016

Memorial Sloan-Kettering Cancer Center: Psychiatry Grand Rounds; *The Oregon Experience with Death with Dignity: Sixteen Years and Lessons Learned*; New York, NY, Feb. 2016

*Palliative Care in the Ambulatory Oncology Setting*; International Health and Mental Health Conference, Los Angeles, CA, July 2013.

*Psychosocial Support Across the Continuum of Care for GI Cancers*; 2013 Pancreatic and Liver Cancer Symposium, Newberg, Oregon

*The Art of Giving Bad News*; NW Colorectal Surgeons, Ethical Issues Symposium; Portland, OR, 2013

*Doctor: Please Know Me: The Oncology Social Worker’s Role in Enhancing Communication Between Patients and the Oncology Teams*; Assoc. of Oncology Social Work Annual Conference, San Diego, CA, 2013
PROFESSIONAL PUBLICATIONS  (during last 5 years)

**Invited Editor:** Journal of Social Work in End of Life & Palliative Care 2014-present


Hedlund, SC, "Introduction to Working with Families in Oncology", Sect. 9, Ch.54, in Handbook of Oncology Social Work, Oxford University Press, Feb. 2015

Hedlund, SC, "Parents of Younger Adults with Cancer", Sect 13, Ch. 70, Handbook of Oncology Social Work, Oxford University Press, Feb. 2015


OTHER RELEVANT INFORMATION

Past President; Association of Oncology Social Work, 1997-1998
Award Recipient: Leadership Award, Association of Oncology Social Work. 1999
Quality of Life Award – American Cancer Society, 2009
Senior Scholar: OHSU Center for Ethics, 2002 to present
# CURRICULUM VITAE

Elizabeth Rentería Holden  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>University of California Santa Barbara</td>
<td>Latina American Studies</td>
<td>06/1995</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Washington</td>
<td>Social Work</td>
<td>03/ 2002</td>
</tr>
<tr>
<td>MS</td>
<td>University of Laverne</td>
<td>Counseling</td>
<td>06/ 2009</td>
</tr>
<tr>
<td>Post Graduate Certificate</td>
<td>Harvard School of Medicine Continuing Education</td>
<td>Global Mental Health</td>
<td>05/ 2017</td>
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## ACADEMIC APPOINTMENTS

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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland Oregon</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tbody>
<tr>
<td>Clinical Supervisor for Intensive Youth Services</td>
<td>Deschutes County Health Services</td>
<td>Bend, Oregon</td>
<td>02/ 2012 - Present</td>
</tr>
<tr>
<td>Mental Health Counselor</td>
<td>El Rancho Unified School District</td>
<td>Pico Rivera, CA</td>
<td>08/2010 - 12/2011</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Rivera Middle School, El Rancho Unified School District</td>
<td>Pico Rivera, CA</td>
<td>08/ 2007 - 06/ 2010</td>
</tr>
<tr>
<td>Position</td>
<td>Institution</td>
<td>Location</td>
<td>Dates</td>
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<tr>
<td>Bilingual School Based, Staff Therapist</td>
<td>Intercommunity Child Guidance Center</td>
<td>Whittier CA</td>
<td>04/2002 - 04/2004</td>
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</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- National Association of Social Workers

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

- Habitat for Humanity Global Village Team Leader, Lesotho 2017, Indonesia 2015, Thailand 2014
- Big Brothers/ Big Sisters Latino Mentor Program 2017

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

- NA

**PROFESSIONAL PRESENTATIONS (during last 5 years)**

- Early Assessment and Support Alliance Annual State Conference November 2013
  - Multi-Family Group with Diverse Populations
- State Conference for Services Coordinators and Personal Agents August 2015
  - Oregon Department of Human Services
  - Round Table Conversation: Creative Cross System Collaboration for Children and Youth

**PROFESSIONAL PUBLICATIONS (during last 5 years)**

- NA

**OTHER RELEVANT INFORMATION**

- NA
# CURRICULUM VITAE

Michael Hulshof-Schmidt  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION
(\textit{Begin with baccalaureate or other initial professional education, and include postdoctoral training})

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<tbody>
<tr>
<td>BA</td>
<td>Oglethorpe University</td>
<td>English</td>
<td>1989</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2013</td>
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## ACADEMIC APPOINTMENTS

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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2016 - Present</td>
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<tr>
<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>06/2014 - 03/2015</td>
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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>06/2013-06/2014</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Executive Director</td>
<td>Equality Works, NW</td>
<td>Portland, OR</td>
<td>10/2010-Present</td>
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<tr>
<td>Research Fellow</td>
<td>Center for Community-Initiated Research To Advance Racial Equity</td>
<td>Portland, OR</td>
<td>04/2012-03/2014</td>
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<tr>
<td>Executive Director</td>
<td>International High School of Portland</td>
<td>Portland, OR</td>
<td>06/2008-06/2009</td>
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<tr>
<td>Director/Middle School</td>
<td>Portland Jewish Academy</td>
<td>Portland, OR</td>
<td>08/2005-06/2008</td>
</tr>
<tr>
<td>Department Head</td>
<td>Atlanta Girl’s School</td>
<td>Atlanta, GA</td>
<td>10/1999-06/2005</td>
</tr>
<tr>
<td>Lead Special Education Teacher</td>
<td>Mill Springs Academy</td>
<td>Atlanta, GA</td>
<td>09/1995-11/1997</td>
</tr>
<tr>
<td>Staff Coordinator</td>
<td>Ridgeview Institute</td>
<td>Atlanta, GA</td>
<td>10/1993-08/1995</td>
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</table>
### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Member, YWCA of Greater Portland Social Justice Advisory Committee (2013-2014)

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Serve as Secretary on Advisory Board of Directors TransActive (2010-2013)

### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

### PROFESSIONAL PRESENTATIONS (during last 5 years)

- Keynote Speaker, Oregon Department of Human Services and CARES NW joint conference on Cultural Competency and Humility, May 2014
- Presentation on Transgender issues, National Association of Social Workers: Community Based Practice Conference (June 2012)
- Guest Speaker at Men Against Violence Men’s Institute, May 2011

### PROFESSIONAL PUBLICATIONS (during last 5 years)

N/A

### OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

<table>
<thead>
<tr>
<th>Jess C. Jamieson</th>
<th>Faculty Adjunct Instructor</th>
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## DEGREE INFORMATION

*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

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<tbody>
<tr>
<td>BA</td>
<td>University of Wyoming</td>
<td>Sociology (Psychology)</td>
<td>08/1969</td>
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<tr>
<td>MS</td>
<td>Des Moines University</td>
<td>Healthcare Administration</td>
<td>04/1971</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Iowa</td>
<td>Clinical Social Work</td>
<td>06/1976</td>
</tr>
<tr>
<td>PhD</td>
<td>University of Iowa</td>
<td>Social Foundations</td>
<td>06/1980</td>
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<tr>
<td>Certificate</td>
<td>University of Minnesota</td>
<td>Mental Health Administration</td>
<td>06/1986</td>
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<tr>
<td>Certificate</td>
<td>Drake University</td>
<td>Management Development</td>
<td>06/1984</td>
</tr>
<tr>
<td>Certificate</td>
<td>University of Washington</td>
<td>Cascade Public Executive Program</td>
<td>04/1994</td>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>School of Social Work, Portland State University</td>
<td>Portland, Oregon</td>
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<tr>
<td>Lecturer</td>
<td>Department of Psychology, Drake University, 1986</td>
<td>Des Moines, Iowa,</td>
<td>1986</td>
</tr>
<tr>
<td>Adjunct Assistant Professor</td>
<td>School of Social Work, University of Iowa,</td>
<td>Iowa City, Iowa,</td>
<td>1979</td>
</tr>
<tr>
<td>Adjunct Professor</td>
<td>Department of Psychology, University of the Pacific</td>
<td>Stockton, California,</td>
<td>1976</td>
</tr>
<tr>
<td>Lecturer</td>
<td>University of the Pacific</td>
<td>Stockton, California,</td>
<td>1975</td>
</tr>
<tr>
<td>Clinical Instructor</td>
<td>Department of Psychiatry, School of Medicine, University of California</td>
<td>Davis, California</td>
<td>1975</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------</td>
</tr>
<tr>
<td>Practicum Instructor</td>
<td>School of Social Work, California State University</td>
<td>Sacramento, California</td>
<td>1975</td>
</tr>
<tr>
<td>Family and Group Psychotherapy Instructor</td>
<td>Residency Training Program in Psychiatry, Mental Health Institute</td>
<td>Independence, Iowa</td>
<td>1974</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>School of Social Work, University of Iowa</td>
<td>Iowa City, Iowa</td>
<td>1974</td>
</tr>
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</table>

**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Director of State Hospitals</td>
<td>Washington State Department of Social and Health Services</td>
<td>Tacoma WA</td>
<td>4/10-9/12</td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>Washington State Hospital</td>
<td>Tacoma WA</td>
<td>5/09-9/12</td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>Alliance Behavioral Health Care</td>
<td>Everett, WA</td>
<td>2008-2009</td>
</tr>
<tr>
<td>Interim Executive Director</td>
<td>Little Red School House</td>
<td>Everett, WA</td>
<td>2007-2008</td>
</tr>
<tr>
<td>President/C E O</td>
<td>COMPASS Health</td>
<td>Everett, WA</td>
<td>1995-2007</td>
</tr>
<tr>
<td>President/C E O</td>
<td>Olympic Mental Health</td>
<td>Everett, WA</td>
<td>1987-1995</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Department of Psychiatry, Broadlawns Medical Center</td>
<td>Des Moines, IA</td>
<td>1977-1986</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>San Joaquin County Mental Health Services</td>
<td>Stockton, CA</td>
<td>1975-1977</td>
</tr>
<tr>
<td>Associate Director</td>
<td>Group Psychotherapy Clinic, Department of Psychiatry, University of Iowa</td>
<td>Iowa City, IA</td>
<td>1974-1975</td>
</tr>
<tr>
<td>Psychiatric Social Worker</td>
<td>Department of Psychiatry, University of Iowa</td>
<td>Iowa City, IA</td>
<td>1971-1975</td>
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</tbody>
</table>

**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- Member, Academy of Certified Social Workers
- Member, National Association of Social Workers

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)**

- American Red Cross, Cascades Region, Disaster Mental Health
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

“Leadership and Organizational Change”, School of Medicine and Health Sciences, Kenya Methodist University, Nairobi, Kenya, May 2014

“Depression and Suicide”, Medical Staff Grand Rounds, Maua Methodist Hospital, Maua, Kenya, May 2014

“Mergers and Acquisitions”, OPEN MINDS Leadership Retreat for Health and Human Service Executives, September 2013

“Discharge Planning: Best Practice for Transition of Care”, CoCentrix/OPEN MINDS Webinar, August 2013

Plenary Presentation, “Change Leadership” Samaritan Annual Conference, August, 2013

Keynote Address, Greater Lakes Mental Health Annual Meeting, April 2012

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Licensed Masters Social Worker, Oregon State License # M5657
Licensed Independent Clinical Social Worker, Washington State License # 02074 LW00005867
# CURRICULUM VITAE

Kathryn Kelley  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>Portland State University</td>
<td>Spanish and Social Sciences</td>
<td>06/2009</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2017 - Present</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Director of Programs and Integration</td>
<td>El Programa Hispano Catolico</td>
<td></td>
<td>07/2015-Present</td>
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<tr>
<td>Program Director</td>
<td>Proyecto UNICA El Programa Hispano Catolico</td>
<td></td>
<td>10/2012-07/2015</td>
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<tr>
<td>Service Coordinator II</td>
<td>Lifeworks NW</td>
<td></td>
<td>08/2011-10/2012</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Member of Phi Alpha: Social Work Honor Society

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- 2011 to present Vice-Chair Board of Directors: Familias en Acción
- 2012 to present Chair: Latino Health Equity Conference
2013 to present: Advisory Committee: Department of Justice Crime Victims Services Division

2013 to present: Advisory Committee: Oregon Department of Human Services Fund Committee

2015 to present: Lead Organizer: Voces de la Comunidad Conference, Serving Latino/a Survivors of Violence

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

NA

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Certified HIV/AIDS Prevention Educator

Co Advocacy for Survivors of Sexual Assault
# CURRICULUM VITAE

**Katherine Kneupper**

**Faculty**

**Adjunct Instructor**

## EDUCATION

<table>
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<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
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<tbody>
<tr>
<td>BFA</td>
<td>University of New Mexico</td>
<td>Photography</td>
<td>12/ 2000</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/ 2006</td>
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## ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Child and Family Therapist</td>
<td>Private Counseling Practice</td>
<td>Portland, OR</td>
<td>07/2014-Present</td>
</tr>
<tr>
<td>Clinical Supervisor</td>
<td>Children’s Relief Nursery- Lifeworks NW</td>
<td>Portland, OR</td>
<td>07/2012-11/2013</td>
</tr>
<tr>
<td>Child and Family Therapist</td>
<td>Children’s Relief Nursery- Lifeworks NW</td>
<td>Portland, OR</td>
<td>04/2010-07/2012</td>
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<tr>
<td>Child and Family Therapist</td>
<td>Morrison Child and Family Services</td>
<td>Portland, OR</td>
<td>06/2006-04/2010</td>
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## CURRENT PROFESSIONAL AND COMMUNITY MEMBERSHIPS

