



**Florida Atlantic University  
2013-14 Academic Program Review  
Self-Study Report**

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## Table of Contents

<b>1. Mission and Purpose of the FAU School of Social Work .....</b>	<b>3</b>
<b>2. Date and description of last external (i.e., accreditation) review, if applicable, and last review of this program.....</b>	<b>5</b>
<b>3. Instruction: .....</b>	<b>6</b>
<b>4. Research.....</b>	<b>30</b>
<b>5. Service/Community Engagement .....</b>	<b>35</b>
<b>6. Faculty Determined Future Goals and Direction for FAU School of Social Work .....</b>	<b>41</b>
<b>7. Strengths and opportunities that support achievement of program goals .....</b>	<b>42</b>
<b>8. Weaknesses and threats that impede program progress.....</b>	<b>43</b>
<b>9. Resource Analysis .....</b>	<b>43</b>
<b>10. Future Directions .....</b>	<b>44</b>
<b>Appendix 1.....</b>	<b>45</b>
<b>Community Advisory Board Members, School of Social Work.....</b>	<b>45</b>
<b>Appendix 2 – Curriculum Vitae for School of Social Work Faculty Members .....</b>	<b>50</b>
<b>Everiste Ambris, Field Faculty .....</b>	<b>50</b>
<b>Allan Barsky, Professor .....</b>	<b>52</b>
<b>Georgia Brown, Field Faculty .....</b>	<b>57</b>
<b>Gail Horton Chewning, Associate Professor.....</b>	<b>60</b>
<b>LeaAnne DeRigne, Assistant Professor .....</b>	<b>65</b>
<b>Heather Farineau, Assistant Professor .....</b>	<b>69</b>
<b>A.C. Frizzell, Instructor.....</b>	<b>72</b>
<b>Elwood R. Hamlin II, Professor and MSW Coordinator .....</b>	<b>73</b>
<b>Wes Hawkins, Professor .....</b>	<b>76</b>
<b>Bettyanne Hutton, Instructor.....</b>	<b>78</b>
<b>Michael Kane, Professor.....</b>	<b>81</b>
<b>Arlene Kaplan, Field Coordinator.....</b>	<b>84</b>
<b>Naelys Luna, Associate Professor .....</b>	<b>87</b>
<b>Paulina Martinez, Assistant Professor .....</b>	<b>93</b>
<b>Joy McClellan, Instructor and BSW Coordinator .....</b>	<b>96</b>
<b>Juyoung Park, Assistant Professor .....</b>	<b>98</b>
<b>Keith A. Platt, Field Faculty.....</b>	<b>103</b>
<b>Robin Rubin, Instructor and Community Advisory Committee.....</b>	<b>105</b>
<b>Ellen Ryan, Director and Associate Professor.....</b>	<b>107</b>
<b>Diane Green Sherman, Professor .....</b>	<b>109</b>
<b>Sherry Weinschenk, Instructor and Academic Advisor.....</b>	<b>113</b>

## 1. Mission and Purpose of the FAU School of Social Work

In accordance with Council on Social Work Education Educational Policies and Accreditation Standards (2008), the School of Social Work has three mission statements: one for the school as a whole, one for the Bachelor of Social Work (BSW) program, and one for the Master of Social Work (MSW) program, as described below. The mission statements and program goals build upon the mission of Florida Atlantic University, as well as its Strategic Plan. FAU's mission statement provides:

Florida Atlantic University is a multi-campus public research university that pursues excellence in its missions of research, scholarship, creative activity, teaching, and active engagement with its communities (Source: <http://www.fau.edu/strategicplan/vision-mission.php>).

Accordingly, the School of Social Work mission statements and goals specifically focus upon excellence in research, scholarship, creative teaching, and active engagement with its communities. FAU's Strategic Plan identifies three signature themes. The School focuses on the third signature theme, "Contemporary Societal Issues."

### Mission Statement of the FAU School of Social Work

The mission of the FAU School of Social Work is grounded in the **core professional values** of the social work profession: service, dignity and worth of the person, importance of human relationships, integrity, competence, and social justice (NASW Code of Ethics, 2008). The overarching mission of the FAU School of Social Work is:

**To maximize human potential, alleviate human suffering, enhance the vitality and caring capacity of communities, and promote the ideals of a humane and just society.**

The School of Social Work strives to fulfill this mission through education, research, and community engagement. The School of Social Work:

- Educates competent and compassionate social work practitioners and leaders for the 21<sup>st</sup> Century. Graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.
- Contributes to the knowledge building through theory development and research that foster an understanding of complex systems, inform human capacities for problem solving, and promote effective social work interventions.
- Initiates community engagement and work in partnership with local, regional, national, and international communities to promote the biological, psychological, social, and spiritual wellbeing of diverse individuals, families, groups, organizations,

## Mission Statement of the BSW Program of the FAU School of Social Work

Building on the Mission of the FAU School of Social Work:

The mission of our BSW program is to educate competent and compassionate social workers for entry-level practice and as a foundation for further professional development and growth. Our graduates possess critical thinking skills and engage in evidence-based practice, with a deep respect for human diversity and strengths.

1. (evidence-based, generalist practice) To prepare competent  
graduates for evidence-based generalist social work practice based on the integration of self-awareness, knowledge, professional values and ethics, critical thinking, and interpersonal skills.
2. (community-engaged/located) -To prepare BSW graduates  
practitioners who understand and can work effectively with diverse populations and contemporary societal issues in south Florida.
3. (ongoing learning) To provide BSW graduates with an appreciation for how knowledge is discovered, challenged, and transformed, including a desire to pursue continued professional development through lifelong learning.
4. (prepare for graduate education) To prepare BSW graduates  
with the foundational knowledge, skills, and experiences that they will need to pursue graduate education.

## Mission Statement of the MSW Program of the FAU School of Social Work

Building on the Mission of the FAU School of Social Work:

The mission of our MSW program is to educate competent and compassionate social workers for advanced clinical social work practice with children, adolescents, adults, elders, couples, families, and groups. Our graduates possess critical thinking skills and engage in evidence-based clinical practice, with a deep respect for human diversity and strengths, and with a desire to continue lifelong learning and professional development.

- (evidence-based, clinical social work practice) To prepare competent and  
MSW graduates for evidence-based clinical social work practice for clients across the lifespan, based on the integration of self-awareness, knowledge, professional values and ethics, critical thinking, and interpersonal skills.
- (community-engaged/located) -To prepare MSW graduates  
practitioners and leaders who understand and can work effectively with diverse populations and contemporary societal issues in south Florida.
- (state licensure) To prepare MSW graduates with  
licensure for clinical social work practice.
- (lifelong learning) To provide MSW  
discovered, challenged, and transformed, including a desire to pursue continued professional development through lifelong learning.
- (post-MSW studies) To provide MSW graduates

foundation that they will need if they choose to pursue post-MSW studies, such as a PhD, DSW, or other advanced social work education and training.

## **2. Date and description of last external (i.e., accreditation) review, if applicable, and last review of this program**

- **Findings and recommendations**
- **Major changes made since last review**

Council on Social Work Education reaccredited both the BSW and MSW programs in 2007. The implicit and explicit curricula in both programs were found to be in compliance with the CSWE Education Policies and Accreditation Standards. At that time, the major issues stated by CSWE related to unduly high faculty-student ratios. CSWE stated that more resources were needed to support both the BSW and MSW programs. As a result, the administration provided an additional two lines to the social work faculty. Further, during the past annual program reviews, the faculty began making appropriate changes to the curriculum to meet the new 2008 CSWE accrediting standards. The School of Social Work began working on a revised curriculum for the MSW program in 2011. As part of the curriculum review process, the School incorporated feedback from students, alumni, field instructors, and faculty. The School reflected on experiences in the classroom and the community. Five faculty members received CSWE's training on the 2008 Educational Policies and Education Policies to ensure the new curriculum would meet the CSWE requirements. The School held a series of faculty workshops and discussion groups, facilitated by a senior faculty member, to identify strengths, needs, gaps, and recommended curriculum changes for the BSW and MSW programs. Additionally, the School invited outside consultants to provide additional perspectives on BSW and MSW program revision. All faculty members received training by the Critical Thinking Institute and REACH-SW. Recognizing the importance of evidence-based practice, this workshop provided faculty members with an opportunity to acquire the knowledge and skills necessary to revise the curriculum and develop educational experience based on critical thinking and evidence-based practice. Changes to both the BSW and MSW program included:

- Greater focus on evidence-based practice, including the use of research to inform practice.
- Greater focus on competences (application of knowledge, skills, critical thinking, and ethical analysis) rather than knowledge.
- Updating the knowledge base that informs social work practice, including new findings in neuroscience and behavioral research.
- Providing greater integration of learning between courses (linking theory and practice more effectively).
- Ensuring that all courses identify, educate, and test for achievement of core social work competencies and practice behaviors.
- Making greater use of web-enhanced education, based on Florida Atlantic University's interest in the use of technology to facilitate learning in various courses.

Given the series of faculty workshops and training, the faculty also agreed to expand the clinical opportunities for advanced social work students. The faculty developed the new MSW curriculum by enhancing the clinically based coursework, as well as incorporating a

competency-based, outcome-oriented curriculum. The faculty ensured that the new curriculum is anchored to the values of the social work profession and the needs of residents of south Florida. Changes to the MSW curriculum include:

- Providing students additional opportunities to gain knowledge and skills working with populations across the life span;
- Identifying competencies that students need in working with children and adolescents, adults, elders, and families;
- Embracing advanced social work practice in clinical social work as the focus of the concentration curriculum; and

In fall 2012, the School of Social Work began offering its newly designed curriculum and courses. In fall 2013, the first group of BSW students graduated under the new BSW curriculum. In spring 2014, the first group of MSW students graduating under the new curriculum will complete the new program.

### 3. Instruction:

#### Conceptual Framework for the BSW and MSW Programs

Based on previous program evaluations and self-study processes, faculty decided that our framework should be more integrative, conceptual, practice-oriented, and analytical. At the foundation level, the program provides students with a conceptual understanding of human behavior in the social environment. Students learn generalist intervention methods to guide social work practice with diverse client populations. Students learn to apply the strengths perspective, systems theory, the biopsychosocial-spiritual perspective, empowerment, and social justice at the micro, mezzo and macro levels. At the advanced level, concentration courses emphasize a higher level of critical thinking, including differential assessment and planning skills so students develop culturally appropriate practice solutions and interventions. The curriculum has been mapped between program competencies and courses (see Table 1).

**Table 1: FAU BSW Matrix of Practice Behaviors and Courses**  
BSW Course Map

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
Competency 1 (EP 2.1.1)—Identify as a professional social worker and conduct oneself accordingly. Social workers serve as representative s of the profession, its mission, and its core	PB 1a: advocate for client access to the services of social work		X		x		x			X
	PB 1b: demonstrate personal reflection and self-correction to assure continual professional growth				x	x			x	X
	PB 1c: function within clearly defined professional roles and boundaries	X			x	x	x			X
	PB 1d: demonstrate professional	X			x	x	x			X

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
values. They know the profession's history. Social workers commit themselves to the profession's enhancement and to their own professional conduct and growth.	demeanor in behavior, appearance, and communication									
	PB 1e: engage in professional development opportunities that set the stage for career-long learning, e.g., agency seminars, professional conferences, workshops, online courses			x						X
	PB 1f: use supervision and consultation				x					X
Competency 2 (EP 2.1.2)— Apply social work ethical principles to guide professional practice. Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making. Social workers are knowledgeable about the value base of the profession, its ethical standards, and relevant law.	PB 2a: recognize and manage personal values in a way that allows professional values to guide practice	X			x	x	x	X		X
	PB 2b: make ethical decisions by applying standards of the NASW Code of Ethics <sup>2</sup> and, as applicable, of the IFSW/IASSW Ethics in Social Work, Statement of Principles	X			x	x	x	X		X
	PB 2c: tolerate ambiguity in resolving ethical conflicts	X	X		x	x	x	X		X
	PB 2d: apply strategies of ethical reasoning to arrive at principled decisions				x	x	x			x
Competency 3 (EP 2.1.3) — Apply critical thinking to inform and communicate professional judgments. Social	PB 3a: distinguish, appraise, and integrate multiple sources of knowledge, including research-based knowledge, and practice wisdom		X	x	x	x	x	x	x	x
	PB 3b: critically				x	x	x	x		x

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
workers are knowledgeable about the principles of logic, scientific inquiry, and reasoned discernment. They use critical thinking augmented by creativity and curiosity. Critical thinking also requires the synthesis and communication of relevant information.	analyze models of assessment, prevention, intervention, and evaluation									
	PB 3c: demonstrate effective oral and written communication in working with individuals, families, groups, organizations, communities, and colleagues	X	X		x	x	x	x	x	x
Competency 4 (EP 2.1.4)—Engage diversity and difference in practice. Social workers understand how diversity characterizes and shapes the human experience and is critical to the formation of identity. The dimensions of diversity are understood as the intersectionality of multiple factors including age, class, color, culture, disability, ethnicity, gender, gender identity and expression, immigration	PB 4a: recognize the extent to which a culture's structures and values may oppress, marginalize, alienate, or create or enhance privilege and power		x		x	x	x	X	x	
	PB 4b: gain sufficient self-awareness to eliminate the influence of personal biases and values in working with diverse groups				x	x	x		x	X
	PB 4c: recognize and communicate their understanding of the importance of difference in shaping life experiences				x	x		X	x	X
	PB 4d: view themselves as learners and engage those with whom they work as informants				x	x	x			x



10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
status, political ideology, race, religion, sex, and sexual orientation. Social workers appreciate that, as a consequence of difference, a person's life experiences may include oppression, poverty, marginalization, and alienation as well as privilege, power, and acclaim.										
Competency 5 (EP 2.1.5)—Advance human rights and social and economic justice. Each person, regardless of position in society, has basic human rights, such as freedom, safety, privacy, an adequate standard of living, health care, and education. Social workers recognize the global interconnections of oppression and are knowledgeable about theories of	PB 5a: understand the forms and mechanisms of oppression and discrimination		x		x	x	x	X	x	X
	PB 5b: advocate for human rights and social and economic justice		x				x			X
	PB 5c: engage in practices that advance social and economic justice		x				x			X

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
justice and strategies to promote human and civil rights. Social work incorporates social justice practices in organizations, institutions, and society to ensure that these basic human rights are distributed equitably and without prejudice.										
Competency 6: (EP 2.1.6)—Engage in research-informed practice and practice-informed research. Social workers use practice experience to inform research, employ evidence-based interventions, evaluate their own practice, and use research findings to improve practice, policy, and social service delivery. Social workers comprehend quantitative and qualitative research and	PB 6a: use practice experience to inform scientific inquiry			x	x	x	x			x
	PB 6b: use research evidence to inform practice		x	x	x	x	x			x

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
understand scientific and ethical approaches to building knowledge.										
Competency 7 (EP 2.1.7)— Apply knowledge of human behavior and the social environment. Social workers are knowledgeable about human behavior across the life course; the range of social systems in which people live; and the ways social systems promote or deter people in maintaining or achieving health and well-being. Social workers apply theories and knowledge from the liberal arts to understand biological, social, cultural, psychological, and spiritual development.	PB 7a: utilize conceptual frameworks to guide the processes of assessment, intervention, and evaluation		x		x	x	x	X		X
	PB 7b: critique and apply knowledge to understand person and environment.							x	x	x
Competency 8 (EP 2.1.8)— Engage in policy practice to advance social and economic well-being and to deliver effective	PB 8a: analyze, formulate, and advocate for policies that advance social well-being (for clients and community)		x				x			
	PB 8b: collaborate with colleagues and clients for effective		x				x			

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
social work services. Social work practitioners understand that policy affects service delivery, and they actively engage in policy practice. Social workers know the history and current structures of social policies and services; the role of policy in service delivery; and the role of practice in policy development	policy action (for clients and community)									
Competency 9 (EP 2.1.9)—Respond to contexts that shape practice. Social workers are informed, resourceful, and proactive in responding to evolving organizational, community, and societal contexts at all levels of practice. Social workers recognize that the context of practice is dynamic, and use knowledge and skill to respond proactively	PB 9a: continuously discover, appraise, and attend to changing locales, populations, scientific and technological developments, and emerging societal trends to provide relevant services	X	x	x	x	x	x	x	x	x
	PB 9b: provide leadership in promoting sustainable changes in service delivery and practice to improve the quality of social services		x				x			x

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
Competency 10 (EP 2.1.10(a)–(d))—Engage, assess, intervene, and evaluate with individuals, families, groups, organizations, and communities. Professional practice involves the dynamic and interactive processes of engagement, assessment, intervention, and evaluation at multiple levels. Social workers have the knowledge and skills to practice with individuals, families, groups, organizations, and communities. Practice knowledge includes identifying, analyzing, and implementing evidence-based interventions designed to achieve client goals; using research and technological advances; evaluating program outcomes and practice effectiveness; developing, analyzing,	PB 10a (engagement): substantively and affectively prepare for action with individuals, families, groups, organizations, and communities				x	x	x			x
	PB 10b (engagement): use empathy and other interpersonal skills				x	x	x			X
	PB 10c (engagement): develop a mutually agreed-on focus of work and desired outcomes				x	x	x			X
	PB 10d (assessment): collect, organize, and interpret client data				x	x	x	X		X
	PB 10e (assessment): assess client strengths and limitations				x	x	x			X
	PB 10f (assessment): develop mutually agreed-on intervention goals and objectives				x	x	x			X
	PB 10g (assessment): select appropriate intervention strategies				x	x	x			X
	PB 10h (intervention): initiate actions to achieve organizational goals				x	x	x			x
	PB 10i (intervention): implement prevention interventions that enhance client capacities				x	x	x			x
	PB 10j (intervention): help clients resolve problems				x	x	x			x
	PB 10k		x		x	x	x			x

10 Competencies	42 Practice Behaviors	9 Core BSW Courses								
		Professions	Policy	Research	Prac.1	Prac.2	Prac.3	HBSE 1	HBSE 2	Field
advocating, and providing leadership for policies and services; and promoting social and economic justice.	(intervention): negotiate, mediate, and advocate for clients									
	PB 10l (intervention): facilitate transitions and endings				x	x	x			x
	PB 10m (evaluation): critically analyze, monitor, and evaluate interventions		x		x	x	x			x

### Student Learning Outcomes: Departmental Dashboard Indicators for the BSW

#### a. ALC Content Knowledge

- Outcome Description
- Prior to graduation, all BSW students are required to successfully complete Field Seminar (SOW 4510). This class is taken while students complete a 400-hour field practicum under the guidance of both university faculty and agency-based professional social workers. In SOW 4510, all the content knowledge and skills learned in the practice sequence, HBSE sequence, research sequence, and policy sequence are integrated to provide a student with the knowledge and skill to intervene with an individual, family/group, and/or community. Students will be required to demonstrate mastery of this material through the planning and presentation of a case study. Evaluation of the case study will be based on criteria presented in the course syllabus that has been approved by the entire faculty of the School of Social Work.
- Overall content knowledge (and skill) in a final evaluation of student performance, completed for each individual student in order to pass this course using a new evaluation form developed to assess for accreditation competencies and practice behaviors. (CF: Items 7(1), 10(2), 11(4), and 13(1) - BSW Generalist Field Education Evaluation of Student's Performance).
- Students who do not pass a course may be required to retake that course, repeat a field placement or some portion of the placement, or participate in tutoring.
- Results and Data Summary
- 1. One hundred percent (100%) of the students scored between 3 to 5 on a 5-point rubric scale measuring content knowledge; therefore they were graded as acceptable by a university based field faculty member using course objectives which measured along four dimensions: thoroughness of presentation, organization, case data, and applied knowledge and skills based on content from HBSE, Policy, Practice and Research sequences.
- 2. BSW students received grades on their final performance evaluation completed by agency-based (non-university) field instructors. No student scored 2 or below in any of

the evaluations.

