
SONYA ROBINSON

CURRICULUM VITAE

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Current Address

36 Clara Court
Suffolk, Virginia 23434
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EDUCATION

Doctor of Philosophy in Psychology

Walden University, Minneapolis, MN

February 2013

Master of Social Work

Howard University, Washington, DC

May 1998

Bachelor of Arts in Psychology

Hampton University, Hampton, VA

May 1995

PROFESSIONAL SUMMARY

Sonya Robinson received her Doctor of Philosophy in Psychology from Walden University. She received her Bachelor of Art Degree Psychology from Hampton University and her Master of Social Work Degree from Howard University. Following graduation, she began employment with the Child and Family Services Agency in Washington, D.C. as a Licensed Graduate Social Worker (LGSW). Dr. Robinson's academia experience includes serving as an Adjunct Professor for the University of Phoenix, Southern New Hampshire University, College of Southern Maryland, and Saint Augustine's University and Indiana Wesleyan University. Her academia experience also includes serving as an Adjunct Professor for Shaw University and an Instructor for Norfolk State University.

EXPERIENCE

Director of BSW Field Education

August 2024-Present

Norfolk State University

Ethelyn R. Strong School of Social Work

- Administers the field education program and makes all decisions affecting students' placement in and the progress through all field instruction courses, e.g., agency selection, assigning students, field instruction hours, grades, etc.
- Maintains an information system for the purpose of effective field education planning.
- Selects the students to be referred to agencies for field instruction placement.
- Provides a faculty member to serve as liaison between the school and each agency.
- Prepares students for the field placement experience.
- Disseminates BSW Field Practicum Application to BSW students ready for field education program.
- Reviews BSW Field Practicum Applications (application, resume, cover letter, and references,) for accuracy.
- Schedules and holds mock interviews to prepare students for interviews with potential field agencies.
- Coordinates agency interviews.
- Selects the students to be referred to agencies for field instruction placement.
- Prepares students for the field placement experience.
- Intervenes, when appropriate, in any problematic situations that involve field instructors, tasks coordinators, field faculty liaisons, agencies, and the BSW field education program.
- Coordinates, schedules, and attends meetings with field supervisors.
- Conducts weekly supervision for BSW students whose field supervisors do not hold a BSW/MSW degree.
- Manages TEVERA software to approve students' timesheets and evaluations.
- Attends bi-weekly Field Education Program meetings.

- Provides consultation to agencies and/or the staff with regard to the development and/or revision of the agency's Field Instruction Program.
- Recruits and develops new field placement sites and appropriate field instructors within the agency.
- Evaluates all components of the Field Instruction Program including field instructors, task coordinators, field faculty liaisons, agencies, and the BSW Field Department.
- Intervenes, as appropriate, in any problematic situations that involve field instruction from any of the following participants: students, field instructors, task coordinators, field faculty liaisons, faculty members, or agency staff.
- Studies issues in field education, including those problems and opportunities which emerge in our own programs.
- Offers field instruction and orientation for new field instructors.
- Offers meetings and educational opportunities for the professional development of field instructors and/or task coordinators from the agencies.
- Introduces agency directors and field instructors and/or task coordinators with the educational objectives of the total curriculum including the core competencies, practice behaviors, assessment, and the policies of the field department.
- Provide up-to-date information on connecting the core competencies (CSWE, EPAS, 2022) to the practicum site, designed to demonstrate integration and application, within the context of the practicum experience, to students, field faculty liaisons, field instructors, task coordinators, faculty members, and agency staff.
- Participates actively in curriculum development and revision that contributes to the integration of classroom learning.
- Receives information on academic requirements to meet field curriculum requirements from the academic advisor prior to field placement.
- Provides information on the progress of students in field instruction, to the academic advisors, when student is at risk of failure.
- Consults with BSW Program Director, Dean(s), Faculty, and others on trends in field education, and recruitment opportunities for new agencies.

Instructor

August 2023-Present

Norfolk State University

Ethelyn R. Strong School of Social Work

- Regular attendance for assigned program courses.
- Posting and adhering to regularly scheduled office hours required for Student Professional Advising and other program faculty tasks.
- Preparing course syllabi for assigned program courses that follow the University syllabi format guidelines.
- Submitting all syllabi for assigned courses to the University platform (SAVES) and distributing syllabi to students via the Blackboard electronic platform or in paper format before or on the first day of classes.
- Consistently following the course syllabi format assigned classes.
- Development and assessment of student learning outcomes assigned courses.
- Providing timely grading and feedback to students of course assignments and other student activities.
- Maintaining accurate student grade/course records and strictly adhering to university, program and field internship privacy standards.
- Participation in monthly school and program faculty meetings.
- Attending and participating in program curriculum review and revision, program effectiveness, and in monthly program faculty meetings.
- Attending and participating in monthly school faculty meetings.
- Promoting student development and academic achievement through tutoring, mentoring, referrals, support and engagement in curricular activities and service learning.

Psychology Adjunct Faculty

January 2019-December 2019

Saint Augustine's University

Department of Social Sciences

- Areas of instruction include psychology, social services, and human behavior.
- Conducts college-level courses in the field of psychology and social sciences.
- Responsible for preparing and delivering lectures and leading classroom discussions to achieve course objectives.