- September 2010-present Certified Birth Doula- DONA International
- January 2015-present SURJ (Showing Up For Racial Justice)

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)
NA

PROFESSIONAL PRESENTATIONS (last 5 years)

July 2012
Therapeutic Principles
Children’s Relief Nursery, Portland, OR

PROFESSIONAL PUBLICATIONS (during last 5 years)
NA

OTHER RELEVANT INFORMATION

Professional Training
October 2012
An Integrated Approach to Clinical Licensing
December 2012
Trainer for Recognizing and Reporting Child Abuse and Neglect - OCCD
# CURRICULUM VITAE

**Heather Laurie**

**Faculty**

Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tbody>
<tr>
<td>BA</td>
<td>Prescott College</td>
<td>Human Development</td>
<td>12/2007</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2017 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Therapist/Owner</td>
<td>Talk, Inc.</td>
<td>Bend, OR</td>
<td>01/2013-Present</td>
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<tr>
<td>Behv. Health Specialist II</td>
<td>Deschutes County</td>
<td>Bend, OR</td>
<td>10/2011-11/2016</td>
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<tr>
<td>Therapist</td>
<td>KIDS Center</td>
<td>Bend, OR</td>
<td>10/2011-12/2014</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Human Dignity Coalition</td>
<td>Bend, OR</td>
<td>04/2007-09/2011</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- National Anger Management Association; EMDR Regional Committee Member

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- Harmony Event Medicine, **Crisis Intervention, Various music festivals & events, OR** 2003-Present
- White Bird, **Crisis Intervention, Various music festivals & events, OR** 2013-Present
- EMDR Regional Committee 2015-Present
Committee member, Bend, OR

Delgado for Senate  
*Social media & general campaign support, Bend, OR*  
2016

Burning Man Emergency Services Department  
*Crisis Intervention Team, Sexual assault response, Black Rocky City, NV*  
2014

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<th>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</th>
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<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
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<tbody>
<tr>
<td>EMDR Treatment with Transgender &amp; Gender Non-Conforming Youth: EMDR Regional Committee sponsored presentation</td>
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<tr>
<td>Culturally Sensitive Practice with LGBTQ Clients &amp; Families: Child Abuse Multi-Disciplinary Team</td>
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<tr>
<td>Culturally Sensitive Practice with Transgender &amp; Gender Non-Conforming Youth: Central Oregon Pediatrics Association</td>
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<th>OTHER RELEVANT INFORMATION</th>
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</table>
### NAME OF FACULTY MEMBER

Sandra Leotti

**Faculty**

**Adjunct Instructor**

### DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>Prescott College, Prescott, Arizona</td>
<td>Therapeutic Use of the Wilderness Experience</td>
<td>2002</td>
</tr>
<tr>
<td>MSW</td>
<td>University of Montana, Missoula, Montana</td>
<td>Social Work</td>
<td>2006</td>
</tr>
<tr>
<td>Ph.D.(c)</td>
<td>Portland State University, Portland, Oregon</td>
<td>Social Work and Social Research</td>
<td>In progress</td>
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### ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Instructor</td>
<td>Pacific University, Social Work Department</td>
<td>Forest Grove, Oregon</td>
<td>2016 - Present</td>
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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University, School of Social Work</td>
<td>Portland, Oregon</td>
<td>2012 - Present</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Project Manager - Linn County Project AWARE Program Evaluation</td>
<td>Regional Research institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>03/2016 - Present</td>
</tr>
<tr>
<td>Senior Research Assistant - Oregon Health Authority Suicide Prevention Evaluation</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>11/2015 - Present</td>
</tr>
<tr>
<td>Senior Research Assistant - StreetRise Program Evaluation</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>07/2015 - Present</td>
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<tr>
<td>Role</td>
<td>Institution</td>
<td>City</td>
<td>Year(s)</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------------------------------------------------</td>
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</tr>
<tr>
<td>Research Assistant - My Future My Choice Program Evaluation</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2015</td>
</tr>
<tr>
<td>Research Assistant - Oregon General Assistance Study</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2014 - 2015</td>
</tr>
<tr>
<td>Research Assistant - HUB Pilot Project Evaluation</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2014 - 2015</td>
</tr>
<tr>
<td>Research Assistant - Bridge to Care Pilot Project Evaluation</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2014 - 2015</td>
</tr>
<tr>
<td>Co-Investigator - Decisions about Pregnancy for Women with Disabilities Pilot Project</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2012 - 2013</td>
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<tr>
<td>Graduate Research Assistant - Partnering with People with Disabilities to Address Violence</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2010 - 2013</td>
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<tr>
<td>Graduate Research Assistant - Women with Disabilities Safer Stronger Program Full RTC Study</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2011 - 2013</td>
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<tr>
<td>Graduate Research Assistant - Men with Disabilities Safer Stronger Pilot Project</td>
<td>Regional Research Institute, Portland State University</td>
<td>Portland, Oregon</td>
<td>2010 - 2011</td>
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<tr>
<td>Therapist and Clinical Case Manager</td>
<td>Chrysalis School, Inc.</td>
<td>Eureka, Montana</td>
<td>2010</td>
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<tr>
<td>Graduate Research Assistant - MSW Program Evaluation Team</td>
<td>School of Social Work, University of Montana</td>
<td>Missoula, Montana</td>
<td>2005 - 2006</td>
</tr>
<tr>
<td>Graduate Research Assistant - Geriatric Curriculum Enrichment Project</td>
<td>School of Social Work, University of Montana</td>
<td>Missoula, Montana</td>
<td>2005 - 2006</td>
</tr>
<tr>
<td>Youth Development Trainer</td>
<td>National Coalition Building Institute</td>
<td>Missoula, Montana</td>
<td>2005 - 2006</td>
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</table>
and Evaluator

<table>
<thead>
<tr>
<th>CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS</th>
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</thead>
<tbody>
<tr>
<td>University-Wide Undergraduate Scholarship Committee, Application Reviewer</td>
</tr>
<tr>
<td>Promotion Committee for Research Associates/Assistants Member</td>
</tr>
<tr>
<td>Reviewer, Perspectives on Social Work Journal</td>
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<tr>
<td>Society for Social Work Research</td>
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<thead>
<tr>
<th>COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)</th>
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<tbody>
<tr>
<td>Girls on the Run, Coach</td>
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<th>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</th>
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<tbody>
<tr>
<td>Student Educational Travel Award</td>
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<td>Portland State University</td>
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<td>School of Social Work Travel Fund Award</td>
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<td>Portland State University</td>
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<td>Sheng/Wadsworth Ph.D. scholarship</td>
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<table>
<thead>
<tr>
<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
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PROFESSIONAL PUBLICATIONS

(during last 5 years)

**Journal Articles**


**Book Chapters**


**Book Reviews**


**Professional Reports and Publications**


OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

Jennifer Levi
Faculty
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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</thead>
<tbody>
<tr>
<td>BS</td>
<td>Eastern Michigan University, Ypsilanti, Michigan</td>
<td>Psychology &amp; Sociology</td>
<td>1998</td>
</tr>
<tr>
<td>MSW</td>
<td>University of South Florida</td>
<td>Social Work</td>
<td>2004</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
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<tr>
<td>Adjunct Instructor</td>
<td>Saint Leo University</td>
<td>Saint Leo, Florida</td>
<td>09/05-12/06</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
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<th>START DATE – END DATE</th>
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<tbody>
<tr>
<td>Consultant</td>
<td>Providence Health Services</td>
<td>Portland, Oregon</td>
<td>04/07 - Present</td>
</tr>
<tr>
<td>Field Instructor for MSW Students</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/09 - Present</td>
</tr>
<tr>
<td>Clinical Supervisor</td>
<td>Private Practice</td>
<td>Portland, Oregon</td>
<td>01/12 - Present</td>
</tr>
<tr>
<td>Social Service Supervisor</td>
<td>Hernando Pasco Hospice</td>
<td>Hernando County, Florida</td>
<td>05/04 - 02/07</td>
</tr>
<tr>
<td>Field Instructor for BSW Students</td>
<td>Saint Leo University</td>
<td>Saint Leo, Florida</td>
<td>09/04-06/05</td>
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</tbody>
</table>

## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Palliative Care and Quality of Life Interdisciplinary Advisory Council 2016-2019 - nominated vice chair to serve until 12/19; implementation of Senate Bill 608 from a social work perspective

Providence Social Work Council 2016-2017 - Social work interventions within a team context specific to heart failure

Community Advance Care Planning 2015-2017 - Workshops and training with Faith Community nurses with a goal to create a workforce of advance care planning facilitators, using Popular Education methods.

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

Presenter: Palliative Care Social Work Conference 2017
  Interdisciplinary Outpatient Cardiology Palliative Care: Models for Interventions and Treatment Planning

Presenter: Supportive Care Coalition 2013
  Spirituality in goals of Care Project

Presenter: National Palliative Care Congress 2013
  Advancing Health Care Literacy in Persons with Serious Illness: A new Paradigm for Goals of Care, or just Common Sense?

Presenter: Easey My Way: Joint Chaplain and Social Work Training to Enhance Palliative Care Delivery 2012
  Using a video as a tool to define individual preferences in the context of serious illness

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Advanced Certified Hospice and Palliative Care Social Work - 2010

Licensed Clinical Social Worker - 2007

Post Masters Certificate in Palliative Care: California State University - 2017

Palliative Care Interpreter Training 2015-2017
Collaboration with the California Healthcare Foundation to use their curriculum and partnering with the Portland/Salem palliative care social work network to offer on-going palliative care trainings for interpreters

Participant: 2015 Portland State University Dean’s Roundtable on Integrated Health
Representation of palliative care social work as the School of Social Work revises the Masters of Social Work curriculum.

Co-Facilitator: Goals of Care Program 2012
Implementation of goals of care consults in a primary care clinic on a 6 month grant
CURRICULUM VITAE

Michelle M. Lewis
Faculty
Adjunct Instructor

DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>BS</td>
<td>University of Phoenix</td>
<td>Human Services</td>
<td>06/2009</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2013</td>
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ACADEMIC APPOINTMENTS

<table>
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<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
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<td>Portland State University</td>
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POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
<th>POSITION</th>
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<th>START DATE-END DATE (month/year)</th>
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<tbody>
<tr>
<td>Counselor/Instructor</td>
<td>Oregon Health Sciences University (OHSU), Avel Gordly Center for Healing</td>
<td>Portland, Oregon</td>
<td>10/2013- Present</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- National Association of Social Workers, Oregon Chapter
- National Association of Black Social Workers

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*

- Mental Health Consultant for the Sista Sistah Mentoring Program for African American Girls ages (8 -18 yrs. of age)
Community Outreach providing mental health support to community members who have been impacted by gun violence

Facilitating Moving On Groups a curriculum-based, gender-responsive intervention created to address the different cognitive-behavioral needs of incarcerated women.

Facilitating cultural specific TREM (Trauma Recovery & Empowerment Model) groups for African American women

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

Transforming Pain into Power Equipping a community to address the impacts of gun violence: Strengthening Families as A Means of Preventing Violence

Afrocentric Approaches to Mental Health (OHSU)

Wellness and Resiliency in the African American Community free Public Seminar (sponsored by Zeta Sigma Omega and Pi Sigma Chapters of the Alpha Kappa Alpha Sorority, Inc. and Portland State University’s School of Social Work)

PROFESSIONAL PUBLICATIONS (during last 5 years)

Co-author of Healthy Relationships Successful Families- a 48 hr. family violence prevention curriculum for criminal justice involved adults.

OTHER RELEVANT INFORMATION

Mental health counselor with experience working with adolescents and adults using a variety of theoretical perspectives in individual, family and group therapy sessions.

Certified Social Worker Associate (CSWA) candidate registered with Oregon Board of Licensed Social Workers: A4307 currently accruing hours towards licensure and plans to sit for ASWB exam 2017.

Motivated, personable business professional, diplomatic and tactful with professionals and nonprofessionals at all levels. Service-focused social worker and program coordinator with a strong commitment to serving the needs of marginalized and oppressed populations.

