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## USC Employment Experiences

2011-current

**Lead Instructor** for the Evidence-Based intervention (EBI) trainings including Motivational Interviewing, Problem-solving Therapy, Core Concepts of CBT

**Responsibilities include(d)**

In addition to teaching field courses, my original responsibilities included designing the curricula, writing and performing video content, creating the training manuals, and providing train-the-trainer sessions for faculty. I continue to teach the EBIs to campus-based students, and regularly update the manuals.

2019-current

**USC Telehealth**

**Responsibilities include the following:**

Review and provide feedback on all Department of Mental health clinical documentation, including progress notes, assessments, client treatment plans, and outcome measures; review 8 RLTs per semester per intern; meet with interns every week for group supervision; and every two weeks for individual supervision; attend site visits with each student and their field liaisons each semester; initiate SPIPs as needed and meet with the intern and field liaison to monitor progress; be on-call from 8am until 8pm most weekdays to attend to emergencies related to our interns' clients; participate in developing and conducting training sessions around documentation; attend weekly operations and clinical meetings; serve on Quality Assurance Committee to conduct in-house chart audits

2015-2019

**Assistant Dean of Faculty Development**

**Responsibilities included the following:**

Reviewed all midterm and end-of-semester evaluations for ground and VAC faculty, both full and part-time; outreached to faculty to explore and address student complaints, and address teaching performance; provided pedagogical meetings to enhance teaching effectiveness; collaborated on specialized trainings such as lead faculty training, how to write a Teaching Philosophy statement;

participated in faculty promotion reviews for part-time faculty; provided input on faculty course assignments/reassignments; reviewed all applications for adjunct and part-time faculty positions; provided recommendations re: lead faculty assignments; worked closely with the USC Course Evaluations team to ensure timely administration of student evaluations of faculty; consulted with lead faculty regarding instructor concerns; outreached to new faculty to offer support; participated in faculty non-renewal hearings; oriented new faculty to teaching expectations

2013-2015

**Co-developer (with Gary Wood) and lead instructor for the Virtual Field Practicum (586A, now 589A)**

**Responsibilities included the following:**

Designed a 16-hour/week curriculum to be approved by CSWE that would replicate what foundation-year students might encounter in an ideal field placement setting; write scripts for the simulated client, ethical dilemmas, risk factors, and empathic communication; incorporate MI and PST into the curriculum, and develop a training on Core Concepts of CBT.

Pilot the curriculum, and serve as lead instructor of the first two years. Develop a comprehensive teaching manual, and hold weekly training and support sessions for all faculty teaching the course.

2012/2014

**Lead instructor for 586b/686b**

With Tory Cox, created syllabi for 586B and 686B field courses.

2006 to 2011

**Project Manager, IP-RISP funded by the National Institute of Mental Health (Principal Investigator, John Brekke)**

Goal of the project was to facilitate translational science efforts in order to bridge the gap between research and practice agendas. This included exploring and implementing evidence-based practices, and building an outcome model to be used agency wide. The latter involved conducting a pilot test with 200 mental health consumers, building the software and application system, pilot testing with practitioners, and infusing the system into the Pacific Clinics agency. We also conducted a pilot-test of the evidence-based intervention, Errorless Learning, for individuals seeking employment.

2007-2011

**Director of USC/Pacific Clinics Evidenced-Based Intervention Field Seminar**

Responsibilities included researching and selecting evidence-based interventions (EBI's) that MSW interns could implement with efficiency and competence. Part of this process involved the development of a Motivational Interviewing manual for practitioners, as well as detailed agendas and highly interactive exercises for a variety of EBI's. The curriculum for the 8-month seminar included trainings on Motivational Interviewing, Anger Management, Illness Management and Recovery, Problem-Solving Therapy, CBT skills for conflict resolution, and Seeking Safety.

**List of Courses Taught as Associate Clinical Professor, Field**

- SOWK-589A Virtual Field Practicum
- SOWK-588 Integrative learning for Social Work Practice
- OWK-586A Field Practicum
- SOWK-587A Integrative Learning for Social Work Practice
- SOWK-587B Integrative Learning for Social Work Practice
- SOWK-586B Field Practicum
- SOWK-589B Applied Learning in Field Education
- SOWK-604 The Role of Evidence-based Practice in Social Work

**Relevant Employment Experiences Prior to USC**

2000-2011	Field Instructor for MSW students from USC, California State University Los Angeles, California State University Long Beach
2006-2011	Clinical Supervisor for licensed-waivered MSWs.
2004-2006	Therapist, Outpatient Service Coordinator Portals Rampart Job responsibilities included provision of individual and group psychotherapy, outreach, advocacy, and case management services.
2003-2004	Program Manager Portals Rampart Job responsibilities included overseeing the operations of the residential program, including staff supervision and scheduling, adhering to California licensing as well as Department of Mental Health standards, chart reviews, crisis stabilization, and staff training.
1999-2003	Senior Service Coordinator Portals Rampart

Job responsibilities included coordination of intakes, provision of psychotherapy, and clinical supervision for service coordinators.