- Preparing course syllabi, planning in-class team activities, constructing student assessments, preparing examinations, keeping grade records, supervising laboratory sessions, holding regular office hours and other standard non-teaching duties such as institutional and professional services.
- Proactively responds and attempts to resolve student academic issues within class in conjunction with University policies, procedures, and staff.
- Maintains a positive relationship with students and staff by ensuring customer satisfaction with issue resolution.
- Ensures availability to students.
- Developing and maintaining good working relationships with division staff, other faculty, and students.
- Participates in faculty development activities through workshops, online classes, faculty meetings, and graduations.
- Remains current in the professional and technical knowledge of the content area of psychology through various means such as, employment, attending or presenting at professional conferences, reviewing professional publications, establishing personal networks, participating in professional societies, publishing in professional journals, etc.
- Familiar with a variety of the field's concepts, practices, and procedures.
- Conducts research and case studies in field of interest.

Adjunct Professor Psychology (Online)

June 2018-Present

Indiana Wesleyan University

School of Service and Leadership

- Conducts online college-level courses in the field of psychology and social sciences.
- Areas of instruction include psychology, social services, and human behavior.
- Responsible for preparing and delivering lectures and leading classroom discussions to achieve course objectives.
- Constructing student assessments, keeping grade records, holding regular office hours and other standard non-teaching duties such as institutional and professional services.
- Proactively responds and attempts to resolve student academic issues within class in conjunction with University policies, procedures, and staff.
- Maintains a positive relationship with students and staff by ensuring customer satisfaction with issue resolution.
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- Familiar with a variety of the field's concepts, practices, and procedures.

Adjunct Professor Psychology

August 2017-Present

Shaw University

Division of Social Sciences

- Areas of instruction include psychology, social services, and human behavior.
- Conducts online college-level courses in the field of psychology and social sciences.
- Conducts college-level courses in the field of psychology and social sciences.
- Responsible for preparing and delivering lectures and leading classroom discussions to achieve course objectives.
- Preparing course syllabi, planning in-class team activities, constructing student assessments, preparing examinations, keeping grade records, supervising laboratory sessions, holding regular office hours and other standard non-teaching duties such as institutional and professional services.
- Proactively responds and attempts to resolve student academic issues within class in conjunction with University policies, procedures, and staff.
- Maintains a positive relationship with students and staff by ensuring customer satisfaction with issue resolution.
- Ensures availability to students.
- Developing and maintaining good working relationships with division staff, other faculty, and students.

- Participates in faculty development activities through workshops, online classes, faculty meetings, and graduations.
- Remains current in the professional and technical knowledge of the content area of psychology through various means such as, employment, attending or presenting at professional conferences, reviewing professional publications, establishing personal networks, participating in professional societies, publishing in professional journals, etc.
- Familiar with a variety of the field's concepts, practices, and procedures.
- Conducts research and case studies in field of interest.

Assistant Professor Psychology

August 2017-August 2023

Shaw University

Division of Social Sciences

- Areas of instruction include psychology, social services, and human behavior.
- Conducts online college-level courses in the field of psychology and social sciences.
- Conducts college-level courses in the field of psychology and social sciences.
- Responsible for preparing and delivering lectures and leading classroom discussions to achieve course objectives.
- Preparing course syllabi, planning in-class team activities, constructing student assessments, preparing examinations, keeping grade records, supervising laboratory sessions, holding regular office hours and other standard non-teaching duties such as institutional and professional services.
- Proactively responds and attempts to resolve student academic issues within class in conjunction with University policies, procedures, and staff.
- Maintains a positive relationship with students and staff by ensuring customer satisfaction with issue resolution.
- Ensures availability to students.
- Developing and maintaining good working relationships with division staff, other faculty, and students.
- Participates in faculty development activities through workshops, online classes, faculty meetings, and graduations.
- Remains current in the professional and technical knowledge of the content area of psychology through various means such as, employment, attending or presenting at professional conferences, reviewing professional publications, establishing personal networks, participating in professional societies, publishing in professional journals, etc.
- Familiar with a variety of the field's concepts, practices, and procedures.
- Conducts research and case studies in field of interest.

Program Coordinator

August 2017-August 2023

Shaw University

Division of Social Sciences

- Regularly organizes, schedules and documents collaboration meetings with other program colleagues to:
 - Discuss matters related to the students in the applicable program.
 - Assess and review the needs of the program (faculty, supplies instrumentation, etc.).
 - Make program curriculum revision recommendations aimed to address current market trends and submit to the Chair of the Department.
 - Coordinate activities with colleagues to enhance teaching and the learning process.
- Acts as the primary faculty academic advisor for the students in the program.
- Disseminates information to students relating to internships and job opportunities, research, seminars, graduate schools, supporting programs, tutoring, etc.
- Composes an annual strategic plan and an annual operational plan for the psychology academic program.
- Submits an annual assessment report.
- Serves as an advisor for Freshman Orientation summer programs.
- Assures submission of book orders for all relevant program courses.

Psychology Adjunct Faculty

August 2015-August 2017

College of Southern Maryland

Social Sciences and Public Services Division

- Areas of instruction include psychology, social services, and human behavior.