Skilled in building community support, key coalitions and strategic interagency partnerships. Backed by 15+ years of experience in the field of social work.
# CURRICULUM VITAE

<table>
<thead>
<tr>
<th>Name</th>
<th>Faculty</th>
<th>Adjunct Instructor</th>
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## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

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<tr>
<td>BS</td>
<td>University of Washington</td>
<td>Philosophy</td>
<td>06/2003</td>
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<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2012</td>
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## ACADEMIC APPOINTMENTS

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<tbody>
<tr>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
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<th>START DATE – END DATE</th>
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<tbody>
<tr>
<td>Child Welfare Case Worker</td>
<td>Department of Human Services</td>
<td>Beaverton, OR</td>
<td>06/2012 – 05/2013</td>
</tr>
<tr>
<td>Founder and Executive Director</td>
<td>Portland Community Football Club <a href="http://www.pcfc.co">www.pcfc.co</a></td>
<td>Portland, OR</td>
<td>02/2013 - Current</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Portland State University Faculty Association

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES  
*(during last three years)*

- NA

## SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION  
*(during last 3 years)*

- Gay and Lesbian Archives of the Pacific Northwest – Queer Hero Award
Oregon Community Foundation – Nike Employee Grant Fund: Awarded 2013 and 2017 (Portland Community Football Club)

Multnomah Athletic Foundation – Grant awarded 2016 (Portland Community Football Club)

PROFESSIONAL PRESENTATIONS (during last 5 years)

2012 Meaningful Care Conference Workshop – Breaking the Binary: Gaining tangible skills in working with gender non-conforming youth

2012 PSU Conference Workshop - Breaking the Binary: Gaining tangible skills in working with gender non-conforming youth

2013 Catlin Gable High School - Diversity Conference: Key Note speaker and provided transgender awareness/education training to faculty

2014 Lewis & Clark College counseling graduate program – guest speaker presented a general history of my story as a transgender person, provided suggestions on working with the LGBTQ population in the clinical setting

2014 Lewis & Clark College Counseling Graduate Program – provided instructing assistance for a course in counseling LGBQ and Transgender population in a clinical setting

2015 – 2016 Northwest Natural Gas Inc. – Provided 4 continuous educational trainings to employees on working with transgender co-workers

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

The non-profit youth soccer club in which I am the Executive Director and Founder offers low-cost, high quality soccer to marginalized youth in Portland, OR. Through my work with this organization I am interacting and building long-standing relationships with many minority populations. While this position may look unorthodox compared to the typical social work practice setting, I am using numerous social work skills. As a white, queer, transgender man I am keenly aware of my positionality of working with multiple communities of color and/or low-income populations. I am constantly using skills rooted in community-based practice, such as recognizing my own privilege and outsider status. I am also using skills related to trauma-informed care and minority stress when working directly with the youth and parents. This soccer club is providing a service that no other program provides (i.e. low cost fees, free uniforms, cleats, quality coaching) and therefore we have a much higher population of families who experience poverty, minority stress, trauma and various other marginalized experiences. We are also the first youth soccer club in the city to have an open acceptance policy for LGBTQ players, families, staff and coaches. Over the past two years of teaching I have been able to bring my experiences of running this organization to the classroom to give students an opportunity to learn first hand the complexities of being an executive director while also doing direct service work.
# Curriculum Vitae

**Fawn McCool**

**Faculty**

**Adjunct Faculty**

## Degree Information

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution Granting Degree</th>
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<tr>
<td>BA</td>
<td>Columbia College, Chicago, IL</td>
<td>Social Work</td>
<td>2003</td>
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<tr>
<td>MSW</td>
<td>California State University, Los Angeles, CA</td>
<td>Social Work</td>
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## Academic Appointments

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<tr>
<td>Adjunct Instructor</td>
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<td>Portland, OR</td>
<td>09/2017 - Present</td>
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<tr>
<td>Institute for Health Professionals Instructor</td>
<td>Portland Community College</td>
<td>Portland, OR</td>
<td>2017 - Present</td>
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## Post Baccalaureate and Post Master's Social Work Degree Practice Experience

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<th>City and State</th>
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<tr>
<td>Private Practice Therapist</td>
<td>Self Employed</td>
<td>Portland, OR</td>
<td>2016 - Present</td>
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<tr>
<td>Behavioral Health Counselor</td>
<td>Outside In</td>
<td>Portland, OR</td>
<td>unknown - Present</td>
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## Current Professional, Academic, Community-Related, and Scientific Memberships

**NA**

## Community Service Responsibilities and Activities (during last three years)

**NA**
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Karin H. Bausenbach, MD Scholarship for Interpersonal Neurobiology

PROFESSIONAL PRESENTATIONS (during last 5 years)


Creating a Culture of Wellness: Youth Driven Behavioral Health. Oregon School-Based Health Alliance Annual Conference. (2015)

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Interpersonal Neurobiology certification program at Portland State University

Attended the following trainings through the Department of Children and Family Services: BBS required Law & Ethics, BBS required Child Abuse Reporting Laws, BBS required Aging and Long Term Care, Advancing Intentional Visitation Practice, Child Maltreatment Identification Parts I & II (includes neglect, physical, emotional, and sexual abuse and exploitation), Case Planning and Engaging Families, Application of the Core Practice Model to Child Sexual Abuse and Emotional Abuse Allegations, Domestic Violence and Child Welfare: Risk Assessment and Safety, Children and Adult Mental Health: Screening and collaborative Assessment Services, Child Abduction, Child Death Review, Confidentiality Policies, Collaboration with Law Enforcement and Worker Safety, ICWA, and Court Report Writing.

Attended the following trainings through Los Angeles Unified School District: Motivational Interviewing, Art Therapy, Play Therapy, Sand Tray Therapy, Puppet Therapy, Drum Therapy, Back in Control, Second Step, Suicide Prevention, Conducting Solution Focused Brief Therapy in Children and Adolescents.

Completed Baby Blues Connection volunteer training
# CURRICULUM VITAE

Martha Jean McCormack  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<tbody>
<tr>
<td>BS</td>
<td>University of Oregon</td>
<td>Recreation and Park Management</td>
</tr>
<tr>
<td>MS</td>
<td>Central Washington University</td>
<td>Counseling Psychology</td>
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<tr>
<td>Ph.D. (c)</td>
<td>Portland State University</td>
<td>Social Work</td>
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<tr>
<td>06/1978</td>
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<tr>
<td>06/1984</td>
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<td>In-progress</td>
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## ACADEMIC APPOINTMENTS

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<tr>
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<td>Portland, OR</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>POSITION</th>
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<tr>
<td>Clinical Consultant</td>
<td>Oregon Family Support Network</td>
<td>Salem, OR</td>
<td>03/2014 – Present</td>
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<tr>
<td>Clinical Program Manager for SOC Early Childhood Wraparound</td>
<td>Albertina Kerr Centers</td>
<td>Portland, OR</td>
<td>06/2006 – 06/2011</td>
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<tr>
<td>Assistant Director</td>
<td>Catholic Community Services</td>
<td>Bellingham, WA</td>
<td>09/1999 – 07/2004</td>
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<tr>
<td>Program Manager/Clinician</td>
<td>Children’s Home Society</td>
<td>Wenatchee, WA</td>
<td>03/1985 - 09/1996</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

**Scholarly Presentations:**


PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

Twenty-five years of service in publicly-funded children’s mental health – spanning multiple roles from clinician to administrator.

Experienced cross-systems trainer and consultant in program design, implementation, and evaluation for child and family-serving agencies.

Curriculum designer and trainer for diverse audiences on values, practices, and models of change for effective Systems of Care for children with emotional and behavioral challenges and their families.

Consultant to diverse agency management teams on taking vision/mission into front-line service practices, accountability, and quality improvement.

Late-career re-purposing and refinement of clinical skills to enhance qualitative research expertise.
# Marjorie McGee

**Faculty**

**Adjunct Instructor**

## DEGREE INFORMATION

*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
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<tr>
<th>DEGREE</th>
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<tr>
<td>B.A.</td>
<td>Whitman College</td>
<td>Psychology</td>
<td>05/1984</td>
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<tr>
<td>M.S.</td>
<td>Western Oregon University</td>
<td>Counseling (focus with deaf/hard of hearing)</td>
<td>6/1986</td>
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<tr>
<td>Ph.D.</td>
<td>Portland State University</td>
<td>Social Work Research</td>
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## ACADEMIC APPOINTMENTS

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<td>Adjunct Instructor</td>
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<td>Portland, OR</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tbody>
<tr>
<td>Data Analyst</td>
<td>Office of Equity and Inclusion at Oregon Health Authority</td>
<td>Portland, OR</td>
<td>2016- Present</td>
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<tr>
<td>Director</td>
<td>Women with Disabilities Health Equity Coalition (WowDHEC)</td>
<td>Portland, OR</td>
<td>2006-2009</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

REAL member (Reject Economic Ablest Limits)

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Northwest Health Foundation board member; chair of equity committee.

Oregon Association of the Deaf; consultant for statewide community needs assessment completed in 2016.

REAL member (Reject Economic Ablest Limits) – 3-year project building capacity in disability community to build power and organize for social justice.
Standing up for Racial Justice (SURJ) leadership cohort member.

PSU Diversity Action Council Member (2005-2016)

**SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)**

NA

**PROFESSIONAL PRESENTATIONS (during last 5 years)**


**PROFESSIONAL PUBLICATIONS (during last 5 years)**


**OTHER RELEVANT INFORMATION**

Current working full time since April 2016 as the Equity & Inclusion Policy Data Analyst, Oregon Health Authority, Equity & Inclusion Division, Oregon. Before that, I worked for 4 years as non-tenured Research Associate at PSU focusing on educational disparities among students of color.

WHY MS and not a MSW? As a deaf/hard of hearing person in graduate school in the 1980’s the MSW program was not an option for me due to lack of notetakers and captioning access in college; it was not until I entered a MS program focusing on counseling for deaf and hard of hearing people where I learned sign language and was able to fully access the classroom.
# CURRICULUM VITAE

**NAME OF FACULTY MEMBER**
Katherine McGuiness

**Adjunct Instructor**

**Faculty**

**DEGREE INFORMATION** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tbody>
<tr>
<td>BA</td>
<td>Goucher College</td>
<td>Psychology and Women’s Studies</td>
<td>05/2007</td>
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<tr>
<td>MPH</td>
<td>Portland State University</td>
<td>Health Promotion</td>
<td>06/2012</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2012</td>
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**ACADEMIC APPOINTMENTS**

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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

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<tbody>
<tr>
<td>ScreenWise Engagement &amp; Equity Coordinator</td>
<td>Oregon Health Authority – Public Health Division</td>
<td>Portland, OR</td>
<td>04/2015–Present</td>
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<tr>
<td>Immunize Oregon Coordinator</td>
<td>Oregon Health Authority – Public Health Division</td>
<td>Portland, OR</td>
<td>08/2012–04/2015</td>
</tr>
<tr>
<td>Spanish Counselor</td>
<td>Domestic Violence Resource Center</td>
<td>Portland, OR</td>
<td>05/2011–09/2011</td>
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<tr>
<td>Call Center Preceptor</td>
<td>Planned Parenthood Columbia Willamette</td>
<td>Portland, OR</td>
<td>08/2007–08/2010</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

City Club of Portland
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<th>COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)</th>
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<tbody>
<tr>
<td>Board President – The Northwest Abortion Access Fund</td>
</tr>
<tr>
<td>Board Member – The National Network of Abortion Funds</td>
</tr>
<tr>
<td>Core Organizer - Snack Bloc</td>
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<table>
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<tr>
<th>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</th>
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<tbody>
<tr>
<td>Regional Love Award – The National Network of Abortion Funds</td>
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<table>
<thead>
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<tbody>
<tr>
<td>“Social Determinants of Health through the Lens of Equity and Social Justice: Reproductive Health” – closing plenary at 2017 Oregon Public Health Association Conference</td>
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<tr>
<td>“Understanding and addressing disparities in abortion access” – National Network of Abortion Funds Summit, 2015</td>
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# CURRICULUM VITAE

Rhen Molly Miles
Faculty
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>B.S.</td>
<td>Portland State University, Portland, Oregon</td>
<td>Liberal Studies with focus on Psychology and Sociology</td>
<td>2009</td>
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<tr>
<td>M.S.W.</td>
<td>Portland State University, Portland, Oregon</td>
<td>Social Work</td>
<td>06/2013</td>
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<tr>
<td>Ph.D (c)</td>
<td>Portland State University, Portland, Oregon</td>
<td>Social Work and Social Research</td>
<td>In-progress</td>
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## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2016 - Present</td>
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</table>

## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
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<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Doctoral Research Fellow</td>
<td>Camp Fire Columbia</td>
<td>Portland, Oregon</td>
<td>07/2015 - Present</td>
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<tr>
<td>Evaluation Consultant</td>
<td>Rosemary Anderson High School Mentor Program</td>
<td>Portland, Oregon</td>
<td>05/2013 - 06/2014</td>
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<tr>
<td>Graduate Research Assistant/Community-based Participatory Research Project Manager</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>05/2012 – 05/2015</td>
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<tr>
<td>Research Assistant</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>05/2012 - 06/2014</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

**Volunteer Grant Reviewer - 3/14 - 4/14**  
Portland Children’s Levy, Portland, Oregon

**Restorative Listening Dialogue Group Facilitator - 9/28**  
Portland Parent Union, Portland, Oregon

**Group facilitator - 9/06 - 4/07**  
Girls, Inc., Portland, Oregon

**Student Advocate - 9/04 - 6/05**  
Women's Resource Center Portland Community College, Sylvania, Portland, Oregon

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

**Miles, R. & Manke, C. (2016).** Innovative ideas to build youth voice in your youth program. 
Webinar hosted by Julie Petrokubi and Meghan Perry at the Institute for Youth Success at Education Northwest.