- All BSW students (N = 93) were evaluated using four items including abilities to synthesize knowledge, demonstrate skills in using research and skills at discovering and appraising multiple socioeconomic factors relevant to practice (items 7(1), 10(2), 11(4), 13(1)). The mean score was 3.97 (SD= .70), median = 4.0, and mode = 5.0 (1 = failing, 2 = below expected standard, 3 = at expected level, 4 = above expected level, 5 = outstanding).
- Program Improvement
- The new evaluation forms developed by field in the fall 2012 were used to reflect new competencies and practice behaviors consistent with CSWE accreditation standards. Even though all our students met expectations, assessments of each individual item in the evaluation form determined potential shortfalls with the new forms involving missing data in few items/practice behaviors including items in policy practice and research informed practice. Field instructors need further training that would focus on the new competencies and questions assessing them. Future field instructor trainings will be scheduled to address these shortfalls in the specified areas.
- Faculty discussed the shortfalls on the new developed evaluation forms during faculty meetings. Faculty recommended additional training to the field instructors to help them understand the new competencies and practice behaviors. In addition, field instructors discussed increased enrollment concerns and modifying the ways in which students are assessed considering large class sizes in SOW 4510. Instead of having two different oral presentation assignments, an agency/organizational structure oral presentation assignment will be developed for 2013-2014 that will incorporate organizational and clinical aspects. A grading rubric will be used to assess this assignment.

*b. ALC Oral and Written Communication*

- Outcome Description
- Students will demonstrate oral and written communication abilities through the presentation of a case study. Criteria include presentation format, eye contact, ability to respond to questions, and appropriate mastery of language associated with the case. Also, students will demonstrate written communication abilities in the field site through agency documentation requirements. Criteria for evaluation include concise oral and written communication and the appropriate description of client assessment and intervention plans.
- Results and Data Summary
- 1. Students enrolled in SOW 4510 demonstrated oral and written communication skills through four distinct dimensions: presentation format, concise communication of client assessment and intervention plans, mastery of language associated with case study, eye contact, and ability to respond to questions regarding the case. One hundred percent (100%) of the students scored between 3 to 5 on a 5-point rubric scale measuring communication skills; therefore they were graded as acceptable by a university based field faculty member using course objectives which measured communication skills.
- 2. Agency-based field instructors evaluated students' ability to communicate in their final field evaluation of student performance.
- All BSW students (N = 93) were evaluated using ten items to assess for oral and written communication including students' ability to effectively communicate orally and written

with individuals, families, groups, organizations, and communities (items 7(3-13)). The mean score for these items was 4.70 (SD = .78), median = 4.8, and mode = 5.0 (1 = failing, 2 = below expected level, 3 = at expected level, 4 = above expected level, 5 = outstanding).

- Program Improvement
- The new evaluation forms developed by field in the fall 2012 were used to reflect new competencies and practice behaviors consistent with accreditation standards. Even though all of our students met expectations, assessments of each individual item in the evaluation form determined potential shortfalls with the new forms involving missing data in few items/practice behaviors including items in policy practice and research informed practice. Field instructors need further training that would focus on the new competencies and questions assessing them. Future field instructor trainings will be scheduled to address these shortfalls in the specified areas.
- Faculty discussed the shortfalls on the new developed evaluation forms during faculty meetings. Faculty recommended additional training to the field instructors to help them understand the new competencies and practice behaviors. In addition, field instructors discussed increased enrollment concerns and modifying the ways students are assessed considering large class sizes in SOW 4510. Instead of having two different oral presentation assignments, an agency/organizational structure oral presentation assignment will be developed for 2013-2014 that will incorporate organizational and clinical aspects. A grading rubric will be used to assess this assignment.

#### *c. ALC Critical Thinking*

- Outcome Description
- All BSW students enrolled in SOW 4510, a required field seminar course prior to graduation, which includes a 400-hour agency-based placement and a classroom seminar. In their oral presentation, students demonstrate which strategies might be implemented in working with a specific client. University-based field faculty reviews these oral presentations.
- Results
- Data Summary
- 1. All students in SOW 4510 in the Fall 2012 and spring 2013 demonstrated critical thinking skills as evaluated by their University based field seminar instructor with the criteria of (a) analysis of case based on content from HBSE, Practice, Research and Policy sequences, (b) analysis of assessment and intervention techniques most appropriate to the case). One hundred percent (100%) of the students scored between 3 to 5 on a 5-point rubric scale measuring critical thinking skills.
- 2. Agency based field instructors rated students on their critical thinking skills. No student scored 2 or below on this outcome.
- Students (N = 92; there was one missing) were assessed using one item to measure students' ability to collect, organize, and interpret client data (item 14(4)). All students had scores of 3 or higher, with a mean of 4.26 (SD = .79), median = 4.0, and mode = 5.0. (1 = fail, 2 = below expected level, 3 = at expected level, 4 = above expected level, 5 = outstanding).
- Program Improvement
- The new evaluation forms developed by field in the fall 2012 were used to reflect new



competencies and practice behaviors consistent with accreditation standards. Even though all of our students met expectations, assessments of each individual item in the evaluation form determined potential shortfalls with the new forms involving missing data in few items/practice behaviors including items in applying critical thinking, policy practice and research informed practice. Field instructors need further training that would focus on the new competencies and questions assessing them. Future field instructor trainings will be scheduled to address these shortfalls in the specified areas.

- Faculty discussed the shortfalls on the new developed evaluation forms during faculty meetings. Faculty recommended additional training to the field instructors to help them understand the new competencies and practice behaviors. In addition, field instructors discussed increased enrollment concerns and modifying the ways students are assessed considering large class sizes in SOW 4510. Instead of having two different oral presentation assignments, an agency/organizational structure oral presentation assignment will be developed for 2013-2014 that will incorporate organizational and clinical aspects. A grading rubric will be used to assess this assignment.

**Lower Level Prerequisite Courses are in compliance with State Approved. Yes**

**Limited Access Programs. NA**

**Review of lower level prerequisite course.** All prerequisite courses for the BSW comply with the State approved prerequisites.

### **Lower Division**

**Intellectual Foundations Program: Global Perspectives of Social Work.** This course is designed to prepare students to critically analyze and propose possible solutions for challenges facing social service programs in developing and industrial countries using theoretical frameworks based on human rights, social development, and sustainable development. Students will also analyze basic human needs, social problems, public policies and social welfare programs in different countries. Students will analyze the historical, cultural, and political forces that have shaped the provision of social welfare services in each country. This course is designed to allow students to critically analyze possible solutions and challenges for social welfare services in various countries. Students will be exposed to both formal and informal methods of addressing social problems in formal and informal settings. This is a General Education course in FAU's Intellectual Foundations Program (IFP). IFP General Education Outcomes include: (1) Knowledge in several different disciplines; (2) The ability to think critically; (3) The ability to communicate effectively; (4) An appreciation for how knowledge is discovered, challenged, and transformed as it advances; and (5) An understanding of ethics and ethical behavior. This course meets the Foundation in Global Citizenship requirement for the Intellectual Foundations Program. Students completing this requirement will demonstrate an understanding of: (1) different individual, cultural, and national identities; and (2) the economic, political, environmental, and/or social processes that influence human action/interaction.

**Additional learning opportunities:**

**BSW/MSW: Child Welfare Certificate.** The Child Welfare Certificate Program prepares students for a career in working with abused or neglected children and their families. The certificate program provides a foundation of knowledge in practice, policy, and programs that impact vulnerable children's lives. Students develop practice skills in areas relevant to:

- Assessment skills considering children's development
- Substance abuse
- Family violence
- Mental health concerns of child and families
- Involvement with the dependency system
- Specific interviewing techniques for children
- Intervention strategies for children and families
- Child welfare policy

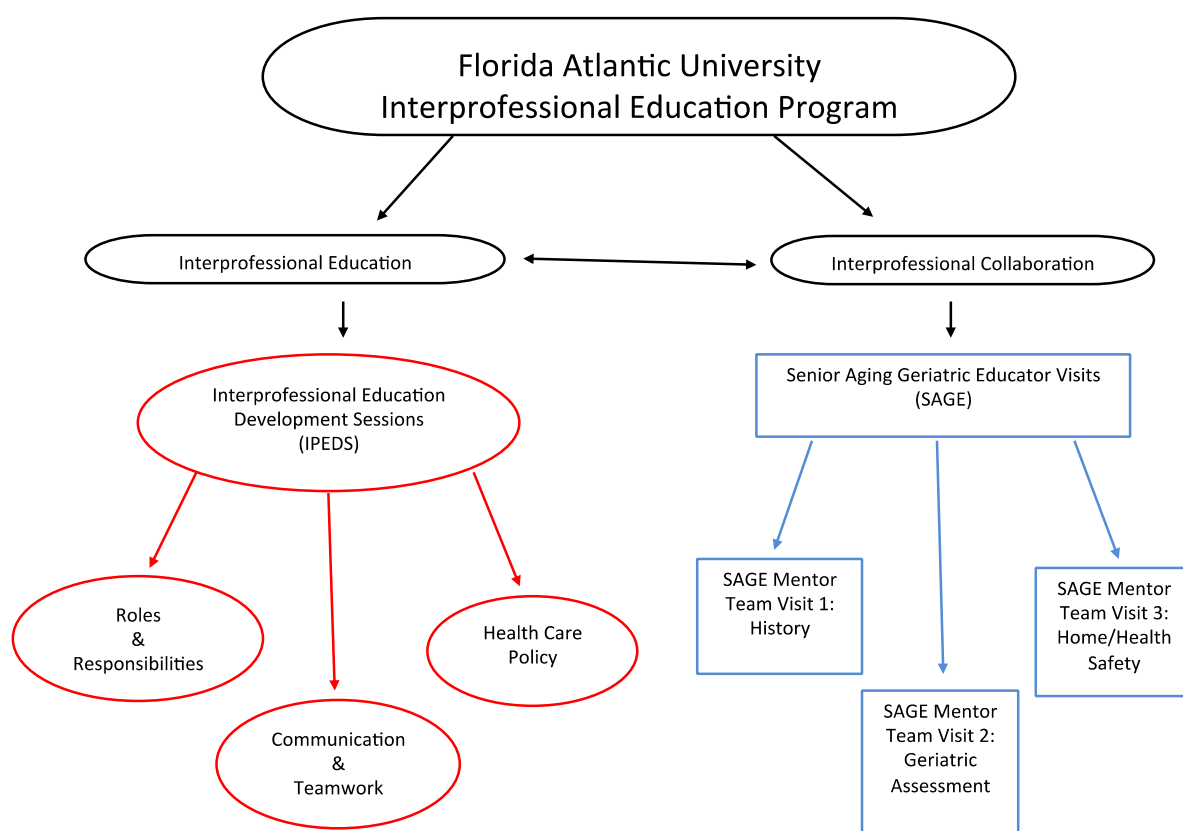
**BSW/MSW: Child Welfare Professionalization Program.** Up until 2012-2013, FAU School of Social Work was the lead school in the state wide Title IV-E program. With the change in governor and leadership, the State discontinued using federal funding for this program. However, this large program demonstrated the skill and ability of our School to manage large grants and contracts for a very successful educational program. The Child Welfare Professionalization program recruits and trains social work students to become child welfare professionals by requiring they take required child welfare courses, train at child welfare related agencies, and work for a specific amount of time in a child welfare agency after graduation. Students are given stipends as an incentive to participate in the program. There are current negotiations between the SUS Schools of Social Work and DCF to reinvest in this program. Other states have continued this program, noting the improvement in child welfare services when the staff members have received professional social work education.

**BSW/MSW Aging Certificate.** The Aging Certificate Program prepares students for a career in service of diverse aging populations. The certificate program provides a specialized knowledge and skill base in practice, practice-evaluation, research and policy areas in order to ensure the delivery of quality services to diverse aging groups.

**BSW/MSW Study Abroad Programs.** The School of Social Work has taken students to London every summer since 2009. In England, students learn about the roots of American social service programs. They spend time shadowing social workers and visit important agencies. When they return home, they present a comparative analysis of one social service program in England and US. There are plans to expand the Study Abroad program, as we are looking to expand to Israel and South Africa. In terms of Israel, we have spent much time with the Hillel Foundation and Haifa University to help plan our trip. Based on student evaluations, the study abroad classes have been a very positive experience.

**MSW: Interprofessional Collaborative.** The School of Social Work, College of Nursing, and College of Medicine at Florida Atlantic University developed an inter-

professional curriculum to bring social work, nursing, and medical students together for collaborative practice-based learning. This interprofessional curriculum included two components: (a) the Interprofessional Education Development (IPED) program, and (b) the Senior Aging and Geriatrics Educator (SAGE) Mentoring program. All foundation level MSW students have the opportunity to participate in this collaborative learning experience.



### Rating of Instruction

The School of Social Work faculty members consistently receive high rankings on the SPOTs. As can be seen in Table 2, below, the average mean score is close to the highest ranking of 1 (Excellent). The number one cited reason for student success as reported in Alumni Surveys is “caring and concerned faculty.”

**Table 2: School of Social Work Faculty Rating of Instruction**

Scale 1=Excellent 5=Poor		Social Work			
		2009-2010	2010-2011	2011-2012	
<b>Undergraduate</b>	<b># Sections</b>		<b>94</b>	<b>96</b>	<b>103</b>
	<b>Mean Rating</b>		<b>1.7</b>	<b>1.7</b>	<b>1.6</b>
<b>Graduate</b>	<b># Sections</b>		<b>57</b>	<b>69</b>	<b>70</b>
	<b>Mean Rating</b>		<b>1.8</b>	<b>1.7</b>	<b>1.8</b>
<b>Total</b>	<b># Sections</b>		<b>151</b>	<b>165</b>	<b>173</b>

### **Program Recruitment, Growth and Degrees Awarded**

The School of Social Work values and works hard to achieve growing rates of recruitment and high graduation rates for both the MSW and BSW programs.

*BSW Recruitment:* The School has developed several methods to recruit students into our BSW program. The School of Social Work Director and BSW Coordinator work with the State Colleges and with the CDSI advisors to utilize every opportunity to recruit students. Along with the obvious methods of recruitment, we have also developed new lower division courses for non-majors with the intent to expose students to the social work major. Some of the BSW recruitment methods we have used include:

- Speaking university recruitment events such as college days and transfer student orientations,
- Speaking at psychology or other social science classes/holding receptions at the State colleges,
- Participating in the student learning community activities, and
- Offering two lower division courses, including one in the University Intellectual Foundation.

*BSW Advising.* For all advisement concerning course requirements, students continue to confer with their academic advisors on their home campuses, from their initial admission through to graduation. In addition, students are assigned faculty advisors upon their admission to the social work program. Faculty advisors are available to discuss questions pertaining to the social work program at FAU, the profession of social work, etc. Assignments are based on the student's last name.

*MSW Recruitment.* Since the beginning of the MSW began in 2000, the MSW program coordinator, Dr. Woody Hamlin, has stressed the necessity of “individualized attention” to potential applicants. Current and past students applaud this individualized approach by Dr.

Hamlin and note how such efforts contributed to their decision to pursue their MSW degree at FAU.

Due to the large growth of the MSW program, the faculty determined the necessity to be creative in the use of a faculty assignment by designating a portion of one instructor's (Sherry Weinschenck) workload to assist with MSW recruitment and advisement. This has proven to be a good decision as results from student exit surveys show that special attention from Ms. Weinschenck has helped students commit to FAU and retain their enrollment.

Recruitment measures include:

- Return inquiry phone calls and emails immediately by Dr. Hamlin or Sherry Weinshenck (Over a one-year period (Sept. 2010 to Sept. 2011), Sherry responded to 400 email inquiries regarding FAU MSW Program);
- Email potential applicants with a welcoming letter as soon as we get contact information from graduate school;
- Text applicants regarding components that are missing from their files;
- Use Facebook with ads about program, events, resources, and updates;
- Use Twitter;
- Recruitment table at fall DCF Dependency Summit in Orlando for last two years;
- Recruitment table at National Association of Social Work – Florida Chapter Conference (2010);
- Attend graduate recruitment programs;
- Marketing Ad in Social Work Today (2012) (which was online for one calendar year and as well as an ad in their special issue on Education);
- Wine and Cheese Reception for persons accepted in the summer (to try to foster commitment for fall admission);
- Recruiting in our BSW program;
- Providing interested students with one-on-one meetings and tours of classrooms and campus.
- Providing a downloadable application from the website with an option to request additional information.

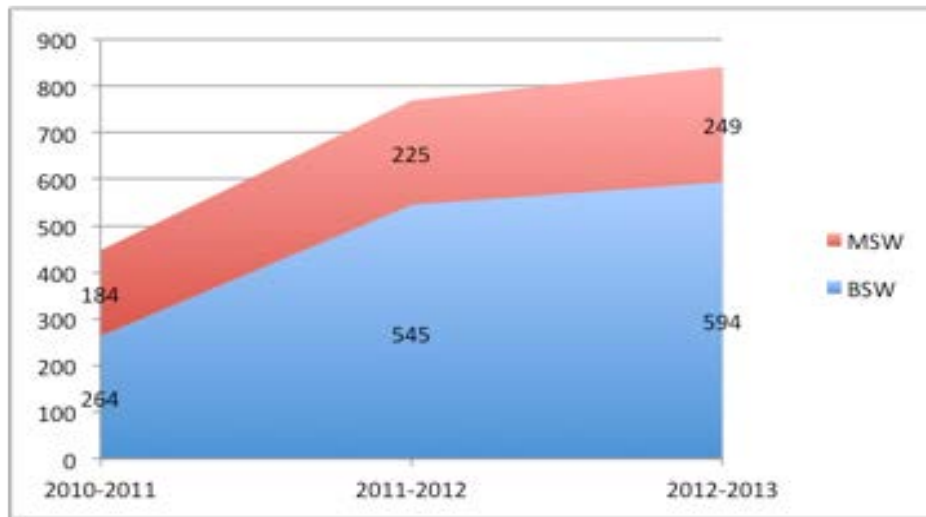
**Table 3: MSW Applications, Admits, Denials and Registration**

			2010	2011	2012	2013
<b>All MSW</b>	<b>Applied</b>	<b>#</b>	307	461	535	693
	<b>Admit</b>	<b>#</b>	202	241	255	317
		<b>% of Applied</b>	<b>65.8</b>	<b>52.3</b>	<b>47.7</b>	<b>45.7</b>
	<b>Denied</b>	<b>#</b>	29	67	76	98
		<b>% of Applied</b>	<b>9.4</b>	<b>14.5</b>	<b>14.2</b>	<b>14.1</b>
	<b>Registered</b>	<b>#</b>	115	148	152	200
		<b>% of Admitted</b>	<b>56.9</b>	<b>61.4</b>	<b>59.6</b>	<b>63.1</b>

### Enrollment Growth

During the past three years, the BSW program has grown from 264 students to 594. The number of BSW graduates has grown from 112 to 138 (per year). The MSW program has grown from 184 students to 249 in the past three years. The number of MSW graduates has increased from 58 to 98 (per year) in the past three years, with another substantial increase in students and graduates expected this year.

**Table 4: BSW and MSW Program Growth: Fall 2010 to Spring 2013**

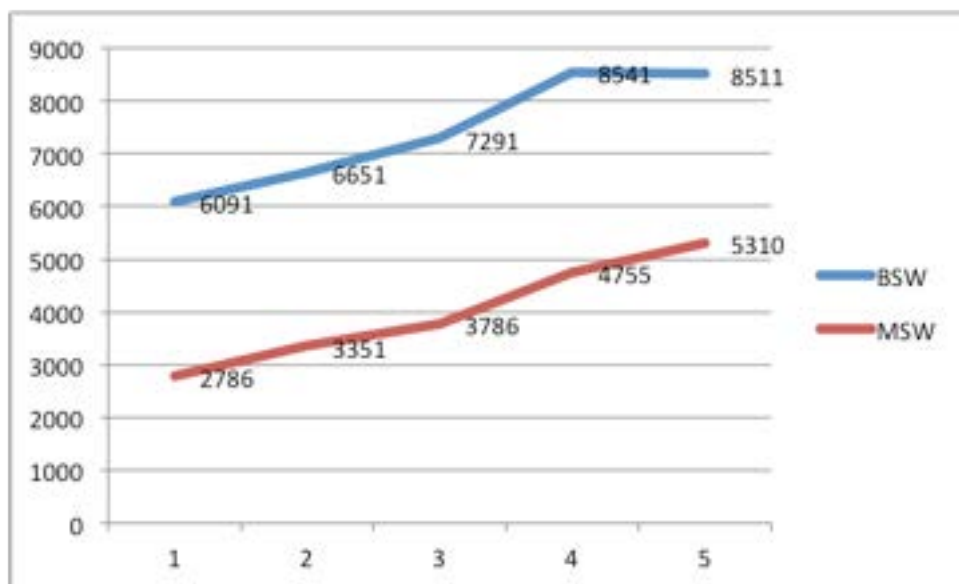


**Table 5: Growth in BSW and MSW Degrees Granted**

	Year Degree Granted												All
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	
<b>BSW</b>	134.0	95.0	108.0	105.5	110.0	103.0	119.0	120.5	99.5	112.5	138.0	138.5	1,383.5
<b>MSW</b>	20.0	30.0	36.0	39.0	50.0	48.0	52.0	60.0	62.0	58.0	72.0	98.0	625.0
<b>All</b>	154.0	125.0	144.0	144.5	160.0	151.0	171.0	180.5	161.5	170.5	210.0	236.5	2,008.5

*Run Date: January 31, 2014*

*Program: DegreeReports\_Report.sas*

**Table 6: FTE Growth from 2008-09 School Year to 2012-13****Table 7: Graduation Rate for FTIC (2007)**

Students declared as social work majors in 2007:	19
Number from cohort graduating with BSW:	14
Number from cohort graduating in Criminal Justice:	1
Graduation Rate within 6 years (15/19)	79%

### Advising and Scheduling

The School uses progressive course scheduling strategies to enable students to complete their programs in a strategic, well-planned, and timely manner. The School has designed a schedule of courses at each of the three campuses (Boca Raton, Jupiter, and Davie) to ensure that all students have the opportunity to graduate within a two-year period. This improves graduation rates and ensures students have the chance to graduate and enter full-time employment in a timely manner. Students may also take their courses over a longer period of time, spreading out the courses to accommodate work, family, and other commitments. Further, BSW classes are scheduled on alternate evenings at the three campuses so that students can take needed courses at other campuses should they want to finish sooner. The MSW is a planned set schedule for cohort classes. Students may complete the MSW program in 2 to 4 years as a regular student, depending on whether they take courses on a full or part-time basis.