- Conducts college-level courses in the field of psychology and social sciences.
- Responsible for preparing and delivering lectures and leading classroom discussions to achieve course objectives.
- Preparing course syllabi, planning in-class team activities, constructing student assessments, preparing examinations, keeping grade records, supervising laboratory sessions, holding regular office hours and other standard non-teaching duties such as institutional and professional services.
- Proactively responds and attempts to resolve student academic issues within class in conjunction with University policies, procedures, and staff.
- Maintains a positive relationship with students and staff by ensuring customer satisfaction with issue resolution.
- Ensures availability to students.
- Developing and maintaining good working relationships with division staff, other faculty, and students.
- Participates in faculty development activities through workshops, online classes, faculty meetings, and graduations.
- Remains current in the professional and technical knowledge of the content area of psychology through various means such as, employment, attending or presenting at professional conferences, reviewing professional publications, establishing personal networks, participating in professional societies, publishing in professional journals, etc.
- Familiar with a variety of the field's concepts, practices, and procedures.
- Conducts research and case studies in field of interest.

Psychology Adjunct Faculty

January 2014-July 2016

Southern New Hampshire University, Online Campus
College of Online & Continuing Education

- Conducts online college-level courses in the field of psychology and social sciences.
- Areas of instruction include psychology, social services, and human behavior.
- Responsible for preparing and delivering lectures and leading classroom discussions to achieve course objectives.
- Constructing student assessments, keeping grade records, holding regular office hours and other standard non-teaching duties such as institutional and professional services.
- Proactively responds and attempts to resolve student academic issues within class in conjunction with University policies, procedures, and staff.
- Maintains a positive relationship with students and staff by ensuring customer satisfaction with issue resolution.
- Ensures availability to students.
- Developing and maintaining good working relationships with division staff, other faculty, and students.
- Participates in faculty development activities through workshops, online classes, faculty meetings, and graduations.
- Remains current in the professional and technical knowledge of the content area of psychology through various means such as, employment, attending or presenting at professional conferences, reviewing professional publications, establishing personal networks, participating in professional societies, publishing in professional journals, etc.
- Familiar with a variety of the field's concepts, practices, and procedures.

Supervisory ICPC Program Specialist

September 2013-August 2017

Child and Family Services Agency, Washington, DC

- Responsible for the planning, development and coordination of the Interstate Compact Act.
- Reviews regulations, policies, procedures and consults with the supervisor to develop work plans, staff time-frame assignments, resources allotments and the procedural requirements for achieving project objectives.
- Assists in identifying, distributing and balancing workload and tasks among employees.
- Provides technical advice to staff and monitors and/or reports on work progress.
- Supervises ICPC Specialists responsible for the development, implementation and maintenance of a placement system to monitor timely matching of children requiring emergency placement with appropriate substitute caregivers.
- Evaluates employee performance in accordance with performance standards, and conducts supervisory conferences to develop specialized resources for children and families, recommends personnel actions, selects

new employees, administers leave and attendance, investigates complaints and recommends disciplinary action, provides guidance to employees.

- Identifies needs and problems of the Agency with regards to fulfilling the requirements of the ICPC for all children that are placed outside of the District of Columbia.
- Responsible for research that facilitates the analysis of issues and new trends specific to the Interstate Compacts in which the Agency has membership, i.e., ICPC and Interstate Compact on Adoption and Medical Assistance (IMACA).
- Analyses, extracts, summarizes, and identifies significant trends and issues.
- Prepares necessary reports to keep staff and Director informed.
- Maintains relationships with the D.C. Interstate Compact on the Placement of Children Office, and other Interstate Compact Office to stay abreast of amended regulations and policies newly promulgated by Federal and District Government on legislation and judicial mandates.
- Communicates with social workers and other parties and is able to adjust the communication content, approach and delivery to fit the audience; this includes verbal/electronic presentations, small/large group settings and reports.
- Generates creative ideas to solve problems and continuously improve work methods.
- Applies novel approaches to situations and professional expertise in ways that are unique and innovative.
- Collaborates with team members to brainstorm creative approaches and provides high quality solutions to complex issues.
- Conducts research and analysis of both qualitative and quantitative data leading to the development of new strategies to address complex issues and produce appropriate reports.
- Maintains awareness of new technologies and research that impact work deliverables.
- Consistently exceeds relevant goals and performance standards.
- Maintains the technical and professional skills and behaviors to support the mission of the agency.
- In-depth knowledge of CFSA policies, Federal and District regulations and laws concerning child welfare services.
- Thorough understanding of child welfare.
- Ability to examine standard operating procedures, identify shortfalls and develop more effective policies for entities such as older youth, permanent placement.
- Proficient in FACES database.
- Mastery of Microsoft Office products, such as Excel, PowerPoint, Project.
- Performs other related duties as assigned.

Associate Faculty Professor

April 2011-July 2015

University of Phoenix, Maryland Campus

College of Social Sciences

- Conducts college-level courses in the field of psychology and social sciences.
- Areas of instruction include psychology, social services, and human behavior.
- Responsible for preparing and delivering lectures and leading classroom discussions to achieve course objectives.
- Preparing course syllabi, planning in-class team activities, constructing student assessments, preparing examinations, keeping grade records, supervising laboratory sessions, holding regular office hours and other standard non-teaching duties such as institutional and professional services.
- Proactively responds and attempts to resolve student academic issues within class in conjunction with University policies, procedures, and staff.
- Maintains a positive relationship with students and staff by ensuring customer satisfaction with issue resolution.
- Ensures availability to students.
- Developing and maintaining good working relationships with division staff, other faculty, and students.
- Participates in faculty development activities through workshops, online classes, faculty meetings, and graduations.
- Remains current in the professional and technical knowledge of the content area of psychology through various means such as, employment, attending or presenting at professional conferences, reviewing professional publications, establishing personal networks, participating in professional societies, publishing in professional journals, etc.
- Familiar with a variety of the field's concepts, practices, and procedures.