**Miles, R., Trinidad, A. (2014).** I Have a Dream Youth-Family Participatory Empowerment Action Research Project. Presented to the I Have a Dream Board, Portland, OR.

**Miles, R., Brockett, S., McBeath, B. (2014).** (Presented by Ryan Bender). Creatively Collaborating to Fight Campus Food Insecurity. Presented at the Food Systems Research to Action Symposium, Portland, OR.


PROFESSIONAL PUBLICATIONS  
(during last 5 years)


Miles, R. (in preparation) *Middle School Students’ Perceptions of Fairness-Inclusivity, School Climate, and Resulting Endorsement of Negative Peer Treatment*.

OTHER RELEVANT INFORMATION

July 10, 2013  
Attended “*What is Popular Education?*” workshop. Facilitated by the Multnomah County Community Capacitation Center. Portland, OR.

June 25, 2013  

June 17 & 18, 2013  
Attended “*Beyond Diversity: Courageous Conversations about Race*” training. Facilitated by Portland Public Schools Office of Equity. Portland, OR.

May 1, 2013  

March 19, 2013  
# CURRICULUM VITAE

Lakindra Mitchell Dove  
Faculty Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
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<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>BA</td>
<td>Florida Agricultural and Mechanical University, Tallahassee, FL</td>
<td>Psychology</td>
<td>06/2002</td>
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<tr>
<td>MSW</td>
<td>School of Social Work, Portland State University, Portland, OR</td>
<td>Social Work</td>
<td>06/2004</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>School of Social Work, Portland State University, Portland, OR</td>
<td>Social Work and Social Research</td>
<td>06/2015</td>
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## ACADEMIC APPOINTMENTS

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<td>Portland, OR</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Research Assistant</td>
<td>Joy DeGruy Publications, Inc.</td>
<td>Portland, OR</td>
<td>04/2016 - Present</td>
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<tr>
<td>Lead Intake Counselor</td>
<td>Legacy Health Systems - CARES Northwest</td>
<td>Portland, OR</td>
<td>07/2016 - Present</td>
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<tr>
<td>Intake Counselor/Pediatric Social Worker</td>
<td>Legacy Health Systems - CARES Northwest</td>
<td>Portland, OR</td>
<td>07/2010 - Present</td>
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<tr>
<td>Child Abuse Specialist</td>
<td>Legacy Health Systems - CARES Northwest</td>
<td>Portland, OR</td>
<td>09/2007-07/2010</td>
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<tr>
<td>Family Care Coordinator</td>
<td>Multnomah County</td>
<td>Portland, OR</td>
<td>03/2008 - 09/2009</td>
</tr>
<tr>
<td>Child and Family Therapist</td>
<td>Albertina Kerr Center - Kerr Early Intervention Program/Community Outpatient Services</td>
<td>Portland, OR</td>
<td>10/05 - 04/08</td>
</tr>
<tr>
<td>Family Decision Meeting Facilitator</td>
<td>Intensive Family Services Inc., Portland, OR</td>
<td>07/04 - 10/05</td>
<td></td>
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<tr>
<td>Graduate Research Assistant</td>
<td>Youth Participatory action Research Project, Regional Research Institute, Portland, OR</td>
<td>1/13 - 09/13</td>
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<tr>
<td>Graduate Research Assistant</td>
<td>SSW Ph.D. Program, Portland, OR</td>
<td>09/10 - 06/12</td>
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<tr>
<td>Graduate Research Assistant</td>
<td>Siblings in Foster Care Project, Regional Research Institute, Portland, OR</td>
<td>09/09 - 04/10</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

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<tr>
<th>Date</th>
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<tbody>
<tr>
<td>05/16-present</td>
<td>Co-Chair. Equity Committee. CARES NW. Portland, OR</td>
<td>Portland, OR</td>
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<tr>
<td>03/14-08/14</td>
<td>Grant Reviewer. Portland Children’s Levy. Portland, OR</td>
<td>Portland, OR</td>
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<td>01/14-12/16</td>
<td>Board Member. Portland Housing Center. Portland, OR</td>
<td>Portland, OR</td>
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<tr>
<td>01/14-05/16</td>
<td>Committee Member. African American Advisory Committee. Portland Housing Center. Portland, OR</td>
<td>Portland, OR</td>
</tr>
<tr>
<td>01/14-12/14</td>
<td>Leadership Coach. Reed Leadership Academy. Reed College. Portland, OR</td>
<td>Portland, OR</td>
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<tr>
<td>11/13-6/14</td>
<td>SMART (Start Making a Reader Today) Reader. SMART. Portland, OR</td>
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<td>03/12-present</td>
<td>Committee Member. Leadership/Equity Team. Sabin School. Portland, OR</td>
<td>Portland, OR</td>
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<tr>
<td>03/12-06/16</td>
<td>Co-Chair. Black Family Night. Sabin School. Portland, OR</td>
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SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2014 John F. Longres Dissertation Research Fellowships

PROFESSIONAL PRESENTATIONS (during last 5 years)

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<th>Date</th>
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<tr>
<td>03/16</td>
<td>Panelist. Black Student Success Summit. Portland, OR. Topic: Historically Black Colleges and Universities- Options and Experiences.</td>
<td>Portland, OR</td>
</tr>
<tr>
<td>07/15</td>
<td>Panelist. Exito Better Futures Program. Portland, OR. Topic: Career Path.</td>
<td>Portland, OR</td>
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PROFESSIONAL PUBLICATIONS (during last 5 years)
# CURRICULUM VITAE

**Margaret Moore**

**Faculty**

**Adjunct Instructor**

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tbody>
<tr>
<td>BA</td>
<td>Idaho State University</td>
<td>Social Work</td>
<td>05/1986</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/1991</td>
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## ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Professor</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Program Supervisor, Mental Health Specialist III/II</td>
<td>Clackamas County Health Clinic</td>
<td>Oregon City, OR</td>
<td>02/2013 – present</td>
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<tr>
<td>Training and Internship Manager, Cognitive Facilitator</td>
<td>Pathfinders of Oregon</td>
<td>Portland, OR</td>
<td>06/2004 – 09/2012</td>
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<tr>
<td>Community Instructor</td>
<td>Safeco Insurance / Insuring Pride</td>
<td>Portland, OR</td>
<td>2004 – 2011</td>
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<tr>
<td>Executive Director; Fiscal Manager; Training Director</td>
<td>Asian Pacific American Community Support and Services Association (APACSA)</td>
<td>Portland, OR</td>
<td>2003 – 2005</td>
</tr>
<tr>
<td>Program Coordinator, Workforce Training Instructor</td>
<td>Portland Community College</td>
<td>Portland, OR</td>
<td>1997 – 2002</td>
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</table>
Manager  
Family Therapist, Intake Coordinator, Residential Coordinator  
Child Protection Investigator  
Janus Youth Program  
State of Idaho  
Portland, OR  
Sandpoint, ID  
1987 – 1996  
1986 – 1987  

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<th>CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS</th>
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**CURRICULUM VITAE**

Simone L. Nagle

**Faculty**

**Adjunct Instructor**

**DEGREE INFORMATION** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>B.A.</td>
<td>Biola University</td>
<td>Psychology</td>
<td>2006</td>
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<tr>
<td>MSW</td>
<td>University of Southern California</td>
<td>Social Work</td>
<td>06/2008</td>
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**ACADEMIC APPOINTMENTS**

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<tr>
<td>Adjunct Instructor</td>
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<td>Portland, Oregon</td>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

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<tr>
<td>Clinical Program Manager &amp; Center Supervisor - Day Treatment Program</td>
<td>Trillium Family Services</td>
<td>Portland, Oregon</td>
<td>05/2010 - Present</td>
</tr>
<tr>
<td>Child &amp; Family Therapist for Day Treatment and Residential Programs</td>
<td>Trillium Family Services</td>
<td>Portland, Oregon</td>
<td>08/2009 - 05/2010</td>
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<tr>
<td>Mental Health Specialist</td>
<td>State of Oregon Department of Corrections</td>
<td>Portland, Oregon</td>
<td>01/2009 - 08/2009</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

NA

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES** *(during last three years)*

NA
<table>
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<tr>
<td>PROFESSIONAL PRESENTATIONS (during last 5 years)</td>
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<tr>
<td>PROFESSIONAL PUBLICATIONS (during last 5 years)</td>
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</tbody>
</table>
| OTHER RELEVANT INFORMATION | Certified QMHP under State of Oregon  
Completed TIER II Training for Collaborative Problem Solving, provision of CPS trainings |
# CURRICULUM VITAE

**Patricia Narvaez-Wheeler**  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION

<table>
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<th>Degree</th>
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<tr>
<td>BA</td>
<td>Portland State University</td>
<td>Latin American Studies</td>
<td>06/ 2007</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Portland, OR</td>
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## POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>Position</th>
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<th>City and State</th>
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<tbody>
<tr>
<td>Manager of Equity &amp; Inclusion</td>
<td>Cross Cultural Health Care</td>
<td>Seattle, WA</td>
<td>06/ 2016–Present</td>
</tr>
<tr>
<td>Bilingual Child Protective Services Social Worker</td>
<td>Santa Clara County</td>
<td>San Jose, CA</td>
<td>03/2015 – 03/2016</td>
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<tr>
<td>Program Coordinator</td>
<td>Policy Link</td>
<td>Oakland, CA</td>
<td>09/2014 – 02/ 2015</td>
</tr>
<tr>
<td>Latina Initiative Manager</td>
<td>Komen Foundation of OR and SW WA</td>
<td>Portland, OR</td>
<td>07/2013 – 08/2014</td>
</tr>
<tr>
<td>Shine (SUN school) Manager/Coordinator</td>
<td>Impact Northwest</td>
<td>Beaverton, OR</td>
<td>09/2009- 06/ 2013</td>
</tr>
<tr>
<td>International Team Program Coordinator</td>
<td>Witness for Peace</td>
<td>Managua, Nicaragua</td>
<td>09/ 2007- 08/2009</td>
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</table>
### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

**Healthy King County Coalition: Equity Sub Group Member** (Seattle, WA) June 2014 - present

**Puentes, Board Member** (Seattle, WA) May 2014 - present

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

**Developing Equity through Leadership Training & Action (DELTA)**, Oregon Office of Equity & Inclusion, Sep 2014

**NASW Oregon Chapter Community Based Practice Award**, June 2013

**Team Diversity Award**, Portland State University, June 2013

### PROFESSIONAL PRESENTATIONS (during last 5 years)

**Training of Trainers on the HKCC Health Equity Impact Assessment Tool**, King County and Seattle CBOs, Seattle, WA, June & Aug 2017

**LEP Clients and Language Assistance for Social Service Providers**, Portland State University School of Social Work Community Based Practice Conference, May 2013

**LEP Clients and Language Assistance for Social Service Providers**, Catholic Charities, Portland, OR, March 2013

**The Latina Initiative/ Poder y Vida**, Latino Health Equity Conference, Portland, OR, June 2013

**Komen Latina Initiative Community Health Worker Training (20 hrs) Co-facilitator with Multnomah County Capacitation Center**, Portland, OR, July 2015

### PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

### OTHER RELEVANT INFORMATION
Training: Identifying Child Abuse and Neglect, Bay Area Academy, San Jose, CA, Feb 2016

Training: Commercial Sexual Exploitation of Children, Bay Area Academy, San Jose, CA, April 2016

Training: Trauma Informed Care, Impact Northwest, Portland, OR March 2009

Fluent Spanish Speaker
# CURRICULUM VITAE

Emily Jeanne Nelson  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION

*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
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<tr>
<td>BA</td>
<td>University of Kansas</td>
<td>Honors Psychology, Pre-Med</td>
<td>12/2002</td>
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<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2008</td>
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## ACADEMIC APPOINTMENTS

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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Outreach Worker</td>
<td>JOIN</td>
<td>Portland, Oregon</td>
<td>07/12 - Present</td>
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<tr>
<td>Retention Worker</td>
<td>JOIN</td>
<td>Portland, Oregon</td>
<td>05/08 - 07/12</td>
</tr>
<tr>
<td>Equity Committee Coordinator</td>
<td>JOIN</td>
<td>Portland, Oregon</td>
<td>Spring 2013 - Present</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

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<td>PROFESSIONAL PUBLICATIONS (during last 5 years)</td>
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<tr>
<td>OTHER RELEVANT INFORMATION</td>
<td>Conversational proficiency in Spanish</td>
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</table>
CURRICULUM VITAE