The College undergraduate advisors work with the BSW students to ensure that they take classes at appropriate times. They also work with lower division students that are having difficulty to ensure they are taking appropriate courses and receiving appropriate academic support. Once students declare a major and begin their core content, the faculty members work with students

toward successful completion of their programs. Both the BSW and MSW programs have Student Success strategies for students facing difficulties, as described below.

### **Student Success (including retention)**

The faculty developed a plan for Student Success procedures to help manage academic and behavioral issues with students, identifying concerns early, building on student strengths, and offering plans to promote student success in educational outcomes, professional growth, retention in the program, and graduation. During monthly faculty meetings, faculty members discuss concerns related to particular courses and particular students. These concerns often include diversity issues, such as how to assist a student who requires accommodations with learning disabilities. Other concerns may relate to language barriers, disrespectful behavior in the classroom or field, students with lack of awareness of cultural biases, and challenges working with diverse populations. Faculty members use faculty meetings to assess the situations and determine corrective actions. The corrective action may include a “Student Success Meeting” in which faculty members meet with the student to discuss concerns regarding professional behaviors (e.g., showing disrespect to people of different cultures), and to develop an action plan (e.g., taking a course on diversity, receiving additional supervision in the field, or rewriting an assignment that included discriminatory language). Student Success Meetings have proven to be valuable in terms of:

- Early identification, assessment, and response to problems that students are experiencing in the classroom, in the field, with instructors, or with other students (e.g., in student project groups).
- Developing supports and action plans that promote student retention, enhanced academic performance, and enhanced ability to demonstrate professional behaviors.
- Building on the strengths of students, and modeling a strengths perspective for students.
- Providing students with an opportunity to provide the School of Social Work with feedback on their experiences, concerns, and perceived strengths of the MSW program.

### **Expectations of professional behavior and student success**

One of the key strategies that we have used to ensure student success is to provide students with a list of professional behaviors that are expected throughout the BSW and MSW programs (including in the field and in classroom situations). These professional behaviors are based on principles derived from the National Association of Social Workers’ Code of Ethics (2008), including accountability, integrity, respect for the dignity and worth of all people, professional competence, confidentiality, social justice, and communication. Students receive the expectations of professional behavior at the outset of their social work program and the expectations are also included in each course syllabus. Professors provide students with feedback on these expectations in various courses, offering support and guidance as needed.

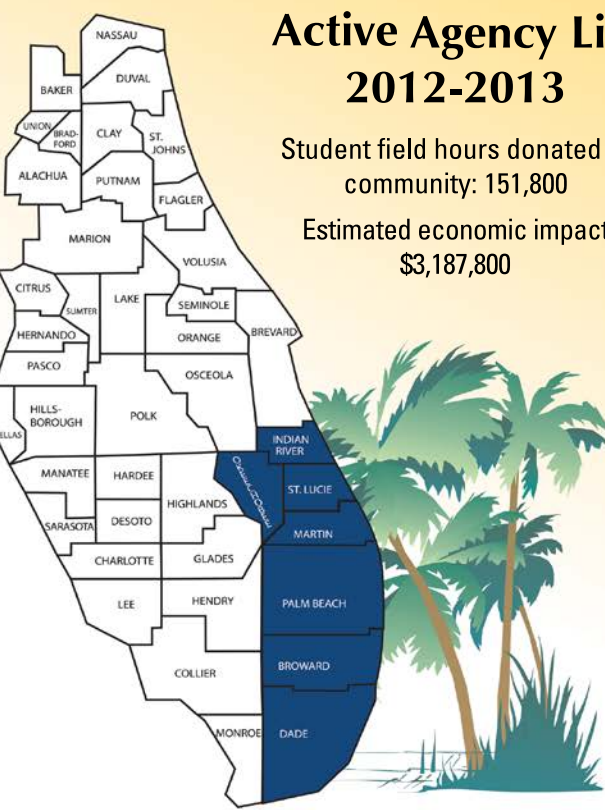
**Addressing student issues in their field placements.** In situations where the student is experiencing problems and more intensive intervention is needed, the field liaison contacts the MSW Program Coordinator to schedule a Student Success Conference. The Student Success Conference provides a formal procedure to deal constructively with challenges. Participants at the Success Conference are the student, the student’s advisor, instructors, and a representative of the Field Education office, the field educator, and the MSW Program Coordinator. Typically the



Success Conference is presented with the concerns and provides each participant including the student, an opportunity to describe the challenge(s) encountered in field and potential solution(s). Based on the exchange at the conference, the Committee makes a recommendation to help the student successfully complete the program, whenever possible and appropriate. The Student Success Committee prepares a written summary of the meeting, including proposed recommendations. The student may appeal any decision of the Student Success Committee to the Director of the problem or situation, including behaviorally specific examples and any relevant written documentation of the problem. A copy of this will be given to the student, the field seminar instructor, and field faculty liaison.

**Field Placements.** All BSW students are required to take 400 hours in a field placement and MSW (60 Credits) all take 1000 hours. Students are placed in school-approved agencies from north of Vero Beach to Miami in the south. Currently, there are contracts for over 250 agencies. The following chart provides an overview of School of Social Work Field Placements.

Estimated economic impact  
\$3,187,800

[illegible]

**Table 8: BSW Majors Enrolled (Annual Headcount) By Gender and Ethnicity  
Social Work (Program CIP: 440701)**

			2011-2012
BSW	American Indian/Alaskan Native	Female	
		Male	
		Total	
	Asian or Pacific Islander	Female	4
		Male	1
		Total	5
	Black (Not of Hispanic Origin)	Female	208
		Male	27
		Total	235
	Hispanic	Female	77
		Male	6
		Total	83
	White (Not of Hispanic Origin)	Female	186
		Male	31
		Total	217
	Non-Resident Alien	Female	6
		Male	0
		Total	6
	Not Reported	Female	3
		Male	
		Total	3
	Total	Female	484
		Male	65
		Total	549
MSW	American Indian/Alaskan Native	Female	2
		Male	1
		Total	3
	Asian or Pacific Islander	Female	7
		Male	2
		Total	9
	Black (Not of Hispanic Origin)	Female	35
		Male	5
		Total	40
	Hispanic	Female	37
		Male	1
		Total	38
	White (Not of Hispanic Origin)	Female	113
		Male	21

	Non-Resident Alien	Total	134
		Female	1
		Male	
	Not Reported	Total	1
		Female	0
		Male	
	Total	Total	0
		Female	195
		Male	30
	Total	Total	225

### Faculty

The School of Social Work leadership team consists of the Dean of the College for Design and Social Inquiry, Director of the School of Social Work, the Coordinator of BSW and MSW Programs, and the Coordinator of Field Education. In terms of diversity, this leadership team includes: 3 women and 1 man; 1 African American and 3 European Americans. All members of the leadership are committed to respect for the dignity and worth of all people. The leadership welcomes students from diverse backgrounds and strives to ensure that all policies and practices provide a welcoming, supportive environment for students from various cultures, ethnicities, religions, and socioeconomic backgrounds. All but two faculty members are full time. The School uses approximately 20-29 adjuncts each semester.

The faculty includes members who are heterosexual, gay, and lesbian. The faculty also comprises a range of professional and educational experience, from recently graduated doctoral students to well seasoned professors with over 30 years of teaching experience.

All faculty members possess a MSW degree from a CSWE-accredited MSW program and at least two years of social work practice experience. Therefore, faculty members who teach social work practice courses meet the minimum social work practice experience that would make them eligible for licensure in Florida. Faculty members teach courses within their areas of competence. The faculty members were active participants in designing the foundation and concentration curriculum competencies given their areas of expertise. Part-time and adjunct faculty members are selected for their specific areas of competency. These faculty members bring additional practice experience from a range of contexts of practice, enhancing the educational experiences for students. Faculty members have expertise and are able to teach in more than one curricular area: evidence-based practice with individuals, groups, families, organizations, and communities; human behavior in the social environment; policy; field education; and clinical practice across the lifespan.

Although faculty members teach across both the MSW and BSW programs, the following 10 faculty members are designated as MSW professors/instructors:

- Everiste Ambris, Allan Barsky, Heather Farineau, Wes Hawkins, Elwood Hamlin, Michael Kane, Arlene Kaplan, Naelys Luna, Diane Sherman, Sherry Weinschenk (half-time instructional assignment)

The following 10 faculty members are designated as BSW professors/instructors:

- Georgia Brown, LeaAnne De Rigne, AC Frizzell (half-time instructional assignment), Gail Horton, Bettyanne Hutton, Paulina Martinez, Joy McClellan, Juyoung Park, Keith Platt, Ellen Ryan

**Faculty teaching load and methods of calculation.** The School of Social Work faculty members are very dedicated and hardworking. At times, the faculty's resources have been spread thin as a result of developing and implementing competency-based curriculum, as well as reviewing and updating educational policy for ever-growing BSW and MSW programs. The University and School do recognize and value the multiple roles (research, teaching, and service) that must be played by faculty. The faculty workload is governed by Florida Statutes (1012.945 - [http://www.leg.state.fl.us/statutes/index.cfm?App\\_mode=Display\\_Statute&Search\\_String=&URL=1000-1099/1012/Sections/1012.945.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=1000-1099/1012/Sections/1012.945.html)). The percentage of time devoted to research and scholarship, teaching, and service may be negotiated on a yearly basis with the Director. Faculty members who are active in funded research projects may buy out of part of their teaching workload.

The typical workload of a tenured faculty member is:

- 55% teaching
- 30% research
- 15% service (including community engagement)

The typical workload for a tenure-earning faculty member is:

- 50% teaching
- 40% research
- 10% service (including community engagement)

School of Social Work faculty members support the BSW and MSW program's mission and goals as well as the school, college, and university's priorities through service at the various levels. Faculty members fulfill these priorities by serving on various academic committees within and outside the School of Social Work. For example, within the School, faculty members serve on faculty governance, promotion and tenure, admissions, curriculum development, and program assessment committees. Outside the School, faculty serve on promotion and tenure, veterans, awards, research, civil dialogue, and graduate and undergraduate programs committees. Every faculty member is expected to provide service to the university, college, and/or school. Some faculty members also serve as FAU senators or members of FAU's graduate and undergraduate councils.

Faculty members are committed to generation of social work knowledge to inform social policy, social work practice, and social work education. The School of Social Work values a broad range of research methods, including qualitative research, quantitative research, action research, legal/ethical research, and policy research. The School values individual research, as well as collaborative and interprofessional research. Faculty members have conducted research with a broad range of populations, including Latinos, Haitian Americans, African Americans, children, youth, gays, and lesbians. Scholarly publications (from 2011 to the current date), indicate the range extent of research productivity among faculty members (see chart in Appendix).

Strategic Planning for Hiring. As the student-faculty ratio has been out of compliance for several years, the School has requested lines to ameliorate the problem. Unfortunately, new lines have not been granted. Further, with the approval of the new DSW, lines at the associate or full professor level will need to be added.

**Table 9: Faculty/Student Ratio  
Fall 2012 Semester**

<b>Baccalaureate (AS 4)</b>				<b>Master's (AS 4)</b>			
Full-Time Faculty	12.75			Full-Time Faculty	8.25		
FTE Faculty to FTE Student Ratio	1	To	33	FTE Faculty to FTE Student Ratio	1	to	30
<b>Full-Time Doctoral Faculty (if any)</b>							

CSWE Guidelines: Accreditation
Standard 3.3 and 3.3.2
1:25 for Baccalaureate
1:12 for Masters

*Per CSWE Directive*

Combined BSW/MSW Field Coordinator on 12 month contract, teaches 3 courses

Director on 12 month contract, teaches 2 courses

MSW Coordinator on 12 month contract, teaches 4 courses

BSW Coordinator on 12 month contract, teaches 5 courses

## 4. Research

	<b>Social Work</b>		
	<b>2008-2009</b>	<b>2009-2010</b>	<b>2010-2011</b>
<b>1. Books (including monographs &amp; compositions) per faculty member</b>	0.3	0.2	0.0
<b>2. Other peer-review publications per faculty member</b>	2.9	2.9	2.4
<b>3. All other publications per faculty member</b>	0.4	1.1	1.1
<b>4. Presentations at professional meetings or conferences per faculty member</b>	2.0	1.6	2.6
<b>5. Productions/Performances/Exhibitions per faculty member</b>	0.0	0.4	0.1
<b>6. Grant proposals submitted per faculty member</b>	0.8	0.4	0.5

All tenure line faculty members engage in research that results in publication. Tenure line average 2.4 articles per year as seen in the table above. Tenure track faculty members are expected to be productive in terms of research to continue to get one course release.

**Research Goal:** The goal of the School is to have an active research agenda, focusing particularly on FAU's focus area, "Contemporary Societal Issues." Faculty members are productive in various research endeavors, including basic and applied research, qualitative and quantitative research, journal articles, book chapters, and books. Further, as the School hires new faculty, the expectation of grant procurement has been introduced. One of our latest hires, Dr. Park, has been successful as a Hartford Scholar and has received federally funded grant prior to her 6th year.

Students participate in various stages of the research process, from identification of social issues and research questions, to literature reviews, research design, data collection, data gathering, data analysis, writing, and presenting research findings and implications. Students practice their research skills in research, policy, practice, and elective courses. Some students work as research assistants or research partners with faculty members. Regardless of the context, faculty members encourage students to take diversity, social justice, and inclusion into account – at all stages of the research process. The following examples demonstrate how faculty involve students in research and diversity-related issues:

- Each year, Dr. LeaAnne DeRigne prepares 75 to 110 social work students to participate in legislative advocacy at our state capitol. In preparation for this policy intervention, students prepare by conducting policy research and exploring the implications of policy on vulnerable populations. Dr. DeRigne and other faculty members provide constructive feedback on the policy research, as well as suggestions and resources. Students choose their own policy issues to present and are allowed to determine which position to take regarding their chosen issue. Faculty members demonstrate respect and support for students, regardless of political positions chosen by the students.
- MSW student, Erica Anderson collaborated with Drs. Allan Barsky and Diane Green on a study entitled "The Place of Faith in Social Work Education" (submitted to the Christianity and Social Work, and presented at the 2013 Council on Social Work Education Conference)
- MSW student, David collaborated on legal research with Dr. Allan Barsky for an article entitled "The risks and benefits of evidence-based practice in child welfare " published by the Child Welfare League of America.
- MSW student, Michael Ayayo collaborated with Drs. Diane Green and Allan Barsky in research for an article, "Hiring in Schools of Social Work," published by the Journal of Social Work.
- MSW student, Barbara Alcena, acted as a research assistant with Dr. Naelys Luna on a research project titled, "Relationships between Spirituality, Adult Attachment Style, and Axis I and II Mental Health Disorders in a Sample of Individuals in Inpatient Treatment for Substance Use Disorders."
- Dr. Naelys Luna acted as external reviewer on the dissertation committee for School of Counseling and Mental Health, for John Mcilveen. His research was titled, "Substance Abuse and Family Dynamics: Parental Lifestyle, Attachment Style and their Adult Children in Substance Abuse Treatment."
- Dr. Naelys Luna worked with graduate research assistants, Lloyd Duran and Elizabeth Swart, on research that result in a publication, "Attitudes Towards Divorce and their Relationship with Psychosocial Factors among Social Work College Students," in Journal of Divorce and Remarriage"

- Dr. Naelys Luna worked with nursing student, Laurie Curnan, in a research project resulting in the publication, “Playing games: Listening to the voice of children to tailor a mindfulness intervention,” published in *Children, Youth & Environments*.

**Table 10: Scholarly Research / Publications (2011 to Present)**

- Barsky, A. E. (In Press). Child protection mediation: An interest-based approach. In Corcoran, K., & Ashford, J. (Eds.). *Social workers' desk reference* (3<sup>rd</sup> ed.). New York: Oxford University Press.
- Barsky, A. E. (In Press). *Conflict resolution for the helping professions* (3<sup>rd</sup> ed.). New York: Oxford University Press.
- Barsky, A. E. (2013). Med-Arb: Behind the closed doors of a hybrid process. *Family Court Review*, 52.
- Barsky, A. E., Green, D., & Ayayo, M. (2013). Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs, *Journal of Social Work*, 13(2), 1-21. doi: 10.1177/1468017313476772
- Barsky, A. E. (2012). *Clinicians in court: A guide to subpoenas, depositions, testifying, and everything else you need to know* (2<sup>nd</sup> ed.). New York: Guilford Press.
- Barsky, A. E. (2011). Parenting coordination: The risks of a hybrid conflict resolution process. *Negotiation Journal*, 27(1), 7-27.
- Choi, J.J., Gilbert, M. & Green, D.L. (2013). Patterns of victim marginalization in victim-offender mediation: some lessons learned. *Crime, Law and Social Change*, 59(1), 113-132. doi:10.1007/s10611-012-9382-1
- Choi, J. J., & Green, D. L., & Gilbert, M. (2011). Putting a human face on crime: Juvenile offenders' experiences in victim offender mediation, *Child & Adolescent Social Work Journal*, 28, 335-355.
- Claridge, A. M., Lettenberger-Klein, C., Farineau, H. M., Stevenson-Wojciak, A., & McWey, L. M. (in press). Maternal factors and adolescent outcomes among a high-risk sample: A longitudinal perspective. *Journal of Family Violence*.
- DeRigne, L. (2011). Teaching social policy: Integration of current legislation, media, and on-line resources. *Journal of Teaching in Social Work*, 31(2), 224-231.
- DeRigne, L. (2012) The employment and financial impacts on families raising children with special health care needs: An examination of recent evidence. *Journal of Pediatric Health Care*.
- DeRigne, L., & Ferrante, S. (2012). The sandwich generation: A review of the literature. *Florida Public Health Review*, 9, 95-104.
- Diaz, N., Curnan, Brown, J., Wall, K., & Liehr, P. (2012). Playing games: Listening to the voice of children to tailor a mindfulness intervention. *Children, Youth & Environments*, 22 (2), 273-285.
- Diaz, N., Horton, G., Green, D.L., McIlveen, J., Weiner, M. & Mullaney, D. (2011). Relationship between spirituality and depressive symptoms among inpatient individuals who abuse substances. *Counseling and Values*, 56(1),43-56.
- Diaz, N., Horton, E. G., Weiner, M. (2012). Dysthymia, major depression, and double depression among individuals receiving substance abuse treatment. *Health*, 4(12), 1229-1237.