- Conducts research and case studies in field of interest.

ICPC Specialist

June 2008-September 2013

Child and Family Services Agency, Washington, DC

- Working as a liaison with the DC Interstate Compact on the Placement of Children Office and other Interstate Compact Offices that place CFSA children.
- Reviewing and interpreting Federal ICPC regulations, policies and procedures for agency employees and consortium agencies.
- Coordinating activities to identify needs and problems of the agency with regards to fulfilling the requirements of ICPC for all children that are placed outside of D.C.
- Developing, maintaining and updating a database that tracks and identifies all CFSA children placed outside D.C.; specifically, the database will identify whether cases have fulfilled the requirements of ICPC in accordance with various program areas of the agency.
- Responsible for tracking OTI requests from other States for home studies.
- Performing research that facilitates the analysis of issues and new trends specific to Interstate Compacts in which CFSA has membership, i.e., ICPC and Interstate Compact on Adoption and Medical Assistance (ICAMA).
- Analyzing extracting, summarizing and identifying significant trends and issues.
- Reviewing the accuracy and clarifying of all ICPC packets that are completed by agency program staff.
- Forwarding the packets to the other States' Interstate Compact offices for official approval; identifying resources specific to ICPC.
- Visiting libraries, attending seminars and other activities to gather information that would be beneficial to the agency.
- Providing information and other support to assist agency personnel in completing ICPC requirements.
- Completing monthly and other periodic reports on the status of CFSA efforts in fulfilling ICPC requirements for all out-of-state children.
- Communicating information to management for effective evaluation of program operations and milestones.
- Providing clarification and input to D.C. Superior Courts regarding CFSA ICPC cases.
- Training new employees of ICPC procedures.
- Performing other related duties as assigned.

Adoption Social Worker

September 2002-June 2008

Child and Family Services Agency, Washington, DC

July 1998-October 2001

- Worked to secure permanent family homes for those children who cannot be reunified with their birth parents or extended family members.
- Conducted home studies and assessing families to determine their appropriateness to adopt.
- Assessed children and their family situations to determine if adoption is in the best interest of the child.
- Worked to legally sever the parent-child relationship and thereby freeing a child for adoption by obtaining relinquishment and/or consent from the birth parents and by participating in termination of parental rights hearing.
- Prepared adoption reports and recommendations for submission to the adoption judge of the D.C. Superior Court.
- Provided services to children in pre-adoptive homes to ensure that their educational, psychological and physical needs were being met.

Family Care Supervisor

October 2001-September 2002

Foster America, Inc., Baltimore, MD

- Supervised the daily activities of seven (7) Family Care Coordinators.
- Ensured that the Family Care Coordinators were meeting all regulatory, licensing and accreditation requirements.

- Oversaw and facilitated the referral and placement processes and the development of the long-term services and placement plan for youth and families.
- Acted as a liaison between the MPP/Foster America Network and families and referring agencies.
- Participated with the clinical team in developing critical pathways and standards of care.
- Facilitated communication between treatment providers to ensure optimal transitions and share relevant information and treatment strategies.
- Completed and submitted documents for case management referral and placement.
- Utilized administrative computer link to track child's placement and progress.
- Ensured child's basic needs are met.
- Evaluated child safety on a continuous basis.
- Utilized concurrent permanency planning; participated in clinical reviews.
- Prepared Family Care Coordinators for court appearances.
- All other duties as assigned.

Psychotherapist

August 1997-March 2000

PathFinder Project, Inc., Oxon Hill, MD

- Provide individual, family, and group counseling, diagnostic assessments, and treatment plans for clients who are behaviorally, mentally, and/or emotionally impaired.
- Assisted clients on reconnecting the individual to their strengths and abilities.
- Developed and facilitated specialty groups with children on self-esteem, anger management, and personal hygiene to enhance social skills and enhance school functioning.
- Participate in clinical supervision and program development to improve client services.

Summer Intern

May 1997-August 1997

Department of Health & Human Services, Washington, DC

- Conducted research for the Office of the Assistant Secretary for Planning and Evaluation (ASPE) to determine what research projects H.H.S. was doing for individuals with disabilities.

Case Manager

September 1996 – June 1997

Prince George's Community Residences, Landover, MD

- Connecting individuals with chronic mental illnesses with available resources within the community.
- Making referrals.
- Setting up day programs.
- Obtaining entitlements.
- Assisting individuals with obtaining independence.

Teacher

January 1996 – May 1996

Tot Lot, Inc., Long Island, NY

- Assisting with daily activities of children.
- Preparing lesson plans.

Hospital Care Investigator

September 1995 – January 1996

Lincoln Hospital, Bronx, NY

- Conducting investigations to determine ability of patients to pay hospital bills.
- Explore alternative source of payment.

Receptionist (Intern)

January 1995 – May 1995

Pediatric Partners, Inc., Hampton, VA

- Clerical duties to include: Answering telephones, typing, filing, sending faxes, setting appointments, and admitting patients into office.

Counselor/Teacher's Assistant (Intern)

September 1994 – May 1995

Girl's Inc., Virginia Beach, VA

- Tutoring children in elementary and middle schools with behavioral and psychological problems.
- Provide individual, family, and group counseling, diagnostic assessments, and treatment plans for adolescent and teenaged clients who are behaviorally, mentally, and/or emotionally impaired.
- Aiding day care teacher with classroom activities.