Gene Obersinner

Faculty
Adjunct Instructor

DEGREE INFORMATION  
(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>University of Oregon</td>
<td>Psychology</td>
<td>12/1990</td>
</tr>
<tr>
<td>MSW</td>
<td>San Diego State University</td>
<td>Social Work</td>
<td>5/1997</td>
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ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
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<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE  (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2017–Present</td>
</tr>
<tr>
<td>Instructor</td>
<td>Lane Community College</td>
<td>Eugene, OR</td>
<td>09/2010–Present</td>
</tr>
</tbody>
</table>

POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health Counselor</td>
<td>Empowerment Counseling Associates</td>
<td>Eugene, OR</td>
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</tr>
<tr>
<td>Case Manager/Clinical Supervisor</td>
<td>ShelterCare</td>
<td>Eugene, OR</td>
<td>10/1999-10/2015</td>
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</table>

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NASW

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NAMI Lane County Board of Directors

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)
<table>
<thead>
<tr>
<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROFESSIONAL PUBLICATIONS (during last 5 years)</td>
<td>NA</td>
</tr>
</tbody>
</table>

**OTHER RELEVANT INFORMATION**

Self counseling business: [www.counselingtoempower.com](http://www.counselingtoempower.com).
**CURRICULUM VITAE**

Meg Panichelli  
Faculty  
Adjunct Instructor

**DEGREE INFORMATION** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>West Chester University of PA</td>
<td>Women’s Studies</td>
<td>6/2005</td>
</tr>
<tr>
<td>MSW</td>
<td>West Chester University of PA</td>
<td>Social Work</td>
<td>6/2010</td>
</tr>
<tr>
<td>Ph.D. (c)</td>
<td>Portland State University.</td>
<td>Social Work &amp; Social Research</td>
<td>Expected to graduate in 2018</td>
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**ACADEMIC APPOINTMENTS**

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE</th>
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</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/2012-Present</td>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
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<th>START DATE – END DATE</th>
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<tbody>
<tr>
<td>Transitional Services Advocate</td>
<td>Volunteers of America, Home Free</td>
<td>Portland, OR</td>
<td>03/2015-02/2016</td>
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<tr>
<td>LGBTQ Program Coordinator</td>
<td>Bradley Angle</td>
<td>Portland, OR</td>
<td>12/2013-10/2014</td>
</tr>
<tr>
<td>Education and Prevention Specialist</td>
<td>Solace Crisis Treatment Center</td>
<td>Santa Fe, NM</td>
<td>10/2010-09/2011</td>
</tr>
<tr>
<td>HIV Case manager</td>
<td>New Mexico AIDS Services</td>
<td>Albuquerque, NM</td>
<td>06/2010-10/2010</td>
</tr>
<tr>
<td>Program Coordinator</td>
<td>Project SAFE</td>
<td>Philadelphia, PA</td>
<td>05/2007-06/2010</td>
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<tr>
<td>Programs Coordinator</td>
<td>Women’s Center</td>
<td>West Chester, PA</td>
<td>09/2009-06/2010</td>
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<tr>
<td>Case Manager</td>
<td>Prevention Point</td>
<td>Philadelphia, PA</td>
<td>09/2007-10/2008</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Career Academic Development Institute</td>
<td>Philadelphia, PA</td>
<td>01/2007-09/2007</td>
</tr>
<tr>
<td>Special Education Teacher</td>
<td>Wagner Middle School</td>
<td>Philadelphia, PA</td>
<td>06/2006-12/2006</td>
</tr>
<tr>
<td>Community Outreach Coordinator</td>
<td>Voices without Borders</td>
<td>Wilmington, DE</td>
<td>08/2005-05/2005</td>
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</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Women’s Studies Association
Sociologists for Women in Society

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)


“Student Sex Workers: Learning to See Invisible Populations”, presented with Graf, A., Center for Health and Counseling Nursing Staff or Portland State University, Portland, OR, Oct. 2013


“Teaching and learning about the sex trades: Center intersectionality in praxis and pedagogy.” Sociologists for Women in Society Winter 2017 Meeting, Albuquerque, NM, Feb. 2017


“Sex Work on College Campuses: Improving the Campus Climate for Individuals Working in the Sex Industry”, presented with Capous-Desyllas, M., Feminism Unbound: Imagining a Feminist Future, 33 rd Annual National Women’s Studies Association Conference, Oakland, CA., November, 2012


“Everything I learned while you were in kindergarten is illegal: Focusing on the knowledge homeless youth
and drug users cultivate and share” presented with Workman, J., Feminist Transformations, 32nd Annual National Women's Studies Association Conference, Atlanta GA, November 2011.

PROFESSIONAL PUBLICATIONS (during last 5 years)


Panichelli, M. (2012). Rest in peace at CROSS Street. VOICES, 2(1) 00-00. (VOICES is a MSW student-edited and reviewed journal publication out of West Chester University of Pennsylvania).


OTHER RELEVANT INFORMATION

Sex Roles, guest reviewer (Summer 2016)

Advisory Board Member, Women's Resource Center, Portland State University, Portland, OR.

Affilia, guest reviewer (Summer 2013)

Student Member, Social Justice Committee, Portland State University, Portland, OR, Spring Quarter 2013.

Student Member, Ph.D Committee, Portland State University, Portland, OR, September 2011-2012.

Student Member, Campus Climate Assessment Committee, West Chester University of PA, 09/09-06/10.

Board Member, Project SAFE, Philadelphia, PA 09/08-09/2010.

Committee Member, Philadelphia Transgender Health Conference, Philadelphia, PA, 09/06-09/08.
# CURRICULUM VITAE

**Rebecca Parker**  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<tbody>
<tr>
<td>BA</td>
<td>Boston University</td>
<td>Psychology</td>
<td>06/2003</td>
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<tr>
<td>MSW</td>
<td>University of Maryland, Baltimore</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<td>Adjunct Instructor</td>
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<td>09/2011-present</td>
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## POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>College Success Coach</td>
<td>Portland Community College</td>
<td>Portland, OR</td>
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<tr>
<td>Program Manager</td>
<td>Youth Employment Institute</td>
<td>Portland, OR</td>
<td>08/2007-07/2011</td>
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## PROFESSIONAL PRESENTATIONS (during last 5 years)

- 2016: Oregon Promise Instructor Training – How to Support 18 Year Olds in College
- 2016: Oregon Advising Conference – Guiding Students through the Transitions and Challenges to the First-Generation Experience
- 2016: Anderson Conference – First-Generation Students in the College Classroom: Addressing the Persistence Gap
- 2015: PCC Community Based Learning – Implementing CBL into the College Classroom with Teens and Young Adults
<table>
<thead>
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<th>OTHER RELEVANT INFORMATION</th>
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<tr>
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CURRICULUM VITAE

Jolanta M. Piatkowska

Faculty

Adjunct Instructor

DEGREE INFORMATION

(Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tr>
<td>BA</td>
<td>University of California at San Diego</td>
<td>Psychology</td>
<td>1996</td>
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<tr>
<td>MA</td>
<td>Boston University</td>
<td>Psychology</td>
<td>2006</td>
</tr>
<tr>
<td>MSW</td>
<td>California State University at Long Beach</td>
<td>Social Work</td>
<td>2001</td>
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<tr>
<td>Ph.D.</td>
<td>Portland State University</td>
<td>Social Work and Social Research</td>
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ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
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<td>Portland, OR</td>
<td>09/2010–Present</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
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<tbody>
<tr>
<td>Foster Care Social Worker</td>
<td>Trinity Family and Children Services</td>
<td>San Dimas, CA</td>
<td>2001-2003</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)
<table>
<thead>
<tr>
<th>Category</th>
<th>Notes</th>
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<tr>
<td><strong>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION</strong> (during last 3 years)</td>
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<tr>
<td><strong>PROFESSIONAL PRESENTATIONS</strong> (during last 5 years)</td>
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</tr>
<tr>
<td><strong>PROFESSIONAL PUBLICATIONS</strong> (during last 5 years)</td>
<td>NA</td>
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<tr>
<td><strong>OTHER RELEVANT INFORMATION</strong></td>
<td>NA</td>
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</tbody>
</table>
# CURRICULUM VITAE

**Andrew Price**  
Faculty  
Adjunct Instructor  

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>Evergreen State College</td>
<td>Latin American Studies</td>
<td>1994</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2013 to Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Counselor</td>
<td>Changepoint/ Diversion Associates</td>
<td>Portland, OR</td>
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<td>Instructor/ Therapist</td>
<td>OHSU</td>
<td>Portland, OR</td>
<td>2001-2003</td>
</tr>
<tr>
<td>Private Practice</td>
<td>Private Practice</td>
<td>Portland, OR</td>
<td>2003-Present</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

## SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Adjunct Faculty
<table>
<thead>
<tr>
<th>PROFESSIONAL PRESENTATIONS (during last 5 years)</th>
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</thead>
<tbody>
<tr>
<td>Volunteers Of America Al Forthan Training Series: Utilizing The Power of Here and Now and Relationships in Therapeutic Groups, Wednesday October 26th, 2016, Portland, OR</td>
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</table>

<table>
<thead>
<tr>
<th>PROFESSIONAL PUBLICATIONS (during last 5 years)</th>
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<table>
<thead>
<tr>
<th>OTHER RELEVANT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Group Leader and Training Supervisor with Gestalt Associates Training Los Angeles (GATLA) European Summer Residential Gestalt Therapy Training Program, various locations in Europe, 2016-ongoing</td>
</tr>
</tbody>
</table>
# CURRICULUM VITAE

Julie Prindle  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>University of Oregon, Eugene, Oregon</td>
<td>Psychology</td>
<td>1997</td>
</tr>
<tr>
<td>MSW</td>
<td>Saint Louis University, Saint Louis, Missouri</td>
<td>Social Work</td>
<td>2001</td>
</tr>
<tr>
<td>PhD</td>
<td>Oregon State University, Corvallis, Oregon</td>
<td>Counseling Education</td>
<td>2012</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
<td>2010 - present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Senior Manager of Social Work Services</td>
<td>Portland Public Schools</td>
<td>Portland, Oregon</td>
<td>09/14 - present</td>
</tr>
<tr>
<td>Interim Director of School Social Work Track</td>
<td>Portland State University School of Social Work</td>
<td>Portland, Oregon</td>
<td>09/14 - 09/15</td>
</tr>
<tr>
<td>Counselor</td>
<td>In-House Counseling</td>
<td>Portland, Oregon</td>
<td>3/13 - 09/14</td>
</tr>
<tr>
<td>Counselor</td>
<td>Private Practice</td>
<td>Portland, Oregon</td>
<td>02/09 - 11/14</td>
</tr>
<tr>
<td>Director of Counseling</td>
<td>Mt. Scott Centers for Learning</td>
<td>Portland, Oregon</td>
<td>08/02 - 11/09</td>
</tr>
<tr>
<td>Counselor</td>
<td>Group Therapy Services Mt. Scott Center for Learning</td>
<td>Portland, Oregon</td>
<td>09/01 - 11/09</td>
</tr>
<tr>
<td>Counselor</td>
<td>Youth Contact</td>
<td>Hillsboro, Oregon</td>
<td>08/01 - 08/02</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS
<table>
<thead>
<tr>
<th>Community Service Responsibilities and Activities (during last three years)</th>
<th>NA</th>
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<tbody>
<tr>
<td>Special Awards, Fellowships, Grants, and Recognition (during last 3 years)</td>
<td>NA</td>
</tr>
</tbody>
</table>
| Professional Presentations (during last 5 years) | 2015 Northwest Conference on Social Work  
April 2015 Baltus, Prindle, Ph.D- School Social Work in Oregon: A Journey Back to Schools |
| Professional Publications (during last 5 years) | NA |
| Other Relevant Information | 2007-Present Licensed Clinical Social Worker (LCSW) State of Oregon  
2009-Present Approved Clinical Supervisor with the Oregon State Board |
## CURRICULUM VITAE

### Andre Pruitt

**Graduate Teaching Assistant**

**Graduate Teaching Assistant**

### DEGREE INFORMATION (Begin with baccalaureate or other initial professional education, and include postdoctoral training)