- Diaz, N., Molina, O., MacMillan, T., Duran, L., & Swart, E. (2013). Attitudes Towards Divorce and their Relationship with Psychosocial Factors among Social Work College Students. *Journal of Divorce and Remarriage*.
- Farineau, H. M., & McWey, L.M. (2011). The relationship between extracurricular activities and delinquency of adolescents in foster care. *Children and Youth Services Review*, 33, 963-968. doi: 10.1016/j.childyouth.2011.01.002
- Farineau, H. M., Wojciak, A.S., & McWey, L. M. (2013). You matter to me: Relationships and self-esteem of adolescents in foster care. *Child & Family Social Work*, 18, 129-138. doi: 10.1111/j.1365-2206.2011.00808.x
- Green, D.L. (2011). Understanding Grief and Loss Reactions of Victims of Crime. *Law Enforcement Executive Forum*, 11(2), 123-132.
- Green, D.L. & Barsky, A.E. (2012). Documentary Evidence. In A. E. Barsky. *Clinicians in Court: A Guide to Subpoenas, Depositions, Testifying, and Everything Else You Need to Know*, 2<sup>nd</sup> edition. New York, NY: Guilford Press.
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## 5. Service/Community Engagement

Faculty members are involved in various aspects of community service and engagement. The fact that all BSW and MSW students participate in field placements ensures that the program is profoundly connected with the community. The Field Education Office maintains close relations with field agencies, offering field instruction workshops and resources, soliciting information and feedback from agencies, and providing a critical link between our classroom educators and field educators. Faculty members serve on the editorial boards of journals, on the state and national professional association committees, and with various social agencies that serve in a broad range of contexts (e.g., child welfare, gerontology, addictions, education, LGBT, and criminal justice). Faculty members also assist agencies with program evaluations. The School encourages students to be involved in the community through policy analysis and advocacy. Each year, the School prepares students for a legislative advocacy experience in Tallahassee. Professors teach students how to analyze policy and how to engage legislators in discussions about the need for changes in policy and legislation. Escorted by faculty members, approximately 75 to 160 students have attended the legislative advocacy days in Tallahassee each year.

The School's Community Advisory Board has been a strong source of community engagement opportunities. The Community Advisory Board includes members from varied professional backgrounds and with interests in various social, medical, mental health, and policy issues (see biographies of the board members in the Appendix). Through connections with the Community Advisory Board, faculty and students have been involved in various community activities, including the "(Emb)race" walkathons for people with disabilities and the Heart of Social Work receptions, which provide recognition and awards to social workers and community members who have made a difference in our communities.

### **Interdisciplinary efforts and community engagement efforts**

The School of Social Work has been involved in multiple interdisciplinary projects through the years, highlighted by the Interprofessional Collaboration with the College of Nursing and the College of Medicine (which has combined research and education). Faculty members are very creative faculty in their approach to interdisciplinary collaboration and community engagement. Social work as a profession values collaboration, so these pursuits are a natural fit for our faculty members. The following table demonstrates how faculty members have involved themselves in interdisciplinary education, research, and service throughout the university and community.

**Table 11: Examples FAU School of Social Work Interdisciplinary Activities, Service, and Community Engagement**

Faculty	School/College Discipline	Type of Project: Service/Teach/Research/all
Barsky, Allan	Nursing Medicine Social Work	Developed and presented Ethics workshop for medical/nursing/social work student program
Barsky, Allan	Nursing	Provided ethics workshop to Nursing Leadership Program (FAU)
Barsky, Allan	University	Responsible conduct of research-developed and presented conflict of interest workshop for graduate students from various disciplines
Barsky, Allan	Law Psychology	Keynote Panelist at Association of Family and Conciliation Courts Conference, 2010, with family law professionals including a psychologist, a judge, and an attorney
Barsky, Allan	Law	Published ethics textbook that integrates social work and law
Barsky, Allan	Law	Child welfare article on evidence-based practice (with another person who has a JD and MSW)
Barsky, Allan	Law	Work with social workers and attorneys at NASW to rewrite the procedures for managing requests for professional review
Barsky, Allan	Law	Published an article on parenting coordination and family law
Barsky, Allan	Nursing Business, Honors Honors Education	Chaired a Faculty Learning Community on ethics including professors from nursing, business, honors college, and education
Barsky, Allan	University Wide	Chaired a Living Learning Community on PEACE and social justice with freshman students from various disciplines
Choi, Jung Jin	School of Criminal Justice	<i>Writing an article with two criminologists (Gordon Bazemore, Michael Gilbert), not funded:</i> Choi, J. J., Bazemore, G., & Gilbert, M. (2012). Assessing victims' experiences in restorative justice: Implications for youth justice. <i>Children and Youth Services Review</i> , 34(1), 35-42.
Choi, Jung Jin	School of Criminal Justice	Writing a proposal with two criminologists (Thomas Gabor, Gordon

		Bazemore), not funded: Evaluation of Reentry Services in Palm Beach County, Palm Beach County Criminal Justice Commission, West Palm Beach, FL, USA
Choi, Jung Jin	School of Criminal Justice	Writing a proposal with a criminologist (Gordon Bazemore), funded: Assessing practice and building theory to advance knowledge of restorative justice: An interdisciplinary collaboration (\$3,000, PI), Florida Atlantic University, FL, USA
Diaz, Naelys	Dr. Jean Martin Caldieron from the School of Architecture	Research Exploring the lives of impoverished communities in Puerto Rico
Diaz, Naelys	Dr. Pat Lierhr (Associate Dean Nursing) in several NIH grant submissions and publications	Intervention Research Grants: Examining the effect of mindfulness in tempering health and mental health among minority youth <ul style="list-style-type: none"> <li>Publications: <ol style="list-style-type: none"> <li>1) A pilot study examining the effect of mindfulness on depression and anxiety for minority children</li> <li>2) Playing games: Listening to the voice of children to tailor a mindfulness</li> </ol> </li> </ul>
Diaz, Naelys	Social Work Dr. Paul Peluso Counselor Education	Research Publication: <ul style="list-style-type: none"> <li>Relationships between trauma, PTSD, dissociation symptoms, and lifetime heroin use among individuals who abuse substances in residential treatment</li> </ul>
Diaz, Naelys	Social Work Dr. Paul Peluso as a Dissertation Committee Member for doctoral students in this program	Service <ul style="list-style-type: none"> <li>Dissertation Title:</li> <li>The relationship between parental lifestyle, attachment style and the mediating effect of family environment on the characteristics of their adult children in substance abuse treatment</li> </ul>
Diaz, Naelys	Social Work –Dr. Jeff Galin (Director) from the Center of Excellence in Writing in several national and international conference	Publication: The effectiveness of Writing Across the Curriculum in social work education: Students' perceptions

	presentations and a publication. In addition, we work on continuously improving our WAC course.	
Diaz, Naelys	Social Work – Dr. Connie Siskowski (Founder of the Caregiving Youth Project) on several publications	<p>Service and Research Publication</p> <ul style="list-style-type: none"> <li>• Latino Young Caregivers in the United States: Who are they and what are the academic implications of this role?</li> <li>• Recognition and assessment of caregiving youth in home health and hospice care</li> <li>• Also a member of the Caregiving Youth Program Advisory Committee</li> </ul>
Diaz, Naelys	Social Work Dr. Michael Weiner (Clinical Director of Behavioral Health of the Palm Beaches)	<p>Research Publications</p> <ul style="list-style-type: none"> <li>• Spirituality, Religiosity and Depressive Symptoms among Inpatient Substance Abusers</li> <li>• Relationship between spirituality and depressive symptoms among inpatient substance abusers</li> <li>• Dysthymia among substance abusers: An exploratory study of individual and mental health factors</li> <li>• Comorbidity among dysthymia, substance use, and other mental health disorders: Characteristics of flight attendants in residential substance abuse treatment in the United States (consultant and author of multiple publications)</li> </ul>
Hamlin, E.	Associated Director of Interprofessional Education at FAU, with College of Nursing, College of Medicine, and School of Social Work	Educational collaboration, including training and research components
Hawkins, W. Hawkins, M. Kaplan, A.	Schools of Architecture and Urban Planning	<p>Broward Transportation and Planning</p> <ul style="list-style-type: none"> <li>• Students worked together in</li> </ul>

		planning and design project
Hawkins, M.	Nursing Medicine	Interdisciplinary Education with Dr. Joe Ouslander and Dr. Ruth Tappen (\$30,000 funded grant)
Horton, Gail	Center for Excellence in Writing	Teaching Writing Across the Curriculum class
Horton, Gail	Center for Excellence in Writing	Research published 2011 <ul style="list-style-type: none"> <li>• Learning to Write and Writing to Learn Social Work Concepts: Application of Writing Across the Curriculum Strategies and Techniques to a Course for Undergraduate Social Work Students</li> </ul>
Horton, Gail	Center for Excellence in Writing	<ul style="list-style-type: none"> <li>• Research submitted for publication 2011; presentation at CSWE conference in 2011, and WAC conference 2012</li> <li>• The Effectiveness of Writing Across the Curriculum in Social Work Education: Students' Perceptions</li> </ul>
Horton, Gail	Counseling Ed dept.	<ul style="list-style-type: none"> <li>• Research published 2009</li> <li>• Relationships between Trauma, PTSD Symptoms, Dissociative Symptoms and Lifetime Heroin Use among Substance Abusers in Residential Treatment</li> </ul>
Horton, Gail	Counseling Ed dept.	<ul style="list-style-type: none"> <li>• Career paths for Counseling</li> <li>• Interdisciplinary panel of mental health professionals sponsored by Beta Rho Chi international counseling academic and professional society</li> </ul>
Horton, Gail	Nursing	<ul style="list-style-type: none"> <li>• Single class taught once a semester for past five years</li> <li>• Use of the Labyrinth as a Tool for patient wellbeing and personal stress reduction</li> </ul>
Horton, Gail	Nursing	<ul style="list-style-type: none"> <li>• Research in planning stages</li> <li>• Use of the Labyrinth to increase feelings of hope and wellbeing</li> </ul>
Horton, Gail	Peace Studies program	<ul style="list-style-type: none"> <li>• 2-hour seminar taught once a year</li> </ul>

		for the past three years Use of the labyrinth as a tool for beginning and advanced meditation
Martinez, Paulina 2010-present	Women Studies Program	Associate faculty
Martinez, Paulina 2011-present	Multicultural Affairs, Lesbian, gay, bisexual, Transgender, Queer resource center (LGBTQ)	<ul style="list-style-type: none"> <li>• Service, Research</li> <li>• LGBTQ FAU's campus climate</li> </ul>
2010-2011/ Park, Juyoung	<p>College of Nursing, FAU (Dr. Ruth McCaffrey)</p> <p>College of Medicine, FAU (Dr. Joseph Ouslander)</p>	<p>Research</p> <ul style="list-style-type: none"> <li>• Managing Osteoarthritis: Comparisons of Chair Yoga, Reiki, and Education. (2010-2011)</li> <li>• Faculty Research Mentoring Program \$2,000</li> </ul>
2011. Park, Juyoung	<p>College of Nursing, FAU (Dr. Ruth McCaffrey)</p> <p>College of Medicine, FAU (Dr. Joseph Ouslander)</p>	<p>Research (Grant Proposal-Submitted to NIH on 10/25/2011)</p> <ul style="list-style-type: none"> <li>• Effect of Sit 'N' Fit Chair Yoga on Community-Dwelling Elders With Osteoarthritis. (2011)</li> <li>• Received Hartford Fellows Award</li> </ul>
Park, Juyoung 2011-current	<p>College of Medicine, FAU (Dr. Joseph Ouslander)</p> <p>College of Nursing, FAU (Dr. Ruth Tappen)</p>	<ul style="list-style-type: none"> <li>• Research/Service (Steering Committee)</li> <li>• Healthy Aging: Interdisciplinary Research to Improve the Quality of Life and Quality of Care for Aging Americans (2010-Current)</li> <li>• FAU \$500,000</li> </ul>
Park, Juyoung 2011-current	<p>College of Medicine, FAU (Dr. Joseph Ouslander)</p> <p>College of Nursing, FAU (Dr. Ruth Tappen; Dr. Deborah Hain)</p>	<ul style="list-style-type: none"> <li>• Research (manuscript)</li> <li>• Characteristics associated with 30-day re-admissions to a South Florida community hospital during a quality improvement intervention</li> <li>• NIH grant funded for research project regarding pain management with elderly</li> </ul>
Park, Juyoung (2010)	School of Medicine, University of Maryland (Dr. Robert Lavin)	Opioid medication misuse in community-dwelling older adults with chronic pain.



Park, Juyoung (2011- Current)	School of Medicine, University of Maryland (Dr. Robert Lavin)	Research (manuscript) <ul style="list-style-type: none"> <li>• A characterization of pain in racially and ethnically diverse older adults. (2011-current)</li> </ul>
Rubin, Robin 2011-2012	College of Medicine & Nursing	<ul style="list-style-type: none"> <li>• Service/Teach/Research</li> <li>• FAU SAGE Mentor Program</li> </ul>
Ryan, Ellen	College of Design and Social Inquiry	Minor in Disaster Mitigation Chair faculty committee for planning and designing (2010-2011 and fall 2011) Spring 2012 member
Ryan, Ellen	College of Medicine and Nursing	Interdisciplinary Education Program subgroup for IDP communication workshop
Ryan, Ellen	University WAC Committee	Serve on Committee review Quality Enhancement Proposals for spring, 2011

## 6. Faculty Determined Future Goals and Direction for FAU School of Social Work

The School of Social Work is committed to continuing and improving its BSW and MSW programs, building on successes and looking for additional opportunities to help fulfill FAU's missions regarding education, research, service, and community engagement.

### **Goal 1: Obtain Reaffirmation (reaccreditation by Council on Social Work Education).**

The School's most important goal for the next two years is the reaffirmation of the BSW and MSW programs. The faculty has been working to ensure that a strong self-study is provided for review. Having a fully accredited program ensures that our graduates will be eligible for social work positions at all levels of practice.

### **Goal 2: Doctoral Program (DSW)**

The School of Social Work has been working on development of a doctoral program since 2010. We receive numerous requests from our alumnae and other social workers for post-MSW education opportunities. In response to these requests, we established a doctoral planning committee. The committee began gathering needs assessment data for planning the program. The needs assessment indicated a strong community interest in establishing a doctoral program. The faculty reviewed the pros and cons of establishing a PhD versus a DSW program. The committee also conducted a national survey with the social work programs to determine if they would hire applicants with a DSW. After much discussion, the faculty decided to pursue developing a DSW program due to local need. We worked with the Dean, Associate Provost and Provost to help develop a proposal for the DSW program. The initial approval of the Board of Governors was provided in October 2013.

### Goal 3: Community Mental Health Clinic

The faculty determined there was a need for more field placements in mental health, especially in aging. Also, faculty were concerned with lack of mental health services for underinsured or uninsured clients. A committee was formed. The first task of the committee was to conduct needs assessments and surveys with our local field agencies. Findings indicated that indeed there is a lack or limited mental health services for these clients.

The clinic would serve as a teaching model on campus where BSW, MSW, and DSW students could be educated and trained while offering needed services to the local community. The clinic would also provide opportunities for applied research and evaluation. Since the spring of 2014 and still in progress, we have viewed similar university mental health clinics to examine logistics, delivery of services, and funding. We are still in the process of examining clinics and are excited by this opportunity to help those that need help while teaching our students.

### Goal 4: Raise Community Visibility and Enhance Fundraising for the FAU School of Social Work

The School has developed an outstanding School of Social Work Community Advisory Board. We have a wide representation of the local community, including leaders in health, mental health, social work, business, and social policy. The Board has meetings several times each year in efforts for fundraising and community visibility. Goal 4 supports other goals, including development of the DSW program and the Mental Health Clinic.

## 7. Strengths and opportunities that support achievement of program goals

The following points summarize the strengths and opportunities for the School of Social Work:

- a) **Knowledgeable, skilled, conscientious, and caring faculty:** One common finding from our alumni and exit surveys is that the FAU School of Social Work has “high quality and caring” faculty. The faculty members are very attentive to the success of each student in both the BSW and MSW program on all campuses. Assessment on effectiveness of Student Success Meetings indicated a graduation rate of over 95% of students who received a student success conference (which addressed academic and behavioral concerns).
- b) **Post graduation employment rate:** In a recent alumni survey (November, 2011) Respondents reported a near 100% post graduation employment for both the BSW and MSW programs.
- c) **Community agency rankings of BSW and MSW programs:** Evaluations from field placements regarding perceptions and satisfaction with our student interns are very high. Common comments in meetings are that agencies prefer our student interns and prefer to hire our graduates.
- d) **Assessment:** Ongoing assessment of student needs and satisfaction are collected regularly. We gather data from exit surveys, alumni surveys, and open meetings (focus

groups) with our students. In our most recent alumni survey, over 90% of respondents stated they would recommend a friend to the FAU School of Social Work. While in the program, the director, program coordinators and faculty advisors meet with students for the purpose of open discussion and feedback.

- e) **Administration Ranking:** In a Board of Governors Report, FAU administration recently ranked the BSW program in the top 10 undergraduate programs in the university (Spring, 2012).
- f) **Achievement and Awards:** Other measures for quality include the scores on the FAU WAC evaluation, which rank the BSW students first or second on every indicator, second only to honors chemistry students. Two of our faculty members have won FAU's Creative Scholar of the Year Awards (Dr. Barsky and Dr. Green). Our faculty members have also won Social Work Educator of the Year Awards from National Association of Social Workers (Florida Chapter and local county units). Faculty members, students, and staff have also won numerous awards at the annual College Awards ceremony (for best advising, support, and graduate students).

## 8. Weaknesses and threats that impede program progress

As section 9 indicates, the primary challenge to the ongoing and future success of the School of Social Work is funding. Without sufficient funding, it is difficult to recruit and retain high-quality faculty and it is difficult to maintain reasonable professor-student ratios. These have a direct impact on the educational, research, and service goals of the School.

Another challenge relates to the child welfare stipend program that the School was able to offer until 2013. With advocacy and support from the university and other allies, we hope to be able to secure government funding so that this program may be reinstituted.

The economy and financial concerns for students also pose a challenge for the School. Many students in our programs have limited means and are making significant sacrifices to pursue their BSW or MSW education. With increasing tuition and other educational costs, it is particularly important to secure funding to help students with some type of financial support (scholarships, bursaries, work-study programs, etc.).

## 9. Resource Analysis

The School of Social work has made substantial cutbacks in response to budget cutbacks. The School has stopped offering courses in Port St. Lucie and Ft. Lauderdale, and has had to cut back on the number of offerings in Jupiter and Davie. As enrollment in the MSW and BSW programs have increased, this has meant larger class sizes and greater use of adjunct instructors. The School has been good stewards of resources, cutting back on telephones, photocopying, and travel, but even with these efforts, further funding is needed to support the quality and growth of the programs. The following points highlight concerns and opportunities regarding resources for the School:

- a) The School would like to see more university or college support for faculty to obtain external funding from grants and contracts. The College for Design and Social Inquiry could provide assistance to faculty who are writing grants (e.g., support from statisticians, research proposal experts, and general support). The College of Nursing has developed an

infrastructure that has successfully generated research grants and external funding for various scholarly projects. This model could be useful in our college.

- b) The BSW and MSW programs have been out of compliance with the guidelines from CSWE for several years. The following chart shows the information that has been presented to the administration since 2011. In 2011, the ratio approached 3 times the recommended standard for the MSW program. Today, the faculty student ratio has increased to 4 times the standard recommend by CSWE. Additional faculty lines are needed.
- c) Due to the previous director's promotion to the Provost's office, a full professor faculty line is available to be filled. This position could be used as an opportunity to hire an associate or full professor that has expertise and grant funding in the area of aging. This expertise would also be an asset to the doctoral program (DSW). However, if the position is filled at the assistant professor level, the program will have lost an opportunity to grow in the area of research, scholarship, and external funding.
- d) We have not been allocated graduate assistants for the MSW program since 2003 even though our program has grown from 17 students in 2000 to the current 245. This year we received one Provost Award for one student. We are unable to compete with other universities for highly qualified students.

## 10. Future Directions

**(Anticipated changes and 3 to 5 broad questions for the review team to answer with respect to a unit's current state and aspirations)**

The future directions for the School of Social Work have been summarize in the section on Goals, above. The School looks forward to reaccreditation of its programs, as well as development of a DSW program, a teaching mental health clinic (similar to a teaching hospital), and development of funds for students (financial support toward tuition), research, travel, technology, and other needs.

The School poses the following questions for the review team to consider:

1. Please review the faculty-student ratio, as well as faculty areas of research and expertise. What recommendations do you have for future hiring so that the School can continue on an upward trajectory in education, research, service, and community engagement?
2. What recommendations do you have to make us a more prominent school, within FAU as well as among the BSW/MSW programs across the United States?
3. What concerns, if any, do you think the School needs to address in order to ensure successful CSWE reaffirmation (given that the self-study is to be submitted in December 2014)?