COMPUTER SKILLS

Proficient in SPSS Software. Computer: MS Word, Excel, Power Point, Word Perfect, MS Works, Windows 1998, 1999, 2000, 2003, 2007, 2010, & XP, Internet. Typing: 60 wpm

CERTIFICATIONS

- Licensed Graduate Social Worker Certificate No. LG102069 (DC)
 - Licensed Graduate Social Worker Certificate No. G10067 (MD)
 - CPR & First Aid Certification
 - Certified Higher Education Professional (Excellence in Teaching) – July 29, 2020
 - Human Subjects Research: Faculty and Staff – Human Subjects Research – August 26, 2020-August 26, 2023
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CONTINUING EDUCATION

2001-2024 (COURSE, HOURS, DATE)

- ***Pre-Service Module I – Foundations of Practice in Human Services.*** 6 CEU hours. University of Maryland School of Social Work. December 3 – 14, 2001.
- ***Pre-Service Module II – The Ecological Context of Practice:*** 6 CEU hours. University of Maryland School of Social Work. December 3 – 14, 2001.
- ***Pre-Service Module III – Basic Assessment in Human Services:*** 6 CEU hours. University of Maryland School of Social Work. December 3 – 14, 2001.
- ***Pre-Service Module IV – Elements of Case Planning:*** 12 CEU hours. University of Maryland School of Social Work. December 3 – 14, 2001.
- ***Pre-Service Module V – Fundamentals of Effective Interviewing:*** 12 CEU hours. University of Maryland School of Social Work. December 3 – 14, 2001.
- ***Pre-Service Module VI – Family and Children's Services Orientation.*** 12 CEU hours. University of Maryland School of Social Work. December 3 – 14, 2001.
- ***Pre-Service Module VII – Adult Services Orientation.*** 12 CEU hours. University of Maryland School of Social Work. December 3 – 14, 2001.
- ***Working with Parents with Developmental Disabilities.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. March 28, 2003.
- ***How to Talk to Kids.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. May 5, 2003.
- ***Trauma and PTSD.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. May 9, 2003.
- ***Effective Supervision of Family Visitation.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. June 4, 2003.
- ***Time and Stress Management.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. June 30, 2003.
- ***Writing Effective Court Reports.*** 12 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. April 22 – 23, 2004.
- ***Exploring Adoption Issues in Search & Reunion.*** 6 CEU hours. Catholic Charities. May 18, 2004.
- ***Family Team Meeting Training for Workers.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. January 24, 2005.
- ***Eliminating the Stress Factor.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. February 16, 2005.
- ***The Dynamics of Cultural Diversity.*** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. February 18, 2005.
- ***Engaging the Family in the Process of Change.*** 9 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. March 24 – 25, 2005.
- ***Ethics Training CFSA Social Workers.*** 3 CEU hours. National Association of Social Workers (DC Chapter). March 17, 2006.

- **Structured Decision Making.** 9 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. June 7 – 8, 2006.
- **Understanding Infant Adoption Training Curriculum.** 8 CEU hours. Spaulding for Children Harmony Adoption of TN, Inc. June 28, 2006.
- **Maintaining Professional Boundaries.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. July 26, 2006.
- **Worker Personal Safety.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. August 10, 2006.
- **African American Females in Foster Care.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. August 17, 2006.
- **NASW CFSW Ethics Workshop (Part II).** 3 CEU hours. National Association of Social Workers (DC Chapter). October 20, 2006.
- **Grief and Loss.** 6 CEU hours. National Association of Social Workers (DC Chapter). December 14, 2006.
- **Leading Effective and Inclusive Service Delivery Teams.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. October 17, 2007.
- **Realizing Permanency for Children & Families.** 9 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. October 29 – 30, 2007.
- **Secondary Traumatic Stress Cost of Caring Line Staff.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. April 23, 2008.
- **Depression and Suicidal Behavior Among African American Children and Adolescents.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. May 8, 2008.
- **Strengthening African American Families thru Resiliency, Spirituality, and Empowerment.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. May 16, 2008.
- **Ethical Social Work Practice in Providing Mental Health Services.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. October 3, 2008.
- **Workplace Violence Prevention.** 2 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. November 6, 2008.
- **Using NLP to Enhance SW Practice I.** 12 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. February 24 – 25, 2009.
- **Using NLP to Enhance SW Practice II.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. March 19, 2009.
- **Psychopharmacological Issues & Challenges for Social Work Practice.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. March 27, 2009.
- **Classroom Orientation for QSR Reviewer Candidates.** 12 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. September 2 – 3, 2009.
- **Understanding Domestic Violence.** 12 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. November 12 – 13, 2009.
- **Motivational Interviewing.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. April 15, 2010.
- **Permanency Day.** 6 CEU hours. Adoptions Together, Inc. June 17, 2010.
- **HIV/AIDS and Social Work Ethics.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. February 1, 2011.
- **LICSW License Preparation Class.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. April 11, 2011.
- **Intercounty Adoption.** 1.5 CEU hours. The Catholic University of America. August 3, 2011.
- **Ethical Child Welfare Practice.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. September 29, 2011.
- **CPR/First Aid Infant, Child, and Adult Certification.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. October 4, 2011.
- **Mentoring and Coaching Skills in Action.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. October 17, 2011.
- **POM – Part I & II: In-Home/Out-of-Home Practice Operations Manual Training.** 24 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. March 26 – 29, 2012.
- **Understanding & Preventing Human Trafficking.** 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. August 21, 2012.