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>BS</td>
<td>Linfield College</td>
<td>Physical Education</td>
<td>05/1986</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2000</td>
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### ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE (month/year)</th>
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<tr>
<td>Graduate Teaching Assistant</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2014- Present</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2012 – 2014</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Consultant LCSW</td>
<td>Rustic Sage LLC</td>
<td>Portland Oregon</td>
<td>05/1995- Present</td>
</tr>
<tr>
<td>Faculty/MH Practitioner</td>
<td>OHSU Avel Gordly Center for Healing</td>
<td>Portland Oregon</td>
<td>07/2013 – 9/2014</td>
</tr>
<tr>
<td>Clinical Supervisor</td>
<td>OHSU Avel Gordly Center for Healing</td>
<td>Portland Oregon</td>
<td>12/2008 – 07/2013</td>
</tr>
<tr>
<td>Clinical Social Worker</td>
<td>Health Department Multnomah County</td>
<td>Portland Oregon</td>
<td>2006 to 12/2008</td>
</tr>
<tr>
<td>Mental Health Therapist II</td>
<td>Lifeworks Northwest</td>
<td>Portland Oregon</td>
<td>2003 to 2006</td>
</tr>
<tr>
<td>Day Program Coordinator</td>
<td>Outside In</td>
<td>Portland Oregon</td>
<td>2001 to 2003</td>
</tr>
<tr>
<td>Recruitment Retention Specialist</td>
<td>Portland State University School of Social Work</td>
<td>Portland Oregon</td>
<td>1997 to 2000</td>
</tr>
<tr>
<td>Community Case Manager</td>
<td>OHSU Partnership Project</td>
<td>Portland Oregon</td>
<td>1995 to 1987</td>
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</table>
### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- Gerontology Society of America 2016 – present
- Healthy Brain Research Network, Scholar – present
- National Association of Social Workers, 2001 – present
- Oregon Chapter, National Association Social Workers, 1998 – present
- NAACP - Present
- Urban League - Present

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

- SAMSHA LGBTQI2-S Youth Work Group 2014 - 2016
- Board Member Q-Center 2013 - 2014

### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

- Health Brain Scholar 2016, 2017

### PROFESSIONAL PRESENTATIONS (during last 5 years)

- 11/16/16 GSA Annual Scientific Meeting: Developing Culturally Relevant Media Messages for Adult Children with Concerns about an Aging Parent
- 2/12/16 - National Association School Psychologist, Intersections of race & LGBTQI2-S: African American, Black & Gay at School
- 12/9/14 – Lincoln High School, Suicide Prevention within the African American youth community

### PROFESSIONAL PUBLICATIONS (during last 5 years)


### OTHER RELEVANT INFORMATION

- NA
<table>
<thead>
<tr>
<th>NAME OF FACULTY MEMBER</th>
<th>Faculty Adjunct Instructor</th>
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**DEGREE INFORMATION** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
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<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BS</td>
<td>Lewis &amp; Clark College</td>
<td>Psychology</td>
<td>06/ 1985</td>
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<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/1990</td>
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**ACADEMIC APPOINTMENTS**

<table>
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<tr>
<td>Adjunct Instructor</td>
<td>Lewis &amp; Clark College Masters in School Counseling Dept</td>
<td>Portland OR</td>
<td>1997- 2007</td>
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<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland OR</td>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

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<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Private Practice</td>
<td>Self</td>
<td>Portland, OR</td>
<td>2004-Present</td>
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<tr>
<td>Family Involvement Specialist</td>
<td>Portland Public School</td>
<td>Portland, OR</td>
<td>1991-2004</td>
</tr>
<tr>
<td>Therapist/ Outreach Worker</td>
<td>Parrot Creek Family Services</td>
<td>Portland, OR</td>
<td>1990-1991</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

- Member of NASW

**COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES** *(during last three years)*

- NA
<table>
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<td>PROFESSIONAL PRESENTATIONS</td>
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<td>PROFESSIONAL PUBLICATIONS</td>
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<td>OTHER RELEVANT INFORMATION</td>
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</tbody>
</table>
# CURRICULUM VITAE

Peggy Jo A. Sandeen
Faculty
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tbody>
<tr>
<td>BA</td>
<td>Coe College</td>
<td>English</td>
<td>05/ 1989</td>
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<tr>
<td>MSW</td>
<td>University of Iowa</td>
<td>Social Work</td>
<td>05/ 1997</td>
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<tr>
<td>Ph.D.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/ 2013</td>
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## ACADEMIC APPOINTMENTS

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<td>Portland, Oregon</td>
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<tr>
<td>Adjunct Faculty</td>
<td>Upper Iowa University</td>
<td>Des Moines, Iowa</td>
<td>01/ 2001 - 05/2001</td>
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<tr>
<td>Adjunct Faculty</td>
<td>University of Iowa</td>
<td>Iowa City, Iowa</td>
<td>09/2000- 05/ 2001</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tbody>
<tr>
<td>Executive Director</td>
<td>Death with Dignity National Center</td>
<td>Portland, OR</td>
<td>04/2005- Present</td>
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<tr>
<td>Executive Director</td>
<td>AIDS Project of Central Iowa</td>
<td>Des Moines, IA</td>
<td>04/1995 – 07/2003</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Phi Beta Kappa, Phi Kappa Phi, National Association of Social Workers
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</table>
Jessica Schmidt

Faculty
Adjunct Instructor and Assistant Director, Child Welfare Education Program

DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tr>
<td>BA</td>
<td>University of Sydney, Sydney, Australia</td>
<td>Sociology</td>
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<td>MSW</td>
<td>San Diego State University, San Diego, California</td>
<td>Social Work</td>
<td>06/2007</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Portland State University, Portland, Oregon</td>
<td>Social Work and Social Research</td>
<td>06/2015</td>
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ACADEMIC APPOINTMENTS

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<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>2016 – Present</td>
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<tr>
<td>Lead Research Mentor</td>
<td>Portland State University EXITO Program</td>
<td>Portland, Oregon</td>
<td>2015</td>
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POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<td>Assistant Director</td>
<td>Child Welfare Education Program, School of Social Work, Portland State University</td>
<td>Portland, OR</td>
<td>2017 – Present</td>
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<tr>
<td>Child Welfare Caseworker</td>
<td>San Diego County</td>
<td>San Diego, CA</td>
<td>2007-2009</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*

NA
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

2016 – 2021 Pending Funding Decision - US Department of Education: IES Better Futures
Full-scale RTC to examine a near peer mentoring model to enhance self-determination and post-secondary participation for transition aged youth in foster care.
Role: Principal Investigator

2016-2018 Grant # tbd OJJDP
Pathfinders: Strengthening Relationships Between Young Fathers and Their Children: A Reentry Mentoring Project - Evaluate a mentoring program focused on helping to ensure the transition young fathers make from secure confinement facilities (ie: incarceration) and out-of-home placement back to their families and their communities is successful and promotes public safety.
Role: Outside Lead Independent Evaluator

2014-2019 90RT5030, Walker (PI)
National Institute on Disability, Independent Living, and Rehabilitation Research (NIDILRR)
Research and Training Center on Pathways to Positive Futures: Supporting Successful Transition for Youth and Young Adults
Center conducting four major studies and three training projects on the transition to adulthood of young people with serious mental health issues.
Role: Principal Investigator of project FUTURES, an RTC pilot examining the impact of self-determination enhancement for college students with mental health stressors and experience in foster care.

2015-2018 RL5GM118963 Keller/Crespo (PIs)
NIH
Better Futures Exito
A near peer mentoring program to enhance self-determination, post-secondary participation, and exposure to health related careers for transition aged youth in foster care.
Role: Program Director

2011-2015 R324A100166 Geenen (PI)
US Department of Education: IES
My Life Project
RCT involving foster youth with disabilities examining the impact of youth self-determination on transition outcomes.
Role: Project Manager

1R01HD064854 Geenen (PI) 2011-2015
NICHD
Evaluation of Self-Determination Enhancement for Adolescents in Foster Care.
RCT involving youth from the general foster care population investigating the impact of youth self-determination enhancement on health and mental health, including trauma.
Role: Project Manager

2013-2016 2013-JU-FX-001 Blakeslee (PI) OJJDP
Extending a randomized trial of mentoring for youth in foster care (My Life).
An evaluation of the My Life intervention components, differential risk, and long-term effects on delinquency for youth aging out of foster care.
Role: Project Manager
PROFESSIONAL PRESENTATIONS (during last 5 years)

10/2015  CSWE Annual Program Meeting: Stability of Racial and Ethnic Self-Identification among Youth in Foster Care: Denver, CO.
10/2015  California Pathways to College: Blueprint for Success, Take Charge for the Future: Strategies for Enhancing Self-Determination with High-School and College Students: Los Angeles, CA.
09/2015  PSU Campus Champions Training: Training for PSU faculty and staff to provide informed support to students with experience in foster care and with mental health stressors: Portland, OR.

PROFESSIONAL PUBLICATIONS  (during last 5 years)


OTHER RELEVANT INFORMATION

NA
**CURRICULUM VITAE**

Shannon Singleton
Faculty
Adjunct Instructor

**DEGREE INFORMATION** *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
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<tr>
<td>BSW</td>
<td>Temple University</td>
<td>Social Work</td>
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<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
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**ACADEMIC APPOINTMENTS**

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<td>Portland OR</td>
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**POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE**

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<th>START DATE – END DATE (month/year)</th>
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<tr>
<td>Executive Director</td>
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<td>Portland, OR</td>
<td>4/2015 – Present</td>
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<tr>
<td>Program Coordinator</td>
<td>City of Portland Housing Bureau</td>
<td>Portland, OR</td>
<td>6/2014 – 4/2015</td>
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<tr>
<td>Director of Day Space Services</td>
<td>JOIN</td>
<td>Portland, OR</td>
<td>7/2013 – 6/2014</td>
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<tr>
<td>Program Manager</td>
<td>Cascadia Behavioral Healthcare</td>
<td>Portland, OR</td>
<td>08/2011 – 09/2013</td>
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<tr>
<td>Executive Director</td>
<td>Salvation Army Female Emergency Shelter</td>
<td>Portland, OR</td>
<td>07/2007-08/2011</td>
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<tr>
<td>Team Leader</td>
<td>St. Vincent’s School for Boys</td>
<td>San Rafael, CA</td>
<td>07/2005-07/2007</td>
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<tr>
<td>Sexual Assault Advocate</td>
<td>Community Against Violence</td>
<td>Taos, NM</td>
<td>06/2001 – 08/2002</td>
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**CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS**

NA
COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

A Home for Everyone Coordinating Board, Co-Chair
A Home for Everyone Executive Committee
A Home for Everyone Safety off the Streets Workgroup Chair
Yes for Affordable Homes Campaign Executive Committee
Welcome Home Coalition, Executive and Steering Committee Member
Oregon Opportunity Network Board Member
Portland Housing Advisory Commissioner
GO Bond Stakeholder Advisory Group Member
Mandatory Relocation Assistance Technical Advisory Group Member
JOIN Board Member

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

Community Based Practice
Portland State University, Oregon
The Future of Anti-Oppressive Social Work Practice; conference presenter

Nonviolent Crisis Intervention
JOIN, Oregon
Basics of Non-violent Crisis Intervention; volunteer and staff training facilitator

Nonviolent Crisis Intervention
Westminster Presbyterian Church, Oregon
Basics of Nonviolent Crisis Intervention; congregation and deacon training facilitator

People of Color Caucus Facilitation
Sisters of the Road, Oregon
Facilitated multiple meetings for this group to assist in development and implementation of racial equity policies and procedures

PROFESSIONAL PUBLICATIONS (during last 5 years)

Street Roots Guest Columnist
The Overprofessionalization of Social Work & Race in Social Work

OTHER RELEVANT INFORMATION

NA
### CURRICULUM VITAE

**Susie Snyder**  
Faculty  
Adjunct Instructor

### DEGREE INFORMATION  
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
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<tr>
<td>B.A.</td>
<td>Pomona College</td>
<td>Political Philosophy</td>
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<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
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### ACADEMIC APPOINTMENTS

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<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
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### POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<td>Private Practice</td>
<td>Constructive Counseling Initiatives</td>
<td>Portland, OR</td>
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<tr>
<td>Child Abuse Therapist</td>
<td>Great Start Program of Hillsboro</td>
<td>Hillsboro, OR</td>
<td>01/1994-6/1995</td>
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<tr>
<td>Child and Family Therapist</td>
<td>Morrison Center</td>
<td>Portland, OR</td>
<td>8/1984-8/1990</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

- National Association of Social Workers
- School Social Worker Association of America
- Oregon School Social Workers Association
- Oregon Chapter NASW Political Action Committee
- Social Welfare Action Alliance
- Stand for Children
- American Friends Service Committee
- American Civil Liberties Union
- Planned Parenthood
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<td>Professional Publications (during last 5 years)</td>
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<td>Other Relevant Information</td>
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</table>
CURRICULUM VITAE

Dara Snyder

Faculty
Adjunct Instructor

DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
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<tr>
<td>BS</td>
<td>University of Delaware</td>
<td>Individual and Family Studies</td>
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ACADEMIC APPOINTMENTS

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<td>Portland, Oregon</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tbody>
<tr>
<td>Social Justice, Training, and Equity Program Manager</td>
<td>YWCA of Greater Portland</td>
<td>Portland, Oregon</td>
<td>2014 - present</td>
</tr>
<tr>
<td>Advocacy Center Coordinator</td>
<td>Raphael House</td>
<td>Portland, Oregon</td>
<td>02/14 - 07/14</td>
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<tr>
<td>Program Director</td>
<td>Lutheran Community Services</td>
<td>Wilmington, Delaware</td>
<td>2007 - 2010</td>
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CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Board of Directors - Sisters of the Road  
2013 – Present