## Appendix 1

### Community Advisory Board Members, School of Social Work

**Phoenix Adams** graduated from Florida Atlantic University with a Bachelors of Business Administration and a major in Human Resources. He has held various human resources positions for local corporations, and most recently held a position as manager of a corporate foundation before returning full time to the Masters of Social Work program at FAU. He is currently working as a Medical Case Manager at Broward House, a social service agency in Fort Lauderdale. Phoenix is currently in his last semester of his concentration year of the MSW program, and will graduate the program in May 2011. As the President of SOWSA, the School of Social Work Student Association, Phoenix actively supports the social work student body through social events and peer support initiatives, and works to have a positive impact on our local community by leading the organization's "Adopt an Agency" initiative and organizing Habitat for Humanity build events. After graduating, he will remain actively involved with the FAU social work community as President of the School of Social Work Alumni Society.

**Karen S. Benrubi** earned her Bachelor's degree from the University of Florida and her MSW from Barry University in 1992. Karen received her MSW training at Delray Medical Center. Karen later earned her LCSW while working as a Care Manager/MSW at Pinecrest Rehabilitation Hospital in Delray Beach, Florida. Throughout the past 20 years, Karen has worked in the South Palm Beach medical community as an LCSW. Her experience includes working as a private Care Manager and for the past 8 years she has been the Director of Social Services for the Parkinson's disease and Movement Disorder Center of Boca Raton. She is also a private consultant and provides outreach for patients, families, physicians and attorneys focusing on all aspects of elder care. Karen was raised in Hollywood, Florida and currently lives in Boca Raton, Florida with her husband Richard, a civil trial attorney, and their two children, Joshua (16) and Michael (14). She has served on the Board of Directors for the Adolph and Rose Levis Jewish Community Center, as the Chairman of the Financial Assistance Committee and as a member of the Adult Day Care Committee. Karen is a member of the NASW and is currently Present-Elect of the Spanish River Community High School Foundation.

**Lori Berman** has been a life-long resident of Florida and is a graduate of Florida's public schools. She is a Magna Cum Laude graduate from Tufts University and attended the National Law Center at George Washington University. Economics. After law school, she practiced commercial litigation in Philadelphia and regulatory and real estate law in Washington, D.C. Lori returned to Florida in 1989, moving to Boca Raton, and practiced law as in-house counsel to a federal savings bank. She became actively involved in politics during Robert Wexler's first campaign for Congress and joined his team as a legislative aid during his first term. She returned to the University of Miami Law School and earned a LLM in Estate Planning, then joined the local law firm of Belson and Lewis to practice estate-planning law. Lori has a long record of community service. She has held many leadership positions within Jewish Federation, and has been involved in public and private educational support, raising funds and volunteering at Pine Crest School, Donna Klein Jewish Academy and Spanish River Community High School. Lori is a graduate of the Boca Raton Chamber of Commerce's Leadership Boca program, a former blogger for the Sun Sentinel, and a member of the Florida Bar Association, a director at South Tech Academy, and an active participant of B'nai Torah Congregation. Lori was elected to be the

State Representative for District 86 in August 2010 and begin serving her term in November 2010.

**Dr. Robert Colton** graduated Summa cum laude from the University of Pennsylvania in 1974 with a BA in biochemistry. He graduated number 2 in his class from University of Miami School of Medicine in 1978. His residencies include Jackson Memorial Hospital; Internal Medicine and Neurology. He was also Chief Resident of Internal Medicine and completed a fellowship in Nephrology. He is board certified in Internal Medicine and Nephrology. He practiced internal medicine/nephrology in Boca Raton since 1984. Rob was Chief of Medicine @ Boca Raton Regional Hospital from 1991-1993. He conceptualized and co-founded MDVIP, the largest concierge medicine company in the United States and opened the first MDVIP practice in March of 2001. In September, Rob and his wife Dr. Andrea Colton will begin their newest endeavor as they open an extended hours, easy access, retail dermatology office.

**Jill Deutch** worked for three years at UJA Federation of Greater Washington (1990 - 1993) and for five years at the Jewish Community Federation of Cleveland (1993 - 1998). In 1998 Jill moved with her family to Boca Raton, Florida. She has been married to Ted Deutch for 19 years and has three children; Gabrielle, Serena and Cole. Since relocating to Florida she has been an active volunteer with the Jewish Federation of South Palm Beach County (where she currently serves as a Vice-President), with her children's schools and with other local Jewish organizations. Jill has an undergraduate degree from the University of Michigan and graduate degrees from Baltimore Hebrew University (MA in Jewish Studies) and University of Maryland (MSW in Community Organization). She also received a certificate in Jewish Communal Studies from the Baltimore Institute for Jewish Communal Service. In addition to the Wexner Fellowship, she was a recipient of the FEREP award. Jill completed the Boca Raton Wexner Heritage program in 2009, making her the first double Wexner recipient. Jill recently returned to the professional world three years ago and serves as the Director of Development for Hillel of Broward and Palm Beach.

**Shawn Friedkin** is CEO of Stand Among Friends (SAF), which he founded in 1997. Mr. Friedkin holds degrees in Finance and Marketing. He has worked in executive positions in Real Estate Development, Manufacturing, Tele-communications and Finance. Mr. Friedkin has been quoted in publications including "The New York Times", "TheStreet.com" and "CBSMarketwatch." In 1992, Mr. Friedkin was involved in an auto accident that left him paralyzed from the chest down. His life experiences of dealing with a spinal cord injury led him to found SAF, which opened The Disability Center at Florida Atlantic University in Boca Raton in 2006. Mr. Friedkin is a frequent speaker on the topic of accessibility, hosts the disability TV show "Life Without Limits" and is the Past-Chairman of the City of Boca Raton Advisory Board for People with Disabilities. Mr. Friedkin was a founding member of END (End Neurological Disorders). He conducted high-level meetings at the White House and organized hearings before the US Senate on the topic of neurological research funding. He also served as an officer of the National Council for Spinal Cord Injury (NCSCI) from 1993 until 1999. Mr. Friedkin is a member of the United Spinal Association, the National Spinal Cord Injury Association, and the American Association of People with Disabilities (AAPD). In 2010, he received the Tiffany Outstanding Service Award for his dedication and service to the community.

**Marla Weiss Egers**, Executive Vice President, Financial Resource Development has been

working in the Jewish world for over twenty five years, having worked in New York at the United Jewish Appeal/United Jewish Communities and CLAL – National Jewish Center for Learning and Leadership. Since moving to South Florida in 2001, Marla has worked in the South Palm Beach County federation in several capacities including Director of Board Development and Special Projects, Vice President of the Women’s Division, Senior Vice President of Campaign and Community Development and most recently as Executive Vice President, Financial Resource Development where she oversees Annual Campaign, Foundation and Marketing. In 2008 Marla was awarded the Nobil Award for Professional Achievement at the JFSPBC. In her private life Marla has been involved with the Association of Jewish Communal Professionals, is a member of B’nai Torah and was involved in Multiple Myeloma Foundation. She is married to Stephen and is the mother of two sons, Teddy and Max.

**Wilma Greenfield, Professor Emerita, FAU School of Social Work**, received her MSW and DSW from the University of California, Berkeley. Dr. Greenfield served as Chair and Director of the BSW program for 16 years. She received the FLNASW Social Worker of the Year among many other honors. She recently has returned to Boca Raton area after several years residing in Oklahoma.

**Kenneth Keechl**, a partner at Kopelowitz, Ostrow, Ferguson, Weiselberg, Keechl, is a senior trial attorney with the firm's litigation department. In addition to practicing law, Mr. Keechl is the immediate past Mayor of Broward County. He also served on the Broward County Commission from 2006-2010. He has been practicing law for over 20 years and has a reputation as one of South Florida's finest commercial and land use trial attorneys. Prior to joining the firm, he was a partner with the prestigious Florida firm, Brinkley Morgan; helping build the firm's commercial litigation and land use litigation practices. He received both his BS and law degree, cum laude, from Florida State University where he served as Editor of the Law Review. He is AV-rated by Martindale Hubbell, which is the highest rating in both legal ability and ethics. He previously served on the Individual Rights and Responsibilities Committee of the Florida Bar, which focused on civil rights issues, including those facing minorities, the elderly, and the disabled. He also was a volunteer attorney for Broward Lawyers Care, representing pro bono clients who could not afford legal counsel.

**Elyssa Kupferberg** is a senior sales director and senior vice president for BNY Mellon Wealth Management. In this role, she is responsible for new business development in southwest Florida, and works with individuals and families to identify how BNY Mellon Wealth Management's investment and wealth management capabilities can help them reach their overall financial goals. Having opened BNY Mellon's office in Boca Raton 12 years ago, Ms. Kupferberg has been instrumental in developing a strong base of wealth management clients and assisting them with their financial and estate planning needs. Ms. Kupferberg has more than 25 years of experience in the banking and financial services industry. Prior to her current role, she was vice president at Chase Manhattan Private Bank serving as the South Palm Beach County market manager for Florida. Before that, she held positions in management in the Commercial/Middle Market Lending Divisions at Chase in New York City. Ms. Kupferberg received a dual bachelor's degree, magna cum laude, from the University of Pennsylvania. She holds her bachelor of science in Economics from the Wharton School with a concentration in Marketing and a bachelor of arts in Communications from The Annenberg School of Communications. She also has a master of business administration in Banking and Finance from Hofstra University. She



holds Series 7 and 63 licenses. Elyssa is actively involved in the community. She is a professional advisory committee member of Boca Regional Hospital Foundation, ADL, and JAFCO. She serves as a board member of Florence Fuller, JARC, AJC, ICA, Greater Boca Raton Estate Planning Council, and the Federation of South Palm Beach County where she is also vice chair of the Foundation. She currently co-chairs the annual campaign for Spanish River High School's Foundation. Additionally she is the recipient of the 2010 ADL Community Service Award and was named JAFCO 2009 Woman of the Year.

**Elizabeth L. Lugo** currently serves as the President/CEO of the Volen Center in Boca Raton. Ms. Lugo has served in this capacity for twelve years and has been with the Center for a total of sixteen years. During her tenure at the Volen Center, Ms. Lugo has served in a variety of positions including, but not limited to, Case Manager, Director of Managed Care and Vice President. She serves on the Executive Committees of several statewide senior advocacy organizations and has a special interest in advocacy and legislative activities. She is a member of the Florida Council on Aging, Florida Association of Aging Services Providers, National Council on Aging, Florida Association of Senior Centers, Palm Beach County Partnership for Aging and the Florida Adult Day Care Association. She is a member of the Leadership Boca Class of 2003. Ms. Lugo is a proud graduate of Florida Atlantic University and possesses a bachelor's degree in social work.

**Stephen Mendelsohn** graduated Colgate University in 1980 with a BA in Economics. He attended Hofstra University School of Law, and graduated in 1983 JD. He is a member of the New York and Florida Bars. Stephen is a shareholder in the Law Firm of Greenberg Traurig, PA in Boca Raton since 2003. His practice includes commercial litigation and corporate law. He is an active volunteer in the community and serves as Vice Chair Jewish Federation of South Palm Beach County, Florida and Vice President of the B'nai Torah Congregation.

**Amy Ross** earned her BSW from FAU. As part of her BSW degree training, she worked at Bethesda Memorial Hospital as a Case Manager responsible for post-surgical patient advocacy and care. Amy has also served as a volunteer teacher at B'nai Israel Congregation and Whispering Pines Elementary School. She is an avid and active volunteer for the greater Boca Raton and South Florida philanthropic communities. She serves on the boards of the Adolph & Rose Levis Jewish Community Center, South Palm Beach County Jewish Federation, Florence Fuller Child Development Centers and Morgan & Friends Fight Cancer Charity Tournament. She has also served as Co-Chair of the Adolph & Rose Levis JCC Annual Golf Tournament, the Go-Pink Challenge in support of the Boca Raton Regional Hospital, and the South Palm Beach County Federation Major Gifts Event.

**Ellen Ryan**, School of Social Work Interim Director, completed her MSW degree at University of Missouri and her Ph.D. in Health Education from Southern Illinois University. She has worked in the health and mental health fields as a medical and psychiatric social worker and as a therapist with individuals and families. Dr. Ryan teaches in the Practice sequence at the Master's and Baccalaureate levels. Her current research interests include special needs adoption, as well as health care beliefs, concerns, and practices of recent immigrants.

**Robin Rubin** earned her MSW and BSW from FAU. She is also a graduate of the highly selective Wexner Heritage Foundation Leadership Program. She is an avid volunteer and very



active and well respected in the greater Boca Raton philanthropic community. As part of her MSW degree training, she worked at the Lynn Cancer Institute of the Boca Raton Regional Hospital primarily in the multi-modality oncology center. Active in her effort to foster and support the local community, she serves as Vice President on the board of the Spanish River High School Foundation and the boards of the Adolph & Rose Levis Jewish Community Center, the South Palm Beach Jewish Federation, Hillel of Broward and Palm Beach and Family Promise of South Palm Beach. She also serves on Boca Raton Regional Hospital Foundation Board, the hospital's Go-Pink challenge committee and on the Women's Advisory Council for the Christine E. Lynn Women's Health & Wellness Institute. Ms. Rubin serves as Field Faculty for the School of Social Work.

**Jan Savarick** is president of Boca Raton Regional Hospital Foundation and has played an integral role in the success of the Foundation and the Hospital since she joined the organization in 2001. She oversees all fundraising activities, including capital, annual and planned giving campaigns, corporate giving, donor relations, community awareness, major gifts, special events, strategic planning and new program development. She is a key member of the Hospital administrative team, helping to determine the organization's policies and future direction. Jan has more than thirty years of marketing, advertising, fundraising, public relations, media relations, strategic planning, organizational development, operational excellence and P&L management experience. Her experience in motivational speaking, business management and operations has resulted in the design, implementation and execution of numerous and successful fundraising campaigns. In addition to her role at Boca Raton Regional Hospital, Jan has been extremely active in the community, and has played a significant role on a number of not-for-profit boards. She served as president of Donna Klein Jewish Academy and is active in Hillel, Jewish Federation of South Palm Beach County, Levis Jewish Community Center, Jewish Education Committee, JAFCO and B'nai Israel Congregation. Prior to moving to Boca Raton in 1988, she served as executive vice president and chief operating officer of Imprint Products, Inc., Rockville Center, NY and director of marketing for Berkey Photo, Inc., New York, NY, a Fortune 500 company.

**Randi Winter** graduated from Rutgers University with a BA in Psychology and a teaching license for elementary education. Randi and her husband David have 3 sons and 1 daughter, Lewis, Maxx, Gabriel and Lily. She moved to Boca Raton with her family 15 years ago. Randi currently serves as the President of the Foundation Board of Spanish River High School and the past Vice-Chairperson and Secretary of the (CAAB) Community Academy Advisory Board. She is the secretary of the Board of Trustees for JAFCO (Jewish Adoption and Foster Care Options) Respite Center for Children with Developmental Disabilities as well as the volunteer chairperson for the JAFCO DD Advisory Council and the co-chair for the center's annual "In My Shoes" luncheon. At Pine Crest Preparatory School she serves on the annual fund committee and is a board member of the Nadel Center for Early Childhood Learning Center at B'nai Israel. She has been on the Chris Evert Charities gala committee for the past 7 years to help raise money for Chris Evert Charities. Randi has served on the Boards of the Jewish Federation of South Palm Beach County, The Adolph and Rose Levis JCC, Donna Klein Jewish Academy PTO and was the Chairperson on the Betty and Marvin Zale Early Childhood Learning Center as well as a member of the Junior League of Boca Raton. Additionally, she is the recipient of the JCCA Young Leadership Award and along with her mother was the co-recipient of the mother and daughter of the year award by JAFCO. Her passion for helping children and families has driven

her to the Master of Social Work Program at FAU where she currently pursuing her master's degree.

## Appendix 2 – Curriculum Vitae for School of Social Work Faculty Members

The following information is provided in a format required by the Council on Social Work Education. The cv's are provided in alphabetical order and focus on research, publications, and activities from 2011 to the present.

1. **Name of faculty member:**

**Everiste Ambris, Field Faculty**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
<b>Bachelors of Arts</b>	State University of New York at Buffalo	<b>Psychology</b>	May 1994
<b>Masters</b>	State University of New York at Buffalo	<b>Social Work</b>	May 1994

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Field Instructor	Boca Raton, FL	August 2007	Current
Florida Atlantic University Counseling Center	Acting Director	Davie, FL	6/2006	12/2006
Florida Atlantic University Counseling Center	Specialist Student Counselor	Davie, FL	2/2005	5/2006

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

(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date</b>	<b>End Date</b>
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			<b>(month/year)</b>	<b>(month/year)</b>
University of Louisville - Counseling Center	Alcohol & Drugs Coordinator	Louisville, KY	3/2000	2/2004
Geneva B. Scruggs – Public School Health Program	Buffalo Public School SW	Buffalo, NY	1/1997	9/1999

5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
NASW	Council on Social Work Education	North Miami Partnership Network Committee	

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- School of Social Work Admission Committee
- Field Advisory Board
- Florida Field Consortium
- Broward Campus Safety Team
- NASW member
- North Miami Partnership Network Committee

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
An Analysis of a Strength-Based Approach to the Student Review Process—Poster Presentation	CSWE	2010

Co. Presenter: Bridging the Gap: MSW Concentration Curriculum as Preparatory Experience for Professional Practice  Curriculum Workshop	CSWE	2011
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9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
N/A		

10. **Other relevant information** (professional, academic):

- Life Membership of Alpha Phi Alpha Fraternity Inc. (honors society for social work)

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1. **Name of faculty member:**

**Allan Barsky, Professor**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
JD	University of Toronto	Law	05/1984
MSW	Yeshiva University	Social Work	05/1988
PhD	University of Toronto	Social Work	05/1995

3. **Academic appointments** (most recent ones first):

Employing Academic Institution	Title	City and State	Start Date (month/year)	End Date (month/year)
Florida Atlantic University, School of Social Work	Professor	Boca Raton, FL	12/2001	Current
University of Calgary, Faculty of Social Work	Associate Professor	Calgary, AB, Canada	08/1994	12/2001

Ryerson University	Adjunct Professor	Toronto, ON, Canada	01/1989	07/1994

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Self (private practice)	Family Mediator	Toronto, ON, Calgary, AB, Ft. Lauderdale, FL	08/1989	Current
YMCA Youth Substance Abuse Program	Substance Abuse Counselor	Toronto, ON, Canada	08/1989	08/1991
Attorney General of Ontario, Provincial Court	Family Mediator	Toronto, ON, Canada	08/1988	08/1989

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
NASW National Ethics Committee Chair	Responsible Conduct of Research Trainer, Florida Atlantic University	Safe Schools South Florida, LGBT Diversity Trainer	Editorial Board, Journal of Social Work Values and Ethics
Supreme Court of Florida, Certified Family Mediator	Agora, Civility Project, Florida Atlantic University	Temple Bat Yam, Education Committee	Editorial Board, Oxford Bibliographies
Association for Family and Conciliation Courts, Member	Council on Social Work Education (Values and Ethics Track)	Pride Center, Founder’s Circle	

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- School of Social Work: MSW Curriculum Committee / BSW Curriculum Committee
- School of Social Work: Chair, Reaffirmation Committee
- School of Social Work: Website and Technology Committee
- FAU: Agora Project

- FAU: Human Rights Committee

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
Creative Scholar of the Year	College for Design and Social Inquiry, FAU	2013
Advisor of the Year	College for Design and Social Inquiry, FAU	2011

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
Ethical Issues in End-of-Life Decision Making: Educating Students for Death?	BPD (Louisville, KY)	03/2014
Ethical Issues in Field Education: A Success-Based Approach	BPD (Louisville, KY)	03/2014
Cross-border social work: Ethical issues and responses	CSWE (Dallas, TX)	11/2013
The place of faith in social work education: Meaningful dialogue	CSWE (Dallas, TX)	11/2013
The ethics of online communication with clients in divorce and separation cases.	Association of Family and Conciliation Courts (Los Angeles)	05/2013
Divided by faith? Transforming our discussions regarding faith-based schools of social work	BPD (Myrtle Beach, SC)	03/2013
The ethics of social networking in social work practice	BPD (Myrtle Beach, SC)	03/2013
Interprofessional education for lawyers & social workers: Adversaries, teammates, or co-professionals?	CSWE (Washington, DC)	11/2012