- ***HIV/AIDS and Hepatitis***. 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. January 18, 2013.
- ***Sexual Harassment Awareness for Managers Defining Harassment***. 2.5 hours. Government of the District of Columbia – Department of Human Resources. September 27, 2013.
- ***Management Skills Introduction***. 2 hours. Government of the District of Columbia – Department of Human Resources. October 7, 2013 & October 11, 2013.
- ***Leadership Essentials***. 10 hours. Government of the District of Columbia – Department of Human Resources. October 7 - 11, 2013.
- ***Building High Performance Teams***. 5 hours. Government of the District of Columbia – Department of Human Resources. October 10 - 11, 2013.
- ***Mastering the Art of Child Welfare Supervision: Module II***. 12 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. October 28 – 29, 2013.
- ***Mastering the Art of Child Welfare Supervision: Module III***. 12 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. November 14 – 15, 2013.
- ***Mastering the Art of Child Welfare Supervision: Module V***. 12 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. January 22, 2014.
- ***Performance Management (MSS)***. 6 hours. Government of the District of Columbia – Department of Human Resources. February 26, 2014.
- ***Progressive Discipline***. 6 hours. Government of the District of Columbia – Department of Human Resources. February 28, 2014.
- ***Principles of Management***. 6 hours. Government of the District of Columbia – Department of Human Resources. April 9, 2014.
- ***Mid-Year Discussion & Performance Improvement Plan***. 3 hours. Government of the District of Columbia – Department of Human Resources. April 17, 2014.
- ***Compensation & Class Reform Initiative – Child and Family Services Agency***. 2 hours. Government of the District of Columbia – Department of Human Resources. May 7, 2014.
- ***DSM-5 Training***. 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. June 4, 2014.
- ***HIV/AIDS and Hepatitis***. 3 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. May 5, 2015.
- ***Ethical Child Welfare Practice***. 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. June 1, 2015.
- ***Blackboard: Web-Enhancing***. 3 CEU hours. College of Southern Maryland. August 25, 2015.
- ***AP18: Child and Adolescent Functional Assessment Scale (CAFAS)/Preschool and Early Childhood Functional Assessment Scale (PECFAS)***. 21 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. September 23 – 25, 2015.
- ***Emptying the Cup***. 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. March 8, 2016.
- ***Introduction to the Campus Sexual Act (Title IX)***. 1 CEU hour. College of Southern Maryland. May 16, 2016.
- ***Work Place Harassment Fund***. 2 CEU hours. College of Southern Maryland. May 16, 2016.
- ***Ethics and Social Media***. 6 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. July 6, 2016.
- ***Designing Your Online Presence***. 0 CEU hours. Academic Coaching and Writing - Webinar. July 28, 2016.
- ***FERPA Training***. 2 CEU hours. College of Southern Maryland. August 16, 2016.
- ***The Big Reframe: Transforming Practice with Children, Youth, and Families Conference***. 8 CEU hours. Consortium for Child Welfare. September 16, 2016.
- ***MACSW 2.0 PCAP & Clinical Supervision***. 3 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. November 17, 2016, 2016.
- ***CyberSecurity Awareness Basic Training***. 2 CEU hours. College of Southern Maryland. January 1, 2017 (May 10, 2017).
- ***Interpreting the IDEA Student Rating Report***. 2 CEU hours. College of Southern Maryland. May 24, 2017.
- ***Engaging the First Year Student***. 4 CEU hours. College of Southern Maryland. May 24, 2017.
- ***Summer Diversity Institute***. 4 CEU hours. College of Southern Maryland. June 2, 2017.
- ***HIV/AIDS and Hepatitis***. 3 CEU hours. Child and Family Services Agency – Child Welfare Training Academy. June 7, 2017.