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*
<table>
<thead>
<tr>
<th>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</th>
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<tr>
<td>PROFESSIONAL PRESENTATIONS (during last 5 years)</td>
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<td>PROFESSIONAL PUBLICATIONS (during last 5 years)</td>
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<tr>
<td>OTHER RELEVANT INFORMATION</td>
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</tr>
<tr>
<td>Popular education training for facilitators</td>
<td>2016</td>
</tr>
<tr>
<td>Domestic Violence: Prevention and Response training</td>
<td>2012</td>
</tr>
</tbody>
</table>
# CURRICULUM VITAE

**John Spence**  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
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<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BS</td>
<td>University of Washington</td>
<td>Political Science</td>
<td>1963</td>
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<tr>
<td>MSW</td>
<td>Rutgers University</td>
<td>Social Work</td>
<td>1968</td>
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<tr>
<td>Ph.D.</td>
<td>University of Washington</td>
<td>Higher Education</td>
<td>1987</td>
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## ACADEMIC APPOINTMENTS

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<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>1998-12/2017</td>
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<td>Instructor</td>
<td>Fort Belknap College</td>
<td>Harlem, MT</td>
<td>1983-1987</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>1972-1976</td>
</tr>
</tbody>
</table>

## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Coordinator</td>
<td>Nanitch Sahallie Youth Treatment Center</td>
<td>Confederated Tribes of Grand Rode</td>
<td>1995-1996</td>
</tr>
<tr>
<td>Director</td>
<td>Chemawa Alcoholism Education Center</td>
<td>Salem, OR</td>
<td>1988-1995</td>
</tr>
<tr>
<td>Substance Abuse Specialist</td>
<td>HIS Puget Sound Service Unit</td>
<td>Seattle, WA</td>
<td>1987</td>
</tr>
<tr>
<td>President</td>
<td>Fort Belknap College</td>
<td>Harlem, MT</td>
<td>1986-1987</td>
</tr>
<tr>
<td>Coordinator</td>
<td>Fort Belknap Parenting Skills Project</td>
<td>Harlem, MT</td>
<td>1983</td>
</tr>
<tr>
<td>Director</td>
<td>Fort Belknap Tribal Group Home</td>
<td>Harlem, MT</td>
<td>1981-1982</td>
</tr>
<tr>
<td>Planner</td>
<td>Fort Belknap Tribal Health Department</td>
<td>Harlem, MT</td>
<td>1980-1981</td>
</tr>
</tbody>
</table>
Staff Associate
White Cloud Center for Mental Health Research at Oregon Health Sciences University
Portland, OR 1976-1980

Director
Alcoholism Counseling and Recovery Program
Portland, OR 1970-1972

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS
NA

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)
NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)
NA

PROFESSIONAL PRESENTATIONS (during last 5 years)
NA

PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION
NA
# CURRICULUM VITAE

**Lucrecia Suárez**  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION  
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Licenciada en Psicología</td>
<td>Universidad Católica Andres Bello Caracas, Venezuela</td>
<td>Psychology</td>
<td>10/ 1988</td>
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</table>

## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Practice Clinic/ Assistant Professor</td>
<td>Pacific University. School of Professional Psychology</td>
<td>Hillsboro, OR</td>
<td>09/2006 – 07/2012</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/ 2012 – Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Director</td>
<td>Western Psychological and Counseling Services. Conexiones Program, a Center for Multicultural Counseling and Trauma Healing,</td>
<td>Portland, OR</td>
<td>02/2014 – Present</td>
</tr>
<tr>
<td>Clinical Supervisor Clinician</td>
<td>Conexiones, an outpatient mental health professional corporation offering multicultural counseling and trauma treatment</td>
<td>Portland, OR</td>
<td>09/ 1999 – 01/ 2014</td>
</tr>
<tr>
<td>Founder and President Clinical Supervisor Clinician</td>
<td>Private Practice</td>
<td>Portland, OR</td>
<td>06/1996 – 08/ 1999</td>
</tr>
<tr>
<td>Therapist</td>
<td>Tualatin Valley Mental Health Center. Foster Care Program</td>
<td>Beaverton, OR</td>
<td>07/1996 - 12/1996</td>
</tr>
</tbody>
</table>
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

A member of the American Leadership Forum. Class XXIV, Graduated 2011

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

Latino Health Equity Conference for June 2018. TOPIC: Latino Mental Health. Co-Chair
Co-Founder and Co-Chair. Latino Emotional Health Collaborative, Nov 2016 – Present
Venezuela Voice in Oregon, Board member Sept 2016 - Present
Children Center, Prevention Committee member

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NASW Oregon Social Worker of the Year March Award, March 2010.

PROFESSIONAL PRESENTATIONS (during last 5 years)

Clinical Panel Discussion. Latino Health Equity Conference. June 2016
Weaving Cultural Awareness in Trauma Treatment. Oregon Mental Health CEU Consortium. Nov 2015

PROFESSIONAL PUBLICATIONS (during last 5 years)

NA

OTHER RELEVANT INFORMATION

NA
NAME OF FACULTY MEMBER
Stephanie Sundborg

Position Title
Adjunct Instructor; Staff Regional Research Institute

DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>University of Oregon</td>
<td>Journalism</td>
<td>06/ 1988</td>
</tr>
<tr>
<td>MS</td>
<td>University of Oregon</td>
<td>Psychology – Cognitive Neuroscience</td>
<td>06/ 2007</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>Portland State University</td>
<td>Social Work and Social Research</td>
<td>06/2017</td>
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ACADEMIC APPOINTMENTS

<table>
<thead>
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<th>TITLE</th>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Research Associate</td>
<td>Portland State University – Regional Research Institute</td>
<td>Portland, Oregon</td>
<td>07/2014-present</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University – School of Social Work</td>
<td>Portland, Oregon</td>
<td>03/2016-present</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>Central Oregon Community College</td>
<td>Bend, Oregon</td>
<td>2008-2012</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>University of Oregon</td>
<td>Bend, Oregon</td>
<td>2007-2008</td>
</tr>
<tr>
<td>Research Assistant</td>
<td>University of Oregon</td>
<td>Bend, Oregon</td>
<td>2004-2008</td>
</tr>
<tr>
<td>Teaching Assistant</td>
<td>University of Oregon</td>
<td>Eugene, Oregon</td>
<td>2007</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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Portland State University MSW
Trainer and Consultant on the topics of psychological trauma and trauma-informed care

Clinical Director and Forensic Interviewer

Research Analyst – Evaluator – Project LAUNCH

Early Childhood Specialist

Trauma Informed Oregon

KIDS Center

Deschutes County Health Services

Commission on Children and Families

Based in Portland, Oregon (trained around the state)

Bend, Oregon

Bend, Oregon

Bend, Oregon

07/2014-present

07/2016-Feb 2017

04/2013-12/2014

*end of grant

07/2011-04/2013

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Sigma Xi Columbia Willamette Chapter member, 2017

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Wadsworth/Sheng scholarship for academic year 2015-16

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

| Lucie Tillson | Faculty Adjunct Instructor |

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>University of Michigan</td>
<td>History and Russian Studies</td>
<td>12/1971</td>
</tr>
<tr>
<td>MSW</td>
<td>Boston University</td>
<td>Social Work</td>
<td>05/1974</td>
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## ACADEMIC APPOINTMENTS

<table>
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<th>TITLE</th>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>01/2018 - present</td>
</tr>
<tr>
<td>Adjunct Instructor</td>
<td>Simmons College Graduate School of Social Work</td>
<td>Boston, Massachusetts</td>
<td>03/16 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Senior Peer Counselor</td>
<td>VIEWS Cascadia Mental Health</td>
<td>Portland, Oregon</td>
<td>2014 - Present</td>
</tr>
<tr>
<td>Senior Community Operations Manager</td>
<td>Mercy Housing Francis of Assisi, Community San Francisco, California, Peter Claver Community</td>
<td>San Francisco, California</td>
<td>2006 - 2014</td>
</tr>
<tr>
<td>Resident Services Coordinator</td>
<td>Mercy Housing Bennett House, Martinelli House in Fairfax and San Rafael California Catholic Charities</td>
<td>San Rafael, California</td>
<td>1995 - 2006</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

| NA |

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

| NA |
| **SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION** (during last 3 years) | NA |
| **PROFESSIONAL PRESENTATIONS** (during last 5 years) | NA |
| **PROFESSIONAL PUBLICATIONS**  (during last 5 years) | NA |
| **OTHER RELEVANT INFORMATION** | NA |
**CURRICULUM VITAE**

| Sarita Trawick | Faculty Adjunct Instructor |

### DEGREE INFORMATION

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>College of Wooster</td>
<td>Urban Studies</td>
<td>05/1994</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2000</td>
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### ACADEMIC APPOINTMENTS

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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/2017 - Present</td>
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### POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lead School-Based Mental Health Consultant</td>
<td>Multnomah County</td>
<td>Portland, OR</td>
<td>8/2016-11/2016</td>
</tr>
<tr>
<td>Interim Supervisor - EASA Program</td>
<td>Multnomah County</td>
<td>Portland, OR</td>
<td>6/2016 - 8/2016</td>
</tr>
<tr>
<td>School-Based Mental Health Consultant, African American KSA</td>
<td>School Based Mental Health, Multnomah County</td>
<td>Portland, OR</td>
<td>9/2014 - 6/2016</td>
</tr>
<tr>
<td>Acute Care Coordinator/ Crisis Line</td>
<td>Multnomah County</td>
<td>Portland, OR</td>
<td>11/201 - 9/2014</td>
</tr>
<tr>
<td>Mental Health Consultant</td>
<td>EASA Program, Multnomah County</td>
<td>Portland, OR</td>
<td>2/2008 - 11/2010</td>
</tr>
<tr>
<td>Psychiatric Social Worker Juvenile Custody Service Specialist</td>
<td>MacLaren Youth Correctional Facility</td>
<td>Portland, OR</td>
<td>1/2002 - 3/2008</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Adjunct Faculty
<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
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</thead>
<tbody>
<tr>
<td>Community Service Responsibilities and Activities (during last three years)</td>
<td>NA</td>
</tr>
<tr>
<td>Special Awards, Fellowships, Grants, and Recognition (during last 3 years)</td>
<td>NA</td>
</tr>
<tr>
<td>Professional Presentations (during last 5 years)</td>
<td>NA</td>
</tr>
<tr>
<td>Professional Publications (during last 5 years)</td>
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</tr>
</tbody>
</table>

**Other Relevant Information**

- 20 years full time work experience with adolescents, transition aged youth and adults and their families
- Experience working in schools, crisis, corrections, and outpatient mental health settings
- Clinical Supervision
- Proficient in Professional Computer Applications
- Mediation
# CURRICULUM VITAE

Guy Tyler  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION
*(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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</thead>
<tbody>
<tr>
<td>BA</td>
<td>Portland State University</td>
<td>Arts &amp; Letters</td>
<td>2011</td>
</tr>
<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>2015</td>
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## ACADEMIC APPOINTMENTS

<table>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>9/2017 - present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Worker</td>
<td>Portland Veterans Administration Outpatient Mental Health Clinic</td>
<td>Portland, Oregon</td>
<td>02/2016-Present</td>
</tr>
<tr>
<td>Social Worker</td>
<td>HUD-VASH Portland Veterans Administration Medical Center</td>
<td>Portland, Oregon</td>
<td>06/2015 – 02/2016</td>
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</tbody>
</table>

## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES *(during last three years)*

NA

## SPECIAL Awards, fellowships, grants, and recognition *(during last 3 years)*

NA
| PROFESSIONAL PRESENTATIONS (during last 5 years) | NA |
| PROFESSIONAL PUBLICATIONS  (during last 5 years) | NA |
| OTHER RELEVANT INFORMATION | NA |
CURRICULUM VITAE

Christine M. Velez
Faculty
Adjunct Instructor

DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BA</td>
<td>Bates College</td>
<td>Spanish</td>
<td>2002</td>
</tr>
<tr>
<td>MSW</td>
<td>State University of New York at Buffalo</td>
<td>Social Work</td>
<td>2010</td>
</tr>
<tr>
<td>Ph.D.(c)</td>
<td>Portland State University</td>
<td>Social Work &amp; Social Research Dissertation Topic: Latinas and Sexual Health</td>
<td>06/2018</td>
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ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
<th>EMPLOYING ACADEMIC INSTITUTION</th>
<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>9/2014- Present</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Assistant</td>
<td>Oregon Health and Sciences University/Substance Use Needs Among Hospitalized Adults Research Project (SUNAHA) &amp; Improving Addiction Care Team (IMPACT)</td>
<td>Portland, Oregon</td>
<td>7/2014 – 9/2016</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>Regional Research Institute for Human Services/Community Project for Health &amp; Equity, Portland State University</td>
<td>Portland, Oregon</td>
<td>7/2013 – 1/2014</td>
</tr>
<tr>
<td>Principal Investigator</td>
<td>Multnomah County Health Department &amp; NAYA (Native American Youth &amp; Family Center)/Qualitative Study About Breastfeeding</td>
<td>Portland, Oregon</td>
<td>6/2012 – 9/2012</td>
</tr>
<tr>
<td>Graduate Research Assistant</td>
<td>Regional Research Institute for Human Services/My Life Project, Portland State University</td>
<td>Portland, Oregon</td>
<td>9/2011 – 11/2012</td>
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Adjunct Faculty 381
CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