Online social work with individuals, families, and groups: Ethical issues and responses.	CSWE (Washington, DC)	11/2012
Mediating ethical issues & violations: From conflict & intransigence to hope & understanding.	NASW Profession of Hope Conference (Washington, DC)	06/2012
Social workers in court: Ethical issues and responses for practitioners called to testify	NASW – FL Chapter (Ft. Lauderdale)	06/2012
Ethics in end-of-life decision making: Principles and processes.	BPD (Portland, OR)	03/2012
Interprofessional ethics education: A working model of collaboration with medicine and nursing.	BPD (Portland, OR)	03/2012
Teaching ethics without Indoctrination: A critical thinking approach.	CSWE (Atlanta, GA)	11/2011
Ethics education: Using simulated professional review processes to enhance critical thinking.	CSWE (Atlanta, GA)	11/2011
Educating students to reduce misconduct and promote the highest standards of practice.	BPD (Cincinnati, OH)	02/2011
Engaging in difficult ethical discussions: Skills for resolving ethical violations without whistle-blowing.	CSWE (Portland, OR)	11/2010
Educating students to reduce misconduct and promote the highest standards of practice.	CSWE (Portland, OR)	11/2010
The virtuous social work researcher: Ethics education beyond rules, standards, and consequences.	CSWE (Portland, OR)	11/2010

Ethics in practice: Moral theory and the professions.	Association for Practical and Professional Ethics (Cincinnati, OH)	03/2010
Educating the virtuous social worker: Ethics beyond duties, principles, standards, and consequences.	CSWE (San Antonio, TX)	11/2009
Queer consciousness among social workers: What social work educators need to know.	CSWE (San Antonio, TX)	11/2009
A developmental approach to integrating ethics content in social work and related professional curricula.	Association for Practical and Professional Ethics (Cincinnati, OH)	03/2009

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
Med-Arb: Behind the closed doors of a hybrid process.	<i>Family Court Review</i>	2013
Hiring priorities for BSW/MSW programs in the United States: Informing doctoral programs about current needs	<i>Journal of Social Work</i>	2013
<i>Clinicians in court: A guide to subpoenas, depositions, testifying, and everything else you need to know</i> (book)	Guilford Press, New York	2012
Reaching Haitian Americans living with HIV/AIDS: Met and unmet health care needs.	<i>Journal of HIV/AIDS &amp; Social Services</i>	2012
Exploring queer consciousness among social workers	<i>Journal of Gay and Lesbian Social Services</i>	2011
Parenting coordination: The risks of a hybrid conflict resolution process.	<i>Negotiation Journal</i>	2011
<i>Ethics and values in social work: An integrated</i>	Oxford University Press, New York	02/2010



<i>approach for a comprehensive curriculum</i> (book)		
The virtuous social work researcher.	<i>Journal of Social Work Values and Ethics</i>	2010
The caring mediator: Essential virtue or absolute heresy.	<i>Family Mediation Quarterly</i>	2010
<i>Assumed privilege: A double-edged sword</i> (book chapter).	Explorations in privilege, oppression, and diversity. (Belmont, CA: Brooks/Cole)	2010
The legal and ethical context for knowing and using the latest child welfare research.	<i>Child Welfare</i>	2009
A capacity-building approach to conflict resolution (book chapter).	<i>Handbook of conflict analysis and resolution</i> (New York: Routledge).	2009

10. **Other relevant information** (professional, academic):

- I served on the NASW National Task Force on the Professional Review Process (2012-2013) and have been working on major revisions to this process. As a member of the NASW National Ethics Committee, I am also working on development of ethical guidelines for the use of communication technologies in practice.
- I write a regular column on social work ethics in the quarterly magazine, *The New Social Worker*.
- I have also published podcasts on issues related to ethics and social work and the law (e.g., <http://castroller.com/podcasts/LivingProof/3085419> and <http://www.socialwork.buffalo.edu/podcast/episode.asp?ep=115>).

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1. **Name of faculty member:**

**Georgia Brown, Field Faculty**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
BSW	University of Central	Social Work	December 1994

	Texas		
MSW	University of Texas at Arlington	Social Work	December 2004

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Field Faculty	Instructor	Boca Raton, Florida	2010	Present

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Department of Children and Families		West Palm Beach, Florida	September 2009	August 2010
Children’s Home Society	Facilitator	Fort Lauderdale, Florida	August 2008	March 2009
Texas Department of Family and Protective Services	Program Director	San Angelo, Texas	1995	March 2008
Broward County Health Department (volunteer)	Social Work outreach	Fort Lauderdale, Florida	June 2009	September 2009

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
	Council on Social Work Education	Broward County Homeless Services	

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- Feeding the Homeless, Broward County Homeless Services
- Embrace (Walk-A-Thon), Stand Among Friends (2011, 2012)

- Site visits at agencies where students are placed for internship providing support to field instructors regarding supervision of students and informing of required competencies according to 2008 EPAS.
- Established Textbook Lending Library for students with financial needs (raised money for purchase of books)

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
An Analysis of a Strength-Based Approach to the Student Review Process	CSWE - Poster Presentation	October 2010
Bridging the Gap: MSW Concentration Curriculum as Preparatory Experience for Professional Practice	CSWE - Curriculum Workshop	October 2011
Field Instructor Supervisor Training	Florida Atlantic University School of Social Work Field Department	Fall and Spring each year since 2009 to present.

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
N/A		

10. **Other relevant information** (professional, academic):

- 2012- I received \$15, 000 from an anonymous donor for the school of social work. This was used to create the School of Social Work Lending Library. I Currently serve as the administrator for this program.

- 2013- I requested and received \$5000 each year for 2014, 2015, and 2016 for administration of the School of Social Work Lending Library. I continue to serve as the administrator for this program.
- I served on the School of Social Work Aging Committee from 2010 -2012.

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1. **Name of faculty member:**

**Gail Horton Chewning, Associate Professor**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
PhD	FIU	Social Welfare	08/03
MSW	FIU	Social Work	08/92
BSW	FAU	Social Work	04/91

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Associate Professor	Boca Raton, FL	01/04	Current

4. **Professional post-baccalaureate and post-master's social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Drug Abuse Foundation	Director of Outpatient and Overlay Services	Delray Beach, FL	09/01	10/02
Challenges Intensive day Treatment	Relapse prevention counselor	Margate, FL	05/98	12/98
Parent-Child Center	Director, Tree House	W. Palm Beach, FL	08/95	08/96

	Day Treatment Program			
Parent-Child Center	Asst. Director, Tree House Day Treatment Program	W. Palm Beach, FL	05/94	08/95
Spectrum Programs	Therapist	Pompano Beach, FL	08/92	05/94

5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

Professional	Academic	Community Related	Scientific
NASW	CSWE		

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- School of Social Work: BSW advisor, Davie Campus
- School of Social Work: Writing Across the Curriculum Course Development Committee
- School of Social Work: Ceremony Organization and Development Committee, Chair
- School of Social Work: MSW Admissions Committee
- School of Social Work : BSW/MSW Program Assessment and Evaluation Committee
- CDSI: Awards Committee
- CDSI: Credentialing Committee
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7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
n/a		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
<i>The Impact of Spirituality and Attachment Style on Axis I and II Disorders in the Treatment of Addiction.</i>	National Association of Social Worker's Palm Beach Unit meeting	1/14
<i>The Impact of Spirituality</i>	25th Symposium on Addictive	9/13

<i>and Attachment Style on Axis I and II Disorders in the Treatment of Addiction.</i>	Disorders, Cape Cod, MA.	
<i>Axes I and II disorders in the treatment of addiction: The impact of spirituality and attachment styles.</i>	National Association of Social Work Conference. Orlando, Florida,	6/13
<i>The Impact of Spirituality, Religiosity, and Attachment Styles on Axes I and II Disorders in the Treatment of Addiction.</i>	Freedom & Recovery: Integrated Mental Health and Addiction Treatment for Service Members. San Diego, CA.	6/13
<i>The Complex Relationships among Spirituality, Religiosity, Attachment Style and “Dual Diagnosis” in Treatment.</i>	UK/European Symposium on Addictive Disorders, London, UK.	5/13
<i>The Interactions among Attachment Styles, Religiosity, and Depression in the Treatment of Addictions.</i>	Broward Psychological Association, Davie, FL.	1/13
<i>The Interactions among Attachment Styles, Religiosity, and Depression in the Treatment of Addictions.</i>	24th Symposium on Addictive Disorders, Cape Cod, MA.	9/13
<i>Use of the Labyrinth as a Therapeutic Tool.</i>	National Association of Social Workers Social Work Conference 2012. Ft. Lauderdale, FL.	6/12
<i>Addiction Treatment: Attachment Styles, Spirituality, Religiosity, and Depression.</i>	National Association of Social Workers Social Work Conference 2012. Ft. Lauderdale, FL.	6/12
<i>The Interactions among Attachment Styles, Religiosity, and Depression in the Treatment of Addictions.</i>	33 <sup>rd</sup> Annual Behavioral Health and Addictive Disorders Conference, Clearwater, FL.	2/12
<i>A Writing Across the</i>	Counsel on Social Work Education	11/11

<i>Curriculum Course: Students' perceptions about its effectiveness.</i>	2011 Annual Program Meeting, Atlanta, GA	
<i>Surprising New Findings Concerning Spirituality and Depression among Substance Abusers</i>	Spirituality and Psychotherapy Virtual Conference	2/11

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
Diaz, N., <b>Horton, E. G.</b> , Weiner, M. Dysthymia, major depression, and double depression among individuals receiving substance abuse treatment.	<i>Health</i> , 4(12), 1229-1237	2012
<b>Horton, E. G.</b> , Diaz, N., Weiner, M., & Malloy, T. Adult attachment style, spirituality, and religiosity among individuals in treatment for substance use disorders.	<i>Florida Public Health Review</i> , 9, 121- 131.	2012
Diaz, N., <b>Horton, E. G.</b> , Green, D. Mcklveen, J., Weiner, M., & Mullaney, D. Relationship between spirituality and depressive symptoms among individuals who abuse substances.	<i>Counseling and Values</i> , 56(1), 43-56.	2011
Horton, E. G., Diaz, N., McIlveen, J., Weiner, M., & Mullaney, D. Mental health and substance use characteristics of flight attendants enrolled in in- patient substance abuse treatment.	<i>International Journal of Mental health and Addiction</i> , (9), 140-150.	2011

Diaz, N., <b>Horton, E. G.</b> , McIlveen, J., Weiner, M., Williams, L. B. Spirituality, Religiosity and Depressive Symptoms among Inpatient Substance Abusers.	<i>Journal of Religion and Spirituality in Social Work: Social Thought</i> , 30 (1), 71-87.	2011
<b>Horton, E. G.</b> & Diaz, N. Learning to write and writing to learn social work concepts: Development of a Writing Across the Curriculum Course for undergraduate social work students.	<i>Journal of Teaching in Social Work</i> , 31(1), 53-64.	2011
<b>Horton, E. G.</b> & Hawkins, M. A Content Analysis of Intervention Research in Social Work Doctoral Dissertations.	<i>Journal of Evidence-Based Social Work</i> , 7(05), 377 - 386.	2010
Horton, E. G., Diaz, N., McIlveen, J., Weiner, M., & Mullaney, D. Mental Health and Substance Use Characteristics of Flight Attendants Versus Other Clients in Residential Treatment	<i>Mental Health and Substance Use: Dual Diagnosis</i> 3(1), 25-37.	2010
Diaz, N., <b>Horton, E.G.</b> , McIlveen, J., Weiner, M., & Mullaney, D. Comorbidity among dysthymia, substance use, and other mental health disorders: Characteristics of flight attendants in residential substance abuse treatment in the United States.	<i>Mental Health and Substance Use: Dual Diagnosis</i> , 2(03), 212 - 225.	2009
<b>Horton, E.G.</b> , Diaz, N., & Green, D.	<i>Social Work in Mental Health</i> , 7(5), 458-475.	2009



Mental health characteristics of social work students: Implications for social work education.		
Diaz, N., Green, D., & <b>Horton, E. G.</b> Predictors of depressive symptoms among inpatient substance abusers.	<i>International Journal of Mental Health &amp; Addiction</i> , 7(2), 347-356.	2009
Diaz, N., <b>Horton, E.G.</b> , McIlveen, J., Weiner, M., & Nelson, J. Dysthymia among substance abusers: An exploratory study of individual and mental health factors.	<i>International Journal of Mental Health &amp; Addiction</i> , 7(2), 357-367.	2009
<b>Horton, E. G.</b> , Diaz, N., & Peluso, P., McIlveen, J., Weiner, M. & Mullaney, D. Relationships between trauma, PTSD symptoms, dissociative symptoms and lifetime heroin use among substance abusers in residential treatment.	<i>Journal of Addictions &amp; Offender Counseling</i> , 29(2), 81-95.	2009

10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**LeaAnne DeRigne, Assistant Professor**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
Ph.D.	Washington University	Philosophy	August 2006
MSW	Washington University	Social Work	August 1999
BS	Missouri State	Psychology	May 1995

	University		
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3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Assistant Professor	Boca Raton, FL	August 2009	Current
University of Missouri	Visiting Assistant Professor	St. Louis, MO	August 2006	May 2008
Saint Louis University	Adjunct Professor	St. Louis, MO	August 2005	May 2006
Southern Illinois University-Edwardsville	Full-time Lecturer	Edwardsville, Illinois	August 2003	December 2003
Southern Illinois University-Edwardsville	Full-time Lecturer	Edwardsville, Illinois	August 2001	December 2001
Washington University	Instructor		August 2000	May 2001

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

(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Citizens for Missouri’s Children	Health Policy Lobbyist & Analyst,	St. Louis, MO	Feb 2004	May 2005
The Workforce Alliance/Center on Law and Social Policy	Policy Analyst and Lobbyist	Washington DC	August 2003	May 2004
St. Louis Regional Jobs Initiative at East-West Gateway Council	Policy Analyst and Lobbyist	St. Louis, MO	January 2002	May 2003
St. Louis	Community	St. Louis, MO	May 1998	August 1999

Empowerment Zone, St. Louis Community Development Association	Development Specialist			

5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
Council on Social Work Education			
Society for Social Work Research			
National Association of Social Work			
National Work & Family Researchers Network			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- 2010- to present, Advisor to Student Lobby Day Organization- Social Work Empowerment and Advocacy Team
- Faculty subcommittee on Health Policy: Inter-professional Education Program
- Fall 2011, Student in Center on Education & Learning's: Elearning Designer Course
- 2011-2012 Faculty Learning Community-Research, Creative, and Scholarly projects in undergraduate education
- 2010-2011 School of Social Work Diversity Committee,
- Member of FAU's Race for the Cure Team and FAU's School of Social Work Aids Walk team 2010 and 2011.

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
The employment impacts of having a child with a special health care need.	Inaugural Work and Family Researchers Conference	June 2012
The Medical Home and Out-of-Pocket Medical Costs for Children with Special Health Care Needs	Society of Social Work Research conference in Washington DC	January 2012
The Sandwich Generation: Recent Literature on Caregiver Impacts.	the Florida Conference on Aging, St. Petersburg, FL	August 2011

9. **Professional publications for the last 5 years (2009-2014):**

1. **DeRigne, L.** (2012) The employment and financial impacts on families raising children with special health care needs: An examination of recent evidence. *Journal of Pediatric Health Care*.
2. **DeRigne, L., Choi, J., Barsky, A. & Albertini, V.** (2012). Reaching Haitian Americans living with HIV/AIDS: Met and unmet health care needs. *Journal of HIV/AIDS & Social Services*.
3. **DeRigne, L., & Ferrante, S.** (2012). The sandwich generation: A review of the literature. *Florida Public Health Review*, 9, 95-104.
4. Porterfield, S. & **DeRigne, L.** (2011) Medical home and out-of-pocket medical costs for children with special health care needs. *Pediatrics* 128(5), 892-900.
5. **DeRigne, L.** (2011). Teaching social policy: Integration of current legislation, media, and on-line resources. *Journal of Teaching in Social Work*. 31(2), 224-231.
6. **DeRigne, L.** (2010). What are the parent reported reasons for unmet mental health needs of children? *Health and Social Work*. 35(1), 7-15.
7. **DeRigne, L. & Porterfield, S.** (2010) Employment change, out of pocket medical costs and the role of the medical home for families with children with special health care needs. *Social Science & Medicine*, 70, 631-641.
8. Stoddard, P. & **DeRigne, L.** (2010). Denial in alcohol and other drug use disorders: A critique of theory. *Addiction Research and Theory*, 18(2), 181-193.
9. **DeRigne, L., Porterfield, S. & Metz, S.** (2009). The influence of health insurance

on parent reported unmet mental health needs of children. *Maternal and Child Health Journal*, 13 (2), 176-186.

10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Heather Farineau, Assistant Professor**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
MSW	Florida State University	Social Work	04/2007
PhD	Florida State University	Marriage and Family Therapy	05/2013

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Assistant Professor	Boca Raton, FL	08/2013	Current

4. **Professional post-baccalaureate and post-master's social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Generations Behavioral Healthcare	In-home Therapist	Tallahassee, FL	06/10	07/13
Florida State University	Parent Educator and Family Therapist	Tallahassee, FL	08/09	07/13
Big Bend Community Based Care	Intake/Placement Specialist	Tallahassee, FL	12/08	08/09

Children's Home Society	Dependency Case Manager	Tallahassee, FL	12/06	11/08
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5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
American Association of Marriage and Family Therapy	Child Welfare Institute, Director	International Masons and Order of the Eastern Star, Community Service Organization	
Tallahassee Association for Marriage and Family Therapy, Board Member	Lobby Day Committee, Assistant to Faculty Advisor		
Tallahassee Association for Marriage and Family Therapy, Election Committee	Glenn Society		

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- Interprofessional Education Series, Florida Atlantic University, Facilitator
- Children and Youth Services Review, Ad Hoc Reviewer
- American Association for Marriage and Family Therapy, Conference Volunteer September 2011 and 2012
- Child and Family Social Work, Ad Hoc Reviewer
- Children and Youth Services Review, Ad Hoc Reviewer, April-May 2012
- Tallahassee Association for Marriage and Family Therapy, Elections Committee-Committee Chair, 2011-2012

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
Dissertation Award Recipient	College of Human Sciences, FSU	2012
Andres J. Nazario Diversity	The Florida Association for Marriage	2012

Award	and Family Therapy	
President Obama's Volunteer Service Award	Corporation for National and Community Service	2011

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
A systemic perspective on child welfare policy	<i>National Council on Family Relations</i>	11/2013
Foster adolescent behaviors and perception of relationship with caregiver	<i>National Council on Family Relations</i>	11/2013
Collaborative practice with families in child welfare	<i>American Association for Marriage and Family Therapy</i>	10/2013
Maternal factors and adolescent outcomes in at-risk families	<i>American Association for Marriage and Family Therapy</i>	10/2013
Promoting parent-child relationships through communication	<i>American Association for Marriage and Family Therapy</i>	10/2013
Working systemically with families involved in the Department of Children and Families	<i>Florida Association for Marriage and Family Therapy</i>	01/2013

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
Maternal factors and adolescent outcomes among a high-risk sample: A longitudinal perspective	<i>Journal of Family Violence</i>	In press
Experiences of family therapists working with families in a transitional homeless community	<i>Journal of Marital and Family Therapy</i>	In press
You matter to me: Relationships and self-esteem of adolescents in foster care	<i>Child &amp; Family Social Work</i>	05/2013
Physical health, mental health, and behavior problems among early	<i>Child: Care, Health and Development</i>	03/2013

adolescents in foster care		
The relationship between extracurricular activities and delinquency of adolescents in foster care	<i>Children and Youth Services Review</i>	06/2011

10. **Other relevant information** (professional, academic):

- I serve on the Statewide Taskforce for Post-Secondary Programs for Youth Aging out of Foster Care

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1. **Name of faculty member:**

**A.C. Frizzell, Instructor**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
BSW	University of South Florida	Social Work	8/77
MSW	Florida State University	Social Work	8/94

3. **Academic appointments** (most recent ones first):

Employing Academic Institution	Title	City and State	Start Date (month/year)	End Date (month/year)
Florida Atlantic University, School of Social Work	Instructor	Boca Raton, FL	8/2003	Current

4. **Professional post-baccalaureate and post-master's social work experience**  
(not including academic appointments):

Employer	Position	City and State	Start Date (month/year)	End Date (month/year)
Department of Children and Families (DCF)	Director of Education and Training	Tallahassee, FL	4/01	3/03
Tallahassee Community College (TCC)	Director of Professional Development	Tallahassee, FL	2/99	4/01