- ***Teaching First Generation Students***. Shaw University – Office of Professional Development. September 19, 2017.
- ***Paperless Classroom***. Shaw University – Office of Professional Development. November 9, 2017.
- ***Opening Institute***. Shaw University – Office of Professional Development. January 3, 2018.
- ***Feedback for Continuous Learning***. Shaw University – Office of Professional Development. January 25, 2018.
- ***Mentoring for College Success***. Shaw University – Office of Professional Development. February 8, 2018.
- ***Implementing and Grading Writing Assignments***. Shaw University – Office of Professional Development. February 20, 2018.
- ***Flipping the Classroom***. Shaw University – Office of Professional Development. February 22, 2018.
- ***Creating Procedural Documentation***. Shaw University – Office of Professional Development. April 11, 2018.
- ***Engaging Students through Collaborative, Active Learning in Moodle***. Shaw University – Office of Professional Development. April 12, 2018.
- ***Social Media and Literacy in the College Classroom: New Pathways to Learning***. New York University – Faculty Resource Network. June 11 - 15, 2018.
- ***Opening Institute***. Shaw University – Office of Professional Development. August 7, 2018.
- ***Grammarly: More Than A Spell Check Program***. Shaw University – Office of Professional Development. August 14, 2018.
- ***Hoonuit? ShawUniut! Your Professional & Personal Growth Online***. Shaw University – Office of Professional Development. September 6, 2018.
- ***How to Better Use Classroom Times with Flipped Lectures***. Shaw University – Office of Professional Development. September 18, 2018.
- ***Suicide Prevention & Awareness***. Shaw University – Office of Professional Development. September 27, 2018.
- ***The Case Method Evaluation***. Shaw University – Office of Professional Development. October 25, 2018.
- ***Non-Immigration International Students***. Shaw University – Office of Professional Development. November 15, 2018.
- ***Opening Institute***. Shaw University – Office of Professional Development. January 2 – 3, 2019.
- ***Advising with a “BEAR” Sized Tool-Kit***. Shaw University – Office of Professional Development. January 29, 2019.
- ***D.E.A.L. Certification***. Shaw University – Office of Professional Development. May 14, 2019.
- ***NCICU Teagle Grant Meeting***. Shaw University – Office of Professional Development. September 26-27, 2019.
- ***Active and Engaged Learning Strategies: Some New Ideas to Motivate Students***. Shaw University – Office of Professional Development. December 3, 2019.
- ***The New Science of Learning: Helping Students to be Better Learners***. Shaw University – Office of Professional Development. December 13, 2019.
- ***Minimizing Disruptive Classroom Behavior***. Shaw University – Office of Professional Development. January 24, 2020.
- ***So You Think You Can Work With Others?***. Shaw University – Office of Professional Development. February 6, 2020.
- ***Grant Writing Book Camp – Part I***. Shaw University – Office of Professional Development. February 13, 2020.
- ***Grant Writing Book Camp – Part II***. Shaw University – Office of Professional Development. February 18, 2020.
- ***Grant Writing Book Camp – Part III***. Shaw University – Office of Professional Development. February 25, 2020.
- ***Best Practices for Setting Up an Online Class in Psychology***. Wiley College – Office of Professional Development. March 31, 2020.
- ***Multicultural Awareness and Engagement Badge***. Indiana Wesleyan University. June 11, 2020.
- ***Effective Teaching Strategies (ED101)***. MaxKnowledge. July 15, 2020.
- ***Student Retention Methods (ED102)***. MaxKnowledge. July 16, 2020.
- ***Student Learning and Assessment (ED103)***. MaxKnowledge. July 17, 2020.
- ***Instructional Planning for Student Success (ED105)***. MaxKnowledge. July 17, 2020.
- ***Enhancing Student Learning (ED106)***. MaxKnowledge. July 19, 2020.
- ***Creating an Accelerated Learning Environment (ED107)***. MaxKnowledge. July 19, 2020.
- ***Time and Stress Management for Instructors (ED110)***. MaxKnowledge. July 20, 2020.

- ***Influencing Student Motivation (ED112)***. MaxKnowledge. July 27, 2020.
- ***Critical Thinking Processes and Applications (ED116)***. MaxKnowledge. July 27, 2020.
- ***Nonverbal Communication in the Classroom (ED120)***. MaxKnowledge. July 29, 2020.
- ***Creating Service-Learning Opportunities for Students (ED121)***. MaxKnowledge. July 29, 2020.
- ***Teaching Multigenerational Learners (ED135)***. MaxKnowledge. July 29, 2020.
- ***Human Subjects Research: Faculty and Staff – Human Subjects Research***. Collaborative Institutional Training Initiative. August 26, 2020
- ***Designing and Developing Online Courses (EL101)***. MaxKnowledge. January 10, 2021.
- ***Teaching and Organizing a Virtual Learning Environment (EL104)***. MaxKnowledge. January 12, 2021.
- ***Using Rubrics to Enhance Online Learning (EL109)***. MaxKnowledge. January 14, 2021.
- ***Active Learning in an Online Environment (EL113)***. MaxKnowledge. January 18, 2021.
- ***Understanding Personality Traits of Online Instructors and Learners (EL117)***. MaxKnowledge. January 24, 2021.
- ***Beyond the Diversity Statement***. Indiana Wesleyan University. April 22, 2021.
- ***Publishing and Scholarly Activity***. Indiana Wesleyan University. April 27, 2021.
- ***Tips & Shortcuts in Brightspace***. Indiana Wesleyan University. May 11, 2021.
- ***Faith Integration***. Indiana Wesleyan University. December 30, 2021.
- ***Teaching Black Males***. Shaw University – Center for Teaching and Learning. February 3, 2022.
- ***Social Media for Psychological Research in Ethical, Productive, and Prosocial Ways***. American Psychological Association – APA Webinars. February 16, 2022.
- ***Compassion Fatigue***. American Psychological Association – APA Webinars. February 23, 2022.
- ***Best Practices in Advising Transfer Students***. NCICU Teagle Conference. March 21, 2022.
- ***Creating Conditions of Excellence for Transfer Students***. NCICU Teagle Conference. March 22, 2022.
- ***Transparent Instructional Design***. Indiana Wesleyan University. March 30, 2022.
- ***Feedback Faux Pas and How to Avoid Them***. Indiana Wesleyan University. April 12, 2022.
- ***Brain Food Buffet 2022***. Indiana Wesleyan University. April 27, 2022.
- ***Cancer Awareness / Wellness 4 All***. Shaw University – Office of Professional Development. August 11, 2022.
- ***Assignments and Assessments in Microsoft Teams for Education***. Shaw University – Office of Professional Development. November 15, 2022.
- ***Get Started with Microsoft Whiteboard***. Shaw University – Office of Professional Development. November 29, 2022.
- ***Student Engagement Practices***. Indiana Wesleyan University. December 5, 2022.
- ***Workplace Morale***. Shaw University – Office of Professional Development. January 10, 2023.
- ***Reframing Writing Assignments***. Shaw University – Office of Professional Development. January 12, 2023.
- ***Assessing Student Writing***. Shaw University – Office of Professional Development. January 18, 2023.
- ***Creating Curriculum that Connects with Your Students: Collaborating with a UNCF Faculty Fellow***. Shaw University – Office of Professional Development. February 21, 2023.
- ***Faculty Ecosystem***. Shaw University – Office of Professional Development. August 3, 2023.
- ***ePortfolio Training***. Norfolk State University, The Ethelyn R. Strong School of Social Work. October 3, 2023.
- ***Copyright, Permissions, & Author Reuse***. Sage Publications. October 11, 2023.
- ***The Central Lunatic Asylum for Colored Insane***. Norfolk State University, The Ethelyn R. Strong School of Social Work. March 6, 2024.
- ***Women Who Advocate for Diversity, Inclusion, and Equity Deserve So Much More***. Norfolk State University, The Ethelyn R. Strong School of Social Work. March 18, 2024.
- ***Why Are Professional's Boundaries Important in Social Work***. Norfolk State University, The Ethelyn R. Strong School of Social Work. March 19, 2024.
- ***Growing Up Adopted: What Parents Need to Know***. Adoption Learning Partners. January 6, 2025.