Shireman Fellowship, Portland State University, September 2015—June 2016, amount awarded: $1500

PROFESSIONAL PRESENTATIONS (during last 5 years)


PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION

# CURRICULUM VITAE

Juliana Wallace
Faculty
Adjunct Instructor

## DEGREE INFORMATION  *(Begin with baccalaureate or other initial professional education, and include postdoctoral training)*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED (month/year)</th>
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<tbody>
<tr>
<td>BSW</td>
<td>University of Central Florida</td>
<td>Social Work</td>
<td>2002</td>
</tr>
<tr>
<td>MCSW</td>
<td>University of Central Florida</td>
<td>Clinical Social Work</td>
<td>2003</td>
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## ACADEMIC APPOINTMENTS

<table>
<thead>
<tr>
<th>TITLE</th>
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<th>CITY AND STATE</th>
<th>STATE DATE – END DATE (month/year)</th>
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</thead>
<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>09/17 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
<thead>
<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director</td>
<td>Unity Services- Legacy Unity Center for Behavioral Health</td>
<td>Portland, Oregon</td>
<td>10/2016- Present</td>
</tr>
<tr>
<td>Manager of Youth Department</td>
<td>Outside In: Clinical Services</td>
<td>Portland, Oregon</td>
<td>09/2009 – 10/2014</td>
</tr>
<tr>
<td>Coordinator of Youth Department</td>
<td>Outside In: Day Program</td>
<td>Portland, Oregon</td>
<td>02/2008 – 09/2009</td>
</tr>
<tr>
<td>Case Manager</td>
<td>Outside In</td>
<td>Portland, Oregon</td>
<td>06/2004 – 02/2008</td>
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</table>

## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

## COMMUNITY SERVICE Responsibilities AND ACTIVITIES *(during last three years)*
SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

NA

PROFESSIONAL PRESENTATIONS (during last 5 years)

2014 SAMHSA's Regional Summit on HIT & Recovery - Social Media in Behavioral Health and Recovery Track - Atlanta, GA and Kansas City, MO
2012 Leveraging Social Media to Meet Underserved Populations - National Peer-to-Peer Webinar
2012 Exploring the Use of Social Media in a Treatment Setting with Homeless Transition Youth. NASW State Conference

PROFESSIONAL PUBLICATIONS (during last 5 years)


OTHER RELEVANT INFORMATION

NA
# CURRICULUM VITAE

Mark Weinmeister  
Faculty  
Adjunct Instructor

## DEGREE INFORMATION
*Begin with baccalaureate or other initial professional education, and include postdoctoral training*

<table>
<thead>
<tr>
<th>DEGREE</th>
<th>INSTITUTION GRANTING DEGREE</th>
<th>MAJOR</th>
<th>DATE AWARDED</th>
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<tbody>
<tr>
<td>BA</td>
<td>Concordia College</td>
<td>Human Psychology</td>
<td>05/1991</td>
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<tr>
<td>MSW</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2000</td>
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## ACADEMIC APPOINTMENTS

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<th>STATE DATE – END DATE</th>
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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, Oregon</td>
<td>9/2014 - Present</td>
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## POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

<table>
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<th>POSITION</th>
<th>EMPLOYER</th>
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<th>START DATE – END DATE</th>
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<tr>
<td>Psychotherapist</td>
<td>Self</td>
<td>Portland, Oregon</td>
<td>2/2015 – Present</td>
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<tr>
<td>Clinical Social Worker</td>
<td>Providence Health &amp; Services</td>
<td>Portland, Oregon</td>
<td>4/2000 – 12/2014</td>
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## CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

Association of Oncology Social Work  
National Association of Social Workers
<table>
<thead>
<tr>
<th>COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)</th>
<th>NA</th>
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<tbody>
<tr>
<td>SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)</td>
<td>NA</td>
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</table>
| PROFESSIONAL PRESENTATIONS (during last 5 years) | Children, Teens and Grief: Theory meets intervention. Invited lecturer at Concordia University, April 6, 2015; Portland, Oregon.  
Dying, death and bereavement: A developmental perspective. Invited lecturer at Portland Community College Human Development, multiple locations and dates since 2007; Portland, Oregon.  
Effective communication with hospice patients and families. Invited lecturer at the Community Coalition Hospice Volunteer Training, multiple locations and dates since 2002; Portland, Oregon.  
Understanding grief. Invited lecturer at the Community Coalition Hospice Volunteer Training, multiple locations and dates since 2002; Portland, Oregon.  
Extended impact of an embedded palliative care program in a community cancer center. Poster presentation authored by Kalisiak, A.; Glenn, L.; and Weinmeister, M. Presented at the American Society of Clinical Oncology 2014 Palliative Care in Oncology Symposium, October 24, 2014; Boston, Massachusetts.  
Early outcomes of an integrated outpatient oncology palliative care program. Poster presentation authored by Glenn, L.; Mahar, L.; Weinmeister, M.; and Kalisiak, A. Presented at the Supportive Care Coalition National Palliative Care Congress, June 3, 2013; Anaheim, California.  
Advance Directives: An evening of discussion. Presented with Mary Grant, ANP, at a public talk hosted by Providence Cancer Center, July 10, 2012; Portland, Oregon.  
“Livestrong” from Lance, “Death panels” from Sarah: How the media helps and hinders our work with cancer patients. Presented with Krista Nelson, LCSW, at the Association of Oncology Social Worker Annual Conference, June 1, 2012; Boston, Massachusetts.  
Ongoing distress management in outpatient medical oncology. Presented at Providence Oncology and Hematology Care Clinic East All Staff In-Service, January 3, 2012; Portland, Oregon.  
Sequelae of cancer treatment: Palliative care, short and long term symptom management. Presented with Laura Mahar, ANP, at the Providence Thoracic Oncology Symposium for Primary Care Providers, November 5, 2011; Portland, Oregon.  
Non-pharmacological interventions for dyspnea in cancer patients. Presented at Providence Oncology and Hematology Care Clinic East All Staff In-Service, September 15, 2011.  
Family dynamics and grief. Presented at the Community Coalition Hospice Bereavement Volunteer Training, June 23, 2011; Portland, Oregon.  
Culture, spirituality and bereavement. Presented at the Community Coalition Hospice Bereavement Volunteer Training, February 26, 2010; Portland, Oregon. | 
PROFESSIONAL PUBLICATIONS (during last 5 years) | NA |
OTHER RELEVANT INFORMATION

NA
## CURRICULUM VITAE

<table>
<thead>
<tr>
<th>Edmond Williams</th>
<th>Faculty Adjunct Instructor</th>
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</thead>
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### DEGREE INFORMATION

<table>
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<tr>
<th>DEGREE</th>
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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>B.A.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2003</td>
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<tr>
<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>06/2006</td>
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### ACADEMIC APPOINTMENTS

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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>09/ 2015 - Present</td>
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### POST BACCALAUREATE AND POST MASTER'S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<tr>
<th>POSITION</th>
<th>EMPLOYER</th>
<th>CITY AND STATE</th>
<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Mental Health Consultant</td>
<td>Multnomah County Health</td>
<td>Portland, OR</td>
<td>2013-Present</td>
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<tr>
<td>Mental Health Consultant</td>
<td>Multnomah County EASA (Early Assessment and Support Alliance)</td>
<td>Portland, OR</td>
<td>2011-2014</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

| NA |  |

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

<p>| NA |  |</p>
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<th>Category</th>
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<td>PROFESSIONAL PRESENTATIONS (during last 5</td>
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<tr>
<td>PROFESSIONAL PUBLICATIONS (during last 5</td>
<td>NA</td>
</tr>
<tr>
<td>years)</td>
<td></td>
</tr>
<tr>
<td>OTHER RELEVANT INFORMATION</td>
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</table>
Dawn J. Williamson  
Faculty  
Adjunct Instructor

<table>
<thead>
<tr>
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<th>DATE AWARDED (month/year)</th>
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<tr>
<td>B.A.</td>
<td>University of Montana</td>
<td>Social Work</td>
<td>1986</td>
</tr>
<tr>
<td>M.S.W.</td>
<td>Portland State University</td>
<td>Social Work</td>
<td>1991</td>
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<tr>
<td>Post graduate certificates:</td>
<td>Portland State University</td>
<td>Adoptive Families</td>
<td>2004</td>
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<td></td>
<td>University of Washington</td>
<td>Psychological Trauma</td>
<td>2009</td>
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<td></td>
<td>Western Oregon University</td>
<td>Deaf and Hard of Hearing</td>
<td>2011</td>
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<td></td>
<td>University of Denver</td>
<td>Animal Human Health</td>
<td>2012</td>
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ACADEMIC APPOINTMENTS

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<tbody>
<tr>
<td>Adjunct Instructor</td>
<td>Portland State University</td>
<td>Portland, OR</td>
<td>2002-Present</td>
</tr>
<tr>
<td>Adjunct Instructor, Counselor</td>
<td>Linfield College</td>
<td>McMinnville, OR</td>
<td>2004-2014</td>
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POST BACCALAUREATE AND POST MASTER’S SOCIAL WORK DEGREE PRACTICE EXPERIENCE

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<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>LCSW</td>
<td>Private Practice</td>
<td>Dundee, OR</td>
<td>1995-Present</td>
</tr>
<tr>
<td>Community Response Team Coordinator</td>
<td>Northwest Human Services</td>
<td>Salem, OR</td>
<td>1996-1998</td>
</tr>
<tr>
<td>Mental Health Specialist</td>
<td>Community Action Agency of Yamhill Co.</td>
<td>McMinnville, OR</td>
<td>1993-1999</td>
</tr>
<tr>
<td>Clinical Consultant and Trainer</td>
<td>Council for Prostitution Alternatives</td>
<td>Portland, OR</td>
<td>1995-1996</td>
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</table>
Family Sex Abuse Treatment Specialist
Child and Family Therapist
Child and Family Therapist Intern
Family Sex Abuse Treatment Specialist Intern
Case Manager
VISTA Employee
Washington Co. Children’s Services Div.
Lower Columbia Mental Health Center
Mental Health Services West Children’s Program
Multnomah Co. Children’s Services Div.
Volunteers of America Family Center
YWCA Battered Women’s Shelter
Hillsboro, OR
Longview, WA
Portland, OR
Portland, OR
Portland, OR
Missoula, Montana
1992-1993
1991-1993
1990-1991
1989-1990
1987-1991
1986-1987

CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

National Association of Social Workers
International Federation of Social Workers
International Association of Play Therapists
Oregon Association of Play Therapists

COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES

Domestic Violence Task Force - Yamhill Co. (2003-present)

SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION

National Association for Play Therapy AWARD OF EXCELLENCE (2017)

PROFESSIONAL PRESENTATIONS (during last 5 years)

Welcoming the Deaf Community Northwest Conference on Social Work (2013)
Play Therapy Basics and Beyond Workshop Presenter (2013)
Early Head Start and Infant and Toddler Mental Health Conference Presenter (2012)

PROFESSIONAL PUBLICATIONS

N/A
**CURRICULUM VITAE**

Andrew Yoder  
Faculty  
Adjunct Instructor

### DEGREE INFORMATION  
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<tr>
<td>BA</td>
<td>Northwest Nazarene University</td>
<td>Philosophy</td>
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<tr>
<td>MSW</td>
<td>Boise State University</td>
<td>Social Work</td>
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<th>START DATE – END DATE (month/year)</th>
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<tbody>
<tr>
<td>Quality Assurance Supervisor &amp; Adult Therapist</td>
<td>South Lane Mental Health</td>
<td>Eugene, OR</td>
<td>06/2013-Present</td>
</tr>
<tr>
<td>Treatment Team Coordinator</td>
<td>ShelterCare, Heeran Center Residence</td>
<td>Eugene, OR</td>
<td>06/ 2010-04/2013</td>
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### CURRENT PROFESSIONAL, ACADEMIC, COMMUNITY-RELATED, AND SCIENTIFIC MEMBERSHIPS

NA

### COMMUNITY SERVICE RESPONSIBILITIES AND ACTIVITIES (during last three years)

NA

### SPECIAL AWARDS, FELLOWSHIPS, GRANTS, AND RECOGNITION (during last 3 years)

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<td><strong>OTHER RELEVANT INFORMATION</strong></td>
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