	Centers (PDC - Child Welfare Training)			
TCC	Operations Administrator, PDC	Tallahassee, FL	2/95	2/99
TCC	Operations Analyst, PDC	Tallahassee, FL	1/89	2/95
DCF	Program Specialist (Child Welfare)	Tallahassee, FL	3/87	1/89
DCF	Child Welfare Caseworker	Tampa, FL Tallahassee, FL	8/77	3/87

5. **Current professional, academic, community-related, and scientific memberships (names of organizations):** None
6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**
- School of Social Work: Writing Across the Curriculum Committee
  - School of Social Work: Writing and APA modules web site
  - School of Social Work: Child Welfare Institute
  - School of Social Work: MSW and BSW Curriculum Committees
  - School of Social Work: Field/Practice Committee
7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):** None
8. **List your professional presentations presented during the last 5 years (2009 to 2014):**  
None
9. **Professional publications for the last 5 years (2009-2014):** None

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1. **Name of faculty member:**  
**Elwood R. Hamlin II, Professor and MSW Coordinator**

2. **Degree information:**

Degree	Institution Granting	Major	Date Awarded
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	<b>Degree</b>		<b>(month/year)</b>
DSW (converted to Ph.D)	The Catholic University of America	Social Work	May/1979
MSW	University of Illinois	Social Work	June/1968
BA	California State University, Sacramento	Social Welfare	June/1966

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Professor, Coordinator of MSW program	Boca Raton, FL	August, 1999	Current

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
East Aurora, Illinois School District	School Social Worker	Aurora, Illinois	September, 1968	June, 1969
US Public Health Service, Commissioned Officer	Medical Social Worker	Seattle, Washington	July, 1969	August, 1973
US Army, Commissioned Officer	Career Army Social Work Officer	Multiple states and overseas assignments	September, 1973	June, 1999

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
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NASW, CSWE, ACSW	Editorial Board, Journal of Aggression, Maltreatment & Trauma		

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- Coordinator of MSW program
- Chair, MSW Admissions Committee
- MSW and BSW Program Evaluation Committee Member
- College Graduate Programs Committee Member
- University Graduate Council Member
- Associate Director of Interprofessional Education with Colleges of Medicine and Nursing
- Field/Practice Committee Member and Chair of MSW Student Success Conferences
- Chair and member of School of Social Work Search Committee

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
Poster: Developing Positive Attitudes Toward Interprofessional Collaboration	CSWE APM	October, 2013

9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
Attitudes toward interprofessional collaboration among students in the health care profession	Advances in Social Work, Indiana University School of Social Work, Indianapolis, Indiana	2014
Developing positive attitudes toward interprofessional collaboration among students in the health care professions	Educational Gerontology	Reviewed

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10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Wes Hawkins, Professor**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
PHD	Southern Illinois University	Community Health Education	May 1986
MSW	The Catholic University of America (District of Columbia)	Social Work	May 1994
B.S.	Truman University	Education: History	May 1972

3. **Academic appointments** (most recent ones first):

Employing Academic Institution	Title	City and State	Start Date (month/year)	End Date (month/year)
Florida Atlantic University, School of Social Work	Director & Professor	Boca Raton, Fl.	August 2013	Dec. 2013
Florida Atlantic University, School of Social Work	Professor	Boca Raton Fl.	August 1997	Current
Florida Atlantic University, School of Social Work	Associate Provost for Promotion and Tenure	Boca Raton, FL.	August 2008	May 2010

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

Employer	Position	City and State	Start Date (month/year)	End Date (month/year)
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National Institute on Drug Abuse	Senior Fellow: Clinical Trials Division	Baltimore, Md.	May 1994	July 1997  LCSW 1997
Private Clinical Practice	Individual/ Couples	Bethesda, Md.	May 1994	July 1997

5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

Professional	Academic	Community Related	Scientific
CSWE, NASW			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- Collegiate Recovery Planning Committee: Florida Atlantic University
- Member of School of Social Work Search Committee
- MSW and BSW Program Evaluation Committee
- Participant in Interprofessional Education with Medicine and Nursing

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
Poster: Developing Positive Attitudes Toward Interprofessional Collaboration	CSWE APM	October, 2013

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
Attitudes toward interprofessional collaboration among students in the health care profession	Advances in Social Work, Indiana University School of Social Work, Indianapolis, Indiana	In-Press
Developing positive attitudes toward interprofessional collaboration among students in the health care professions.	Educational Gerontology	In-Press

10. **Other relevant information** (professional, academic): N/A

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1. **Name of faculty member:****Bettyanne Hutton, Instructor**2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
BS	Lambuth College	Sociology / Psychology	05 /1970
MSW	Florida International University	Social Work	04/1993

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Visiting Instructor	Boca Raton, FL	2003	Current
Florida Atlantic University, School of Social Work	Adjunct Instructor	Boca Raton, FL	2001	2002

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Professional Development Center, Florida International University	Trainer	North Miami, FL	1996	2002
Department of Children and Families	Adoption Supervisor	Fort Pierce, FL	02/1994	1996
Department of Children and Families	Adoption Counselor, Homefinder	Fort Pierce, FL	05/1993	02/1994
Department of Children and Families	Adoption and Related Services Supervisor	Ft. Pierce FL	10/1986	08/1991
Juvenile Alternative Services	Family Counselor	Ft. Pierce, FL	1982	06/1984
Department of Children and Families	Mixed Programs Supervisor	Stuart, FL	12/1977	08/1981
Department of Children and Families	Dependency/Delinquency Intake Counselor	Stuart, FL	12/1975	08/1977
Massachusetts General Hospital	Medical Caseworker	Boston, Mass.	06/1974	06/1975
Lemuel Shattuck Hospital	Medical Caseworker	Dorchester, Mass.	03/1973	02/1974
Commonwealth Nursing Home	Caseworker	Brighton, Mass.	09/1970	03/1973

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
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National Association of Social Workers			
North American Council on Adoptable Children			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- School of Social Work: MSW Induction Committee
- School of Social Work: Child Welfare Program

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
NASW Appreciation Award	NASW, Treasure Coast Unit	2011

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
Vulnerable Children and Families, Indicators of Abuse, Tips for Physicians	FAU School of Medicine	11/2013

9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
N/A		

10. **Other relevant information** (professional, academic):

- Served on NASW Board of Directors 2007-2009 and have previously been awarded NASW Social Worker of the Year (2007), Treasure Coast Unit and NASW Educator of the Year (2010) Palm Beach County Unit
- Served on the Technical Advisory Committee for the Children's Services Council of Martin County for over 10 years



- Served on the Steering Committee for Children's Home Society's Adoption Heart Gallery of Okeechobee and the Treasure Coast for 3 years

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- Name of faculty member:**

**Michael Kane, Professor**

- Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
PHD	Barry University	Social Work	May 1997
MSW	Barry University	Social Work	May 1994
M.Div.	St. Vincent de Paul	Theology	May 1987

- Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Professor	Boca Raton, FL	December 1999	Current

- Professional post–baccalaureate and post–master's social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Medical Center	Director of Pysch Admission/Care Team Manager	Ft. Lauderdale, FL	March 1997	December 1999
University Pavilion Hospital	Coordinator of Elder Service, Clinical Social Worker	Ft. Lauderdale, FL	May 1994	March 1997
Private Clinical Practice	Therapist	Coral Springs/Coconut Creek, FL	November 1996	December 2008

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5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

Professional	Academic	Community Related	Scientific
N/A			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- DSW Development Committee

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year

9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
Perceptions of Religious Leaders' Culpability in the United States	<i>Mental Health, Religion &amp; Culture</i> , 16(3), 225-253.	2013
Condom use, disclosure, and risk for unprotected sex in HIV-negative midlife and older men who have sex with men.	<i>American Journal of Men's Health</i> , 7(3), 186-197.	2013
Catholic Priests' Knowledge of Pastoral Codes of Conduct in the United States.	<i>Ethics and Behavior</i> , 23(3), 199-213.	2013
Perceptions of the humanness of religious leaders among university students.	<i>Journal of Spirituality in Mental Health</i> , 14 (1), 59-81.	2012
Correlates of loneliness in	<i>Journal of Gay &amp; Lesbian Social</i>	2012

midlife and older gay and bisexual men.	<i>Services</i> , 24, 40-61.	
Perceptions of Intimate Partner Violence, Age, and Self-Enhancement Bias.	<i>Journal of Elder Abuse &amp; Neglect</i> , 23(1), 89-114.	2011
Psychosocial predictors of self-esteem in a multi-ethnic sample of women over 50 at risk for HIV.	<i>Journal of Women and Aging</i> , 23, 23-39.	2011
Pastoral Care Professionals in Health and Mental Health Care: Recognizing Classic and Newer Versions of Ageism.	<i>Journal of Pastoral Care &amp; Counseling</i> , 65 (4).	2011
HIV-related stigma in midlife and older women.	<i>Social Work in Health Care</i> , 49, 68-89.	2010
Predictors of university students willingness in the USA to use clergy as sources of skilled help.	<i>Mental Health, Religion, &amp; Culture</i> , 13(3), 309-325.	2010
Predictors of the importance of spiritual and religious beliefs among university students.	<i>Journal of Religion &amp; Spirituality in Social Work</i> , 29(1), 49-70.	2010
Factors associated with risk for unprotected receptive and insertive anal intercourse in men aged 40 and older who have sex with men',	<i>AIDS Care</i> , First published on: 12 March 2010 (iFirst) DOI: 10.1080/09540121003615137	2010
Empowerment in the religious stories and art of the Virgin Mary	<i>Social Work &amp; Christianity: An International Journal</i> , 37(1), 45-64	2010
Perceptions of Students about Younger and Older Men and Women Who May Be Homeless,	<i>Journal of Social Service Research</i> , 36, 261-277.	2010
Coping strategies for victims of crime: Effects of the use of emotion-focused, problem-focused, and	<i>Journal of Human Behavior in the Social Environment</i> , 20(6), 732-743.	2010

avoidance-oriented coping.		
Perceptions about the ridicule of religious and spiritual beliefs.	<i>Journal of Contemporary Religion</i> , 25(3), 453-462.	2010
Substance abuse by elders and self-enhancement bias.	<i>Educational Gerontology</i> , 35(2), 95-120.	2009
Perceptions of elders' substance abuse and resilience.	<i>Gerontology &amp; Geriatrics Education</i> , 30(2), 164-183.	2009
Investigating social work students' perceptions of elders' vulnerability and resilience.	<i>Social Work in Mental Health</i> , 7(4), 307-325..	2009
Theory based policy development for HIV prevention in racial/ethnic minority midlife and older women.	<i>Journal of Women and Aging</i> , 21, 19-32 .	2009
Does type of crime affect the stress and coping process?	<i>Victims &amp; Offenders</i> , 4(3), 249-264.	2009
Help-seeking from mental health professionals or clergy: Perceptions of university students.	<i>Journal of Spirituality in Mental Health</i> , 11(4), 290-311.	2009

10. **Other relevant information** (professional, academic):

- Licensed Clinical Social Worker – FL
- MSW Orientations (annual)

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1. **Name of faculty member:**

**Arlene Kaplan, Field Coordinator**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
Ph.D. in Social Welfare	Florida International University	Social Work	June 1996

MSW	Florida International University	Social Work	May 1993
BA	University of Florida	Sociology	March 1974

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Coordinator of Field Education & Associate Director	Boca Raton, FL	August 2007	Current
Florida Atlantic University, School of Social Work	Instructor/Field Faculty	Boca Raton, FL	August 2005	August 2007
Florida International University, School of Social Work	Coordinator, Broward MSW Program and Field Faculty	Pembroke Pines, FL and Miami, FL	January 1996	August 2005

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Department of Health and Rehabilitative Services (a/k/a Dept. of Children & Families)	Various administrative, and direct service social work positions	Ft. Lauderdale, FL	November 1974	January 1996

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
NASW	Manuscript Reviewer for Allyn & Bacon Publishers	Head Start Consultant for Community Assessment	

CSWE Member	CSWE Member		
Florida Field Consortium Member	BPD Member		

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- School of Social Work: Exception to Policy Committee, Chairperson
- School of Social Work: Induction Committee Member
- School of Social Work: Heart of Social Work Committee Member
- School of Social Work: IV-E Stipend Committee, Member
- College of Design and Social Inquiry: Instructor Promotion & Tenure Committee, Member

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
Nominated for Talon Award	Florida Atlantic University	2012
Nominated for Academic Advisor of the Year	Florida Atlantic University	2013

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
Ethical Issues in Field Education – A Success-Based Approach	BPD (Louisville, KY)	March 2014
Field Consortium's Collaborative Model: Empowering Field Directors	CSWE (Washington, DC)	November 2012
An Analysis of a Strengths-Based Approach to the Student Review Process	CSWE (Portland, OR)	October 2010

9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
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10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Naelys Luna, Associate Professor**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
PhD	Fordham University	Social Work	May 2005
MSW	Fordham University	Social Work	May 2001
BA	Seton Hall University	Psychology	May 1998

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Associate Professor	Boca Raton, FL	August 2010	Current
Florida Atlantic University, School of Social Work	Assistant Professor	Boca Raton, FL	August 2005	May 2010

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Lehman College	Project Manager	Bronx, NY	May 2004	June 2005
Independent Practitioner (private practice)	Clinical Social Worker	Manhattan, NY	August 2002	June 2005
Trinitas Hospital	Licensed Social Worker	Elizabeth, NJ	May 2001	May 2004
Catholic	Case	Newark, NJ	December 1998	August 1999

Community Services	Manager			
Essex Substance Abuse Treatment Center	Substance abuse counselor	Elizabeth, NJ	May 1998	November 1998

5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
National Association of Social Workers, Member	Society for Social Work Research, Member	Behavioral Health of the Palm Beaches, Research Consultant	Editorial Board, Personal Relationships, The Journal of the International Association for Relationship Research
	Council on Social Work Education, Member	Caregiving Youth Project, Advisory Member	Editorial Board, Journal of Emotional and Behavioral Disorders
Association of Hispanic Mental Health Professionals, Member			
Association of Latino Social Work Educators, Member			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Practice Committee, including Student Success Meetings
- School of Social Work: Chair, School Assessment and Evaluation Committee



- School of Social Work: Search Committee
- School of Social Work: Writing Across the Curriculum Committee
- School of Social Work: BSW Committee
- School of Social Work: MSW Advanced Practice Committee
- School of Social Work: Program Curriculum Committee
- School of Social Work: MSW Induction Ceremony Committee
- University: College Promotion and Tenure Review Committee (Appointed by Dean Rosalyn Carter)
- University: Diversity Committee (Appointed by President Brogan)
- Community: Advisory Committee of the Young Caregiving Project
- Community: Consultant at Behavioral Health of Palm Beaches

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
Seed Grant - Designing Active Continuing Care Retirement Communities (in collaboration with Dr. Jean Caldieron from Architecture)	FAU	2012

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
The Impact of Spirituality, Religiosity, and Attachment Styles on Axis I and II Disorders in the Treatment of Addiction.	United Kingdom European Symposium on Addictive Disorders (UKESAD), England, London.	May, 2013.
The impact of spirituality and attachment styles on Axes I and II Disorders in the Treatment of Addiction.	National Association of Social Workers, Orlando, Florida.	June, 2013.
The impact of spirituality, religiosity and attachment styles on Axes I and II Disorders in the Treatment of Addiction.	Freedom & Recovery: Integrated Mental Health and Addiction Treatment for Service Members. San Diego, California.	April, 2013.
A writing across the curriculum course: Students'	11 <sup>th</sup> International Writing Across the Curriculum Conference, Savannah,	June, 2012.

perceptions about its effectiveness.	Georgia	
Using Community-Based Participatory Research (CBPR) to Address Childhood Emotional Reactivity through Mindfulness.	Association for Behavioral and Cognitive Therapies 46th Annual Convention. National Harbor, Maryland.	November, 2012.
Addiction Treatment: Relationship among Attachment Styles, Spirituality and Depressive Symptoms.	25 <sup>th</sup> Symposium on Addictive Disorders, Hyannis, Cape Cod, Massachusetts.	September, 2012.
The Interaction among Attachment Styles, Spirituality and Depression.	National Association of Social Workers Conference, Dania Beach, Florida.	June, 2012.
A Writing Across the Curriculum Course: Students' Perceptions about Its Effectiveness.	Council on Social Work Education Conference, Atlanta, Georgia.	October, 2011.
Surprising New Research about Spirituality and Depression among Substance Abusers.	Integrating Spirituality and Psychotherapy Virtual Conference.	February, 2011.
Addiction, Depression, and the Impact of Spirituality.	The 31st Annual Behavioral Health and Addictive Disorders Conference, Clearwater, Florida.	January, 2010.
Major Depressive Disorder and Addiction: The Role of Spirituality.	Clinical and Counseling Advances on Behavioral Health and Addictive Disorder Conference, Chicago, Illinois.	October, 2010.
Integrating Writing Across the Curriculum Into Social Work: Perceptions of Its Effectiveness.	Council on Social Work Education Conference, Portland, Oregon.	October, 2010.
Depression, Addition, and the Impact of Spirituality.	National Association for Social Worker Annual Conference, Orlando, Florida.	June, 2010.
New proposed model for integrating writing into social work curriculum.	Council on Social Work Education Conference, San Antonio, Texas.	November, 2009.

Spirituality, Depression and Addiction.	The 3 <sup>rd</sup> Annual Therapeutic & Alcohol/Drug Interventions Conference, Las Vegas, NV.	September, 2009.
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9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
Attitudes Towards Divorce and their Relationship with Psychosocial Factors among Social Work College Students.	<i>Journal of Divorce and Remarriage</i>	2013
Playing games: Listening to the voice of children to tailor a mindfulness intervention.	<i>Children, Youth &amp; Environments</i>	2012
Dysthymia, Major Depression, and Double Depression among Individuals Receiving Substance Abuse Treatment.	<i>Health</i>	2012
Adult Attachment Style, Spirituality, and Religiosity among Individuals in Treatment for Substance Use Disorders.	<i>Florida Public Health Review</i>	2012
Spirituality, Religiosity and Depressive Symptoms among Inpatient Substance Abusers.	<i>Journal of Religion and Spirituality in Social Work: Social Thought</i>	2011
Learning to write and writing to learn social work concepts: Development of a writing across the curriculum course for	<i>Journal of Teaching in Social Work</i>	2011

undergraduate social work students.		
Relationship between spirituality and depressive symptoms among inpatient substance abusers.	<i>Counseling and Values</i>	2011
Mental health and substance use characteristics of flight attendants enrolled in inpatient substance abuse treatment.	<i>International Journal of Mental Health &amp; Addiction</i>	2011
Mental health and substance use characteristics of flight attendants versus other clients in residential treatment.	<i>Mental Health and Substance Use: Dual Diagnosis</i>	2010
A pilot study examining the effect of mindfulness on depression and anxiety for minority children.	<i>Archives of Psychiatric Nursing</i>	2010
Comorbidity among dysthymia, substance use, and other mental health disorders: Characteristics of flight attendants in residential substance abuse treatment in the United States.	<i>Mental Health and Substance Use: Dual Diagnosis</i>	2009
Dysthymia among substance abusers: An exploratory study of individual and mental health factors.	<i>International Journal of Mental Health &amp; Addiction</i>	2009
Predictors of depressive symptoms among	<i>International Journal of Mental Health &amp; Addiction</i>	2009

inpatient substance abusers.		
Relationships between trauma, PTSD symptoms, dissociative symptoms and lifetime heroin use among substance abusers in residential treatment.	Journal of Addictions and Offender Counseling	2009
Mental health characteristics of Social Work students: Implications for Social Work education.	<i>Social Work in Mental Health Journal</i>	2009

10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Paulina Martinez, Assistant Professor**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
Ph.D.	Barry University, Miami Shores, FL	Social Work	2006
MSW	Florida International University, Miami, FL	Social Work	1994
BS	University of Houston, TX	Psychology	1985

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School	Assistant Professor	Boca Raton, FL	2008	Present

of Social Work				
Assistant Director of Field Education			2001	2002
Instructor Child Welfare Title IV-E			1998	2001
California State University	Assistant Professor	California State University	2006	2007

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

Employer	Position	City and State	Start Date (month/year)	End Date (month/year)
N/A				

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

Professional	Academic	Community Related	Scientific
	Diversity Committee		
	MSW Induction Ceremony Committee		
	Practice Committee		

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- Pride Center of Fort Lauderdale - Transgender and homelessness Forum FAU  
REPRESENTATIVE and FOCUS GROUPS LEADER - Spring 2013 - Represented FAU  
and organized the focus groups with student volunteers
- Journal of Homosexuality REVIEWER - Fall 2013-present - Reviews manuscripts on  
LGBT and related topics issues for potential publication
- Social Work Education International Journal REVIEWER Fall 2010-2011 - Reviewed  
manuscripts on LGBT and related topics issues for potential publication
- SafeSchools South Florida SPEAKER Fall 2010-present - Speaks to LGBT youth about  
issues concerning the LGBT community
- Gay, Lesbian, Bisexual and Transgender Center, San Bernardino, CA. – CONSULTANT -  
Fall 2006- Spring 2007
- Broward County Hate Crimes Committee - BOARD MEMBER - 2004-2006
- Sunserve, Broward County, FL. - PROBONO PSYCHOTHERAPIST for GLB  
Community. - 2004-present

- Center One, Broward County, FL. - GROUP FACILITATOR 1995-1998 - Created and facilitated the youth group for children and adolescents who were infected and affected by the HIV virus. Facilitated a grief counseling group for adults.
- Spanish Speaking Community, Broward County, FL. - PSYCHOTHERAPIST- (Probono) - 2004-2006 - Provided clinical services to the Spanish speaking community in Broward County.