PUBLICATIONS

-
- Robinson, S. (2017). Child Welfare Social Workers and Open Adoption Myths. *Adoption Quarterly*.
-

PROFESSIONAL CONFERENCES

-
- The Consortium for Child Welfare Conference – September 2016
 - Adoption Initiative Conference – May 2014

- The George Washington University Graduate School of Education & Human Development Conference – March 2012
- National Adoption Conference – July 2011
- Council for Social Work Education Annual Meeting Conference – October 22 – 26, 2024.

PROFESSIONAL PRESENTATIONS & PAPERS

- Enhancing BSW Student Learning through Utilization of the Main Idea-Detail Chart – The Association of Baccalaureate Social Work Program Directors 42nd Annual Conference – March 2025
- Nurturing Students Well-Being and Mental Health Through University Culture of Care and Social Support – The Association of Baccalaureate Social Work Program Directors 42nd Annual Conference – March 2025
- Navigating Field Education in a State of Crisis – The Association of Baccalaureate Social Work Program Directors 42nd Annual Conference – March 2025
- Open Adoption Myths and the Need to Educate Child Welfare Social Workers – Adoption Initiative Conference @ St. John's University/Montclair State University – May 2014
- Open Adoption Myths and the Need to Educate Child Welfare Social Workers (Proposal) – Educational Symposium for Research & Innovations @ The George Washington University Graduate School of Education & Human Development Conference – March 2012
- A Multi-Point Referral Research Method Utilizing Walden University Student Researchers – Walden University Residency – July 2011
- Knowledge of Child Welfare Laws and Social Work Students – Research Symposium – Howard University – Spring 1998

RESEARCH INTEREST

- Adoption
- Open Adoption in Child Welfare
- Foster Care Adoption
- Anxiety Disorders in College Students

PROFESSIONAL MEMBERSHIPS

- Society for the Teaching of Psychology (Division 2) - 2010-Present
- Society for Educational Psychology (Division 12) - 2017 - Present
- Society for the Psychology of Women (Division 35) - 2013-Present
- American Psychological Association – 2021-2022

COMMITTEE INVOLVEMENT

- Norfolk State University: Program Assessment Committee – August 2023-Present
- Norfolk State University: Curriculum Committee – August 2023-Present
- Norfolk State University: Hospitality/Social Work Month/Graduation Committee – August 2023-Present
- Shaw University: Psychology Program Coordinator – August 2017-August 2023
- Shaw University: Psychology Club Advisor – August 2017-August 2023
- Shaw University: Curriculum Committee – August 2018-August 2023
- Shaw University: Professional Development Committee – September 2018-August 2023
- Shaw University: General Education Committee – August 2017-August 2019

VOLUNTEER AND COMMUNITY SERVICE EXPERIENCE

- Chapter Member, National Hampton Alumni Association – Raleigh, NC 2017-2023
- Immediate Past President, National Hampton Alumni Association – Prince George's County, MD 2015-2017
- President, National Hampton Alumni Association – Prince George's County, MD 2013-2015
- Confraternity of Christian Doctrine (CCD) Teacher, Holy Family Catholic Parish 2012-2013
- Labor Management Partnership Committee Member, Child and Family Services Agency 2012-2013
- Mentor, Dr. Betty Shabazz Academy, Delta Sigma Theta Sorority, Inc. 1998-1999; 2021-2022
- Mentor, Delteen/Delta Gems, Delta Sigma Theta Sorority, Inc. 1998-2004; 2021-2022

ACTIVITIES AND HONORS

- Member of Delta Sigma Theta Sorority, Inc.
- High GPA (4.0) – Walden University 2008-2013

- Legacy Makers – Ladiez of Legacy, LLC 2012
 - Phi Alpha Honor Society – Howard University School of Social Work – 1998
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REFERENCES

- **Kimberly Raiford, PhD, Department Chair, Shaw University**, Address: 118 E. South Street, Raleigh, North Carolina 27601, Telephone: 919-546-8348
- **Arnyis Woodberry, LGSW, Colleague/Friend**, Address: 5776 Goode Road, Hughesville, Maryland 20637, Telephone: 240-421-5657
- **Natachia Tyson, Co-Owner, Divine Purpose**, Address: 12815 Old Fort Road, Suite 105, Fort Washington, Maryland 20744, Telephone: 301-203-0065 / 240-676-8619