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
Personal contact and outcomes on the modern heterosexual liberationist beliefs scale.	Accepted for oral presentation at the The Association of <i>Baccalaureate Social Work Program Directors</i> Conference, Portland, Or	March, 2012
Subtle Prejudice Against Lesbians and Gay Men: What Social Workers Need to Know. Accepted for oral presentation	The Association of <i>Baccalaureate Social Work Program Directors</i> Conference, Cincinnati Ohio,	February 2011
A. Queer Consciousness Among Social Workers: What Social Work Educators Need to Know	Council on Social Work Education Conference, San Antonio, Texas	November 2009.
Assessing the Needs of Gay, Lesbian, Bisexual and Transgender Elders	Department of Adult and Aging Services Annual Conference, San Bernardino, CA	2008
Assessing the Needs of Gay, Lesbian, Bisexual and Transgender Elders	Council of Social Work Education Conference, San Francisco, CA	2007

9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
Assessing the needs of older	. <i>Journal of Gerontological Social Work</i> , 53 (5), 387-401.	2010

gay, lesbian, bisexual, and transgender people: A service-learning and agency partnership approach		
A modern conceptualization of sexual prejudice for social work educators. <i>Social Work Education.</i>	<i>Social Work Education.</i>	2011
Queer Consciousness Among Social Workers. <i>Journal of Gay and Lesbian Social Services.</i>	<i>Journal of Gay and Lesbian Social Services</i>	2011

10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Joy McClellan, Instructor and BSW Coordinator**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
MSW	Barry University	Social Work	1992
BSW	Florida State University	Social Work	1990

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Instructor	Boca Raton, FL	July 2004	Current



4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Community Partnership Group	Vice President	West Palm Beach, FL	October 1997	March 2004
South County Mental Health Center	Supervisor, Intensive Case Management	Delray Beach, FL	October 1992	October 1997

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
NASW			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- School of Social Work: Admissions Committee
- School of Social Work: Interim BSW Program Coordinator
- School of Social Work: Child Welfare Institute
- Faculty Learning Community: Academic Service Learning
- Faculty Learning Community: Critical and Creative Thinking
- Faculty Learning Community: Active Learning in the Classroom

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
N/A		

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
N/A		

10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Juyoung Park, Assistant Professor**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
<b>PhD</b>	University of Maryland	Social Work	May 2009
<b>MSW</b>	University of South Carolina	Social Work	May 2001
<b>BA</b>	University of South Carolina	Interdisciplinary Studies	August 1999

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Assistant professor	Boca Raton, FL	August 2009	Current
University of Maryland, School of Social Work	Adjunct Faculty	Baltimore, MD	August 2007	May 2008
University of Maryland, School of Social Work	Teaching Fellow	Baltimore, MD	August 2006	May 2007

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

(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Waccamaw Center for Mental Health	Clinical Social Worker	Conway, SC	June 2001	July 2004

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

(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
	Gerontological Society of America		
	Society for Social Work and Research		
	Council on Social Work Education		

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- Presented “How to Successfully Communicate With Your Doctor: Dr., Listen to Me” Abbey Delray North, April 2011.
- Presented “Chronic Pain and Pain Management,” NE Focal Point, Deerfield Beach, FL, October 2012.
- Presented “Pharmacological and Nonpharmacological Pain Therapies,” Douglas Garden North, Pembroke Pine, FL, January 2013.
- Attended Student Success Meeting, November 2013.

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
Hartford Geriatric Social Work Faculty Scholar	John A. Hartford Foundation	2011
FAU Seed Grant	FAU	2012
Creative Scholar of the Year	College for Design and Social Inquiry, FAU	2012
NIH R 15 Grant	National Institutes of Health	2013

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
Prescription Drug and Alcohol Use Among Older Adults: Multidisciplinary Approaches and Perspectives	Gerontological Society of America	November 2009
Pharmacological and Nonpharmacological Pain Management in Community-Dwelling Older Adults	Gerontological Society of America	November 2009

Risk Factors Associated With Opioid Medication Misuse in Community-Dwelling Older Adults With Chronic Pain	Society for Social Work Research	January 2010
Risk Factors Associated With Depressive Symptoms in Older Veterans in the VA Health Care System	Gerontological Society of America	November 2010
Age-Appropriate Screening For Measuring Opioid Medication Misuse in Community-Dwelling Older Adults With Chronic Pain	Gerontological Society of America	November 2010
Managing Osteoarthritis: Comparisons of Chair Yoga, Reiki, and Pain Education Groups	Gerontological Society of America	November 2011
Utilization of Chronic Pain Management Among Racially and Ethnically Diverse Older Adults: Theme-Based Qualitative Data Analysis	Gerontological Society of America	November 2013
Attitudes Toward Interprofessional Collaboration Among Students in Health Care Professions	Council on Social Work Education	October 2013
Nonpharmacological Pain Management Among Ethnically Diverse Older Adults: Constant Comparisons	Gerontological Society of America	November 2013

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
A Review of Observational Pain Scales in Nonverbal Elderly With Cognitive Impairments	Research on Social Work Practice	2010
Chronic Pain and Pain Management Among Older Veterans	Research on Social Work Practice	2010
Risk Factors Associated With Opioid Medication Misuse in Community-Dwelling Older Adults With Chronic Pain	Clinical Journal of Pain	October 2010
Factor Structure of Pain Medication Questionnaire in Community-Dwelling Older Adults	Pain Practice	2011
Depressive Symptoms in Community-Dwelling Older Adults Receiving Opioid Therapy for Chronic Pain	Journal of Opioid Management	2011
Managing Osteoarthritis: Comparisons of Chair Yoga, Reiki, and Education (Pilot Study)	Holistic Nursing Practice	2011
Benefits of Participating In Chair Yoga for Community-Dwelling Older Adults With Osteoarthritis	Journal of Gerontological Nursing	July 2012
The Benefits of Yoga for Musculoskeletal Disorder: A Systematic Review of the Literature	Journal of Yoga and Physical Therapy	September 2012
Nonpharmacological Approaches to Management of Chronic Pain In Older Adults: A Review of	Journal of American Geriatrics Society	October 2012

Empirical Evidence		
Factors Associated With 30-Day Hospital Readmission Among Participants in a Care Transition Quality Improvement Program	Journal of the Society for Social Work and Research	December 2012
Nonpharmacological Pain Management by Ethnically Diverse Older Adults With Chronic Pain: Barriers and Facilitators	Journal of Gerontological Social Work	July 2013
Chronic Pain Management by Ethnically and Racially Diverse Older Adults: Pharmacological and Nonpharmacological Pain Therapies	Pain Management	November 2013
Attitudes Toward Interprofessional Collaboration Among Students in the Health Care Professions	Advances in Social Work	December 2013
A Characterization of Pain in Racially and Ethnically Diverse Older Adults: A Review of the Literature	Journal of Applied Gerontology	In press (2014)
Effects of Yoga in Older Adults With Chronic Health Conditions: A Critical Review	Clinical Geriatrics	In press (2014)
The effect of Sit 'N' Fit Chair Yoga among community-dwelling older adults with osteoarthritis	Holistic Nursing Practice	In press (2014)

10. **Other relevant information** (professional, academic):

- Steering Committee Member: Healthy Aging: Interdisciplinary Research to Improve the Quality of Life and Quality of Care for Aging Americans (2010–Current)
- Awarded faculty research mentoring resources (2010–2011)

- Received training/travel grants from the National Institute on Aging, the NIH Office of Behavioral and Social Science Research, and the John A. Hartford Foundation (2010–2011)
- Published an invited editorial: **Park, J.** (2012). How effective are nonpharmacological interventions for chronic pain management in the elderly? (Editorial). *Aging Health*, 8, 399–401.
- A conference abstract was published in the newsletter of the Gerontological Society of America: **Park, J.**, Manotas, K., & Hirz, C. (2012). Utilization of chronic pain management among racially and ethnically diverse older adults: Theme-based qualitative data analysis.

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1. **Name of faculty member:**

**Keith A. Platt, Field Faculty**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
DSW	Univ. of Tenn., Knoxville	Social Work	Expected Fall 2016
MSW	Florida State University	Social Work	April, 1990
BSW	Florida Atlantic Univ.	Social Work	April, 1989

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Instructor/Field Faculty	Boca Raton, FL	August, 2008	Current
Florida Atlantic University, School of Social Work	Instructor	Boca Raton, FL	August, 2000	May, 2008
Florida Atlantic University, School of Social Work	Adjunct Instructor	Boca Raton, FL	August, 1996	August, 2000

Palm Beach Community College	Adjunct Instructor	Lake Worth, FL	September, 1995	June, 1998
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4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Private Practice	LCSW	West Palm Beach, FL	December, 1993	December, 2003
Compass, Inc.	Therapist	West Palm Beach, FL	October , 1992	January, 1996
Comprehensive AIDS Program, Inc.	Contract Therapist	Delray, FL	November, 1993	December, 1994
Children's Home Society	Adoption Social Worker	West Palm Beach, FL	April, 1991	August, 1992
DATA, Inc.	Therapist	West Palm Beach, FL	October, 1990	March, 1991

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
NASW	CSWE		
ACSW			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- Serve on Field Committee
- Attended 4 Student Success Conferences
- Developed FIST (field) training modules
- Developed Advanced Field Training Modules



7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
Excellence in Teaching	FAU- North Campus Association	2012-2013

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
An Analysis of a Strengths-Based Approach to the Student Review Process	CSWE	October 2010
Bridging the Gap: MSW Concentration Curriculum as Preparatory Experience for Professional Practice	CSWE	October 2011

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
N/A		

10. **Other relevant information (professional, academic):**

- **Qualified Clinical Social Work Supervisor 2008**
- **Diplomate in Clinical Social Work 1998**
- **Licensed Clinical Social Worker 1993**

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1. **Name of faculty member:**

**Robin Rubin, Instructor and Community Advisory Committee**

2. **Degree information:**

<b>Degree</b>	<b>Institution Granting Degree</b>	<b>Major</b>	<b>Date Awarded (month/year)</b>
MSW	Florida Atlantic University	Social Work	May 2009
BSW	Florida Atlantic	Social Work	May 2007

	University		

3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Instructor	Boca Raton, FL	August 2010	Current

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
N/A				

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
NASW	CSWE	Family Promise	
		Hillel of Broward and Palm Beach County	
		Jewish Association for Residential Care Jewish Federation of South Palm Beach County Boca Raton Regional Hospital Foundation	

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings
- School of Social Work Community Advisory Board Founder
- Heart of Social Work Event (fundraising, organizing)

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
N/A		

9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
N/A		

10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Ellen Ryan, Director and Associate Professor**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
Ph.D.	Southern Illinois University	Education	December, 1987
M.S.W	University of Missouri	Social Work	May, 1982
B.S.	Stephens College	Psychology	May, 1974
A.A.	St. Mary's College	Nursing	May, 1969

3. **Academic appointments** (most recent ones first):

Employing Academic Institution	Title	City and State	Start Date (month/year)	End Date (month/year)
Florida Atlantic University, School	Associate Professor	Boca Raton, FL El Paso, TX.	August, 2001	Current

of Social Work	of Social Work			
University of Texas at El Paso			August, 1994	May, 2001

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Family Service of El Paso	Therapist (part time)	El Paso, Texas	August, 1997	May, 2001
Texas Department of Protective Regulatory Services..	Contractor foster/adoptive home studies and sibling attachment assessment	El Paso, Texas	August, 1998	May, 2001
Sacred Hospital	Medical Social Worker	Eugene, OR.	January, 1990	August, 1994

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
National Association of Social Workers	Council on Social Work Education		
	School of Social Work: Field/Practice Committee, including Student Success Meetings		

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- BSW Program Coordinator
- Chair, BSW Coordinator
- CDSI College Representative, University Undergraduate Programs Committee
- Member, University Core Curriculum committee
- Member, University Writing Across the Curriculum Committee
- Member, Florida Association of Foster Parents

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

Award, Fellowship, Grant or Recognition	Granting Institution	Year
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

Title of Presentation	Organization or Conference	Month/Year
N/A		

9. **Professional publications for the last 5 years (2009-2014):**

Title of Publication	Journal or Publication, and City/State of the Publisher	Month/Year
N/A		

10. **Other relevant information** (professional, academic):

- Council on Social Work Site Visitor for Accreditation

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1. **Name of faculty member:**

**Diane Green Sherman, Professor**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
BSW	Univ. of Central Fl.	Social Work	May 1995
MSW	Univ. of Central Fl.	Social Work	May 1996
PhD	Univ. of Texas at	Social Work	Aug. 2000

	Austin		
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3. **Academic appointments** (most recent ones first):

<b>Employing Academic Institution</b>	<b>Title</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Florida Atlantic University, School of Social Work	Professor	Boca Raton, FL	Aug. 2000	Current

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Hospice of Central Florida	Clinical social Worker	Orlando	May/1995	Sept/1995
ValueMark Laurel Oaks Behavioral Healthcare System	Clinical Director of Child/Adolescent Inpatient, Partial Hospitalization and Outpatient Services	Orlando, FL	March/1996	Jan/1997
Charter Hospital	Director of Out Patient and Intensive Outpatient Services	Orlando, FL	Jan/1997	May/1997
Charlee Family Care Services	Clinical Program Administrator	Orlando, FL	May/1997	Aug/1997
Austin Travis County Victim Services	Program Development	Austin	July/1998	Dec/1998
University of Texas at Austin, School of Social Work	Supervisor/Clinician	Austin	June/1998 June/1999	Dec/1998 Aug/1999

5. **Current professional, academic, community-related, and scientific memberships (names of organizations):**

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
International Critical Incident Stress Foundation	Team for Assurance of Student Learning	Palm Beach County Victims Services Coalition	
The American Institute of Stress	Tenure and Promotion committee	Palm Beach County Human Trafficking sub-committee	
the International Critical Incident Stress Foundation	The Institute for Grief, Loss, and Family Survival		
Green Cross Academy of Traumatology	Reaccreditation committee		
NASW	Research committee		
CSWE	MSW curriculum committee		
National Organization of Victim Assistance			

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work: Field/Practice Committee, including Student Success Meetings

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
The Place of Faith in Social Work	CSWE Annual Conference	Oct. 2013

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
Hiring Priorities for BSW/MSW programs: Informing Doctoral Programs about Current Needs	Journal of Social Work	2013
Perceptions about homeless elders and community responsibility	Educational Gerontology	2013
Pastoral Care Professionals in Health and Mental Health Care: Recognizing Classic and Newer Versions of Ageism	Pastoral Care	2012
Putting a Human Face on Crimes: A Qualitative Study on Restorative Justice Processes for Youths	Child and Adolescent Social Work	2011
Relationship between spirituality and depressive symptoms among inpatient individuals who abuse substances	Counseling and Values	2011
Understanding Grief and Loss Reactions of Victims of Crime.	Law Enforcement Executive Forum	2011
Perceptions of intimate partner violence, age, and self-enhancement bias	Journal of Elder Abuse and Neglect	2011
Coping Strategies for Victims of Crime: Effects of the Use of Emotion-Focused, Problem-Focused, and Avoidance-Oriented Coping	Journal of Human Behavior and the Social Environment	2010
Victimization, Victims' Needs, and Empowerment in Victim Offender Mediation	International Review of Victimology	2010
Perceptions of students about younger and older men and women who may be homeless.	Journal of Social Service Research	2010
A Qualitative Study of Victim Offender Mediation: Implications for Social Work	Journal of Human Behavior and the Social Environment	2010
A theoretical approach to understanding crime victims	Law Enforcement Executive Forum	2010
Ethnic differences in Violent Crime Experiences	Law Enforcement Executive Forum	2009
Perceptions of Elders' Substance Abuse and Resilience.	Gerontology and Geriatric Education	2009
Mental Health Characteristics of Social Work Students: Implications for Social Work Education	Social Work in Mental Health	2009
Does type of crime affect the stress and coping process: Implications of intimate partner violence	Victims and Offenders	2009
Substance abuse by elders and self-	Educational Gerontology	2009



enhancement bias		
Investigating social work students' perceptions of elder's vulnerability and resilience.	Social Work and Mental Health	2009
Helping seeking from mental health professionals or clergy: Perceptions of University Students	Journal of Spirituality in Mental Health	2009
BOOK CHAPTERS		
Documentary Evidence	<i>Clinicians in Court: A Guide to Subpoenas, Depositions, Testifying, and Everything Else You Need to Know, 2<sup>nd</sup> edition.</i>	2011
The Social Worker in a Domestic Violence Shelters	<i>Social Workers Desk Reference</i>	2009
<i>Strengths based assessment and interventions for Grief and Bereavement.</i>	<i>Social Workers Desk Reference</i>	2009
Clinical Assessment of BiPolar Disorder: Balancing Strengths and Diagnosis	<i>Social Workers Desk Reference</i>	2009

10. **Other relevant information** (professional, academic):

- N/A

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1. **Name of faculty member:**

**Sherry Weinschenk, Instructor and Academic Advisor**

2. **Degree information:**

Degree	Institution Granting Degree	Major	Date Awarded (month/year)
Master of Social Work	Florida Atlantic University	Social Work	May 2007
Master of Business Administration	Florida Atlantic University	Business Administration	December 1987
Bachelor of Science	Florida Atlantic University	International Business	May 1985

3. **Academic appointments** (most recent ones first):

Employing Academic Institution	Title	City and State	Start Date (month/year)	End Date (month/year)

Florida Atlantic University, School of Social Work	Instructor/MSW Faculty Liaison	Boca Raton, FL	July 2009	Current

4. **Professional post–baccalaureate and post–master’s social work experience**  
(not including academic appointments):

<b>Employer</b>	<b>Position</b>	<b>City and State</b>	<b>Start Date (month/year)</b>	<b>End Date (month/year)</b>
Children’s Place at Home Safe	Child Therapist	Lake Worth, Florida	June 2006	June 2009
Smith Community Mental Health	Per-Diem Therapist	Plantation, Florida	June 2007	March 2008
Parent-Child Center	Per-Diem Therapist	Riviera Beach, Florida	June 2007	March 2008

5. **Current professional, academic, community-related, and scientific memberships**  
(names of organizations):

<b>Professional</b>	<b>Academic</b>	<b>Community Related</b>	<b>Scientific</b>
National Association of Social Workers		Palm Beach Zoo Children’s Place at Home Safe	

6. **Community service responsibilities and activities for the last 3 years (2011 to 2014):**

- School of Social Work Student Association (SOWSA) Advisor
- School of Social Work Alumni Society
- School of Social Work service committees: Induction ceremony, Heart of Social Work

7. **Special awards, fellowships, grants, or any other recognition you have received during the last 3 years (2011 to 2014):**

<b>Award, Fellowship, Grant or Recognition</b>	<b>Granting Institution</b>	<b>Year</b>
N/A		

8. **List your professional presentations presented during the last 5 years (2009 to 2014):**

<b>Title of Presentation</b>	<b>Organization or Conference</b>	<b>Month/Year</b>
N/A		

9. **Professional publications for the last 5 years (2009-2014):**

<b>Title of Publication</b>	<b>Journal or Publication, and City/State of the Publisher</b>	<b>Month/Year</b>
N/A/		

10. **Other relevant information** (professional, academic):

- Assists with recruitment and retention of students
- Responsible for course scheduling