- 1998-1999            Service Coordinator  
Portals Twin Peaks
- 1996-1999            Research Assistant to John Brekke, Ph.D.  
University of Southern California, School of Social Work
- 1997-1998            Instructor of Research Methods (SOWK-562) for Social Workers  
University of Southern California, School of Social Work

### **Education**

- 2001                    Doctor of Philosophy  
University of Southern California  
School of Social Work
- 1995                    Masters in Social Work  
University of Southern California
- 1991                    Bachelor of Arts  
California State University, Los Angeles

### **Licensure**

2003 Licensed Clinical Social Worker, License # LCS 21652

### **Evidence-Based Intervention Certifications**

- Problem-Solving Therapy
- Errorless Learning
- Interpersonal Psychotherapy (IPT)
- Core Concepts of Child and Adolescent Trauma (CCCT)

### **Committee Experience**

- 2020-current: Active member of the Diversity, Equity, and Inclusion Workforce
- 2018-current Center for Excellence in Teaching Fellow  
As part of this commitment, I serve on the committees to develop peer review process, committee to develop our school's strategic teaching plan, and I teach 3<sup>rd</sup> year PhD students strategies for effective teaching
- 2017-2019 Diversity Equity and Inclusion Committee for AMHW Department (co-chair) Developed a series of Honoring Our Stories events held virtually for on-ground and VAC students and faculty

- 2017-2019 The Arts Incubator Committee  
As part of this committee I developed (with Candace Smith) a workshop on the therapeutic use of clay, Plans are in the works to bring back this popular workshop Fall, 2020.
- 2015-2019 Faculty promotion review committee for part-time faculty  
I reviewed and rated application materials submitted for promotion
- 2015-2019 2U Faculty Leadership Committee  
I met monthly with faculty across the country who had leadership roles with 2U affiliated universities. I contributed to lively discussions on teaching effectiveness, and to the development of satisfaction surveys
- 2017-2018 Faculty Council Subcommittee to develop APR anchors across faculty lines
- 2017-2018 Committee on Advancing Teaching Excellence with Leslie Wind and Eugenia Weiss. Assignment was to produce a teaching statement and plan to submit to the University Provost
- 2017-2018 Environment/Culture committee of the Sexual Harassment Taskforce  
With chair Doni Whitsett, we crafted a proposal to reduce the incidence of sexual harassment on USC campuses
- 2015-2016 Faculty Council Subcommittee (Chair) Looked at ways to evaluate teaching contributions independent of student evaluations  
I chaired this committee to develop ways to measure teaching effectiveness that did not rely solely on student evaluations. The four domains of teaching identified by the committee are still used in the APR process
- 2013-2015 Faculty Council

### **Teaching/Presentations**

2011-2020 Motivational Interviewing (MI), Problem-Solving Therapy, and Core Concepts of CBT: Video designer, script writer, and lead instructor with John Brekke

2017-2021 Instructor of MI to Family Nurse Practitioner students 3x/year

1/9/2020 Presented MI to VAC Field Instructors

4/8/2020 Taught MI to USC's Campus Support and Intervention staff

2019 Taught Problem-Solving Therapy to clinicians at Eisner Health Center

10/12/2019 1/9/2020 Presented CBT to VAC Field Instructors

11/8/2018 Presented at the VAC Faculty retreat in Orlando Florida on theoretical teaching models

2015-2018 Oriented newly-hired faculty to best teaching practices

2015-2020 Oriented 3<sup>rd</sup> year PhD students to best teaching practices and to their roles and responsibilities as TA's and co-instructors

2015-2018 Collaborated on specialized trainings such as Lead Faculty Training, and How to Write a Teaching Statement

2017-2019 Pedagogical trainings to enhance teaching skills—as requested by course leads

2018-2019 Seeking Safety: Designed training vignettes (VAC version) and co-instructor with Dawn Joosten-Hayge

2017 Taught MI to Cedars Sinai nurses, technicians, and social workers

2017 Conducted First Responders Training in Temecula with Rosemary Alamo

2017 Taught MI to Riverside Housing Authority personnel

2015-2017 Conducted yearly 2-day MI training to 90 Physical Therapy students, and one-day follow-up trainings 2X's year.

2014-2016 Yearly trainings in Core Concepts of Child and Adolescent Trauma (CCCT)

2015 MI training Child Guidance Center, Los Angeles; Hillsides, Pasadena; USC School of Dentistry

2014 Evidence-based interventions (MI and PST) trainings LA Unified School District

2012 Joined Core Concepts in Child and Adolescent Trauma collaborative with Virginia Strand from Fordham University

2006-2011 Director of the Evidence-Based Intervention field seminar for MSW students

2011-2013 Training facilitator at LA County Department of Mental Health for Problem-Solving Therapy with Rita Haverkamp (lead)

2006 -2009 Taught Motivational Interviewing skills to all employment specialists at 7 programs in Pacific Clinics.

2010 Taught Motivational Interviewing skills to employment specialists from the Department of Mental Health in Los Angeles.

2009 Taught Motivational Interviewing skills to clinicians through the Pacific Clinics Training Institute.

### **Media Contributions**

February 2017 Interviewed by NASW News February 2017 (volume 62, no. 2) article entitled: Online MSW Students at USC Get a Virtual Field Training

March, 2016 Interviewed by The Guardian in 2016 for an article on Distance Learning

January 2017 Bits and Bytes article on the Virtual Field Practicum

January 2020 Interviewed for SDPSSW News and web page: Unique Class Simulates Real-world Clients for MSW Students. By Lynn Lipinski

### **Conferences**

Phillips, E., Wood, G. J. & Cardinal, L. The Virtual Field Practicum: Growing Confidence While Building Competencies *Before* Agency Placement. Council on Social Work Education. October, 2019.

2U Symposium, March 1, 2018. Served as panelist on the topic of Excellence in Course Creation: Engaging 2U and other University Resources. Presentation title: The Virtual Field Practicum: A Radical Innovation in Social Work Education.

Phillips, E., Wood, G. J., Singh, M. I., & Hsaio, S. Developing Competency in a Virtual Field Practicum: A Two Year Follow-Up Study. Council on Social Work Education. October 2017.

Phillips, E., Thomson, H. Franzwa, P. It's all in the relationship: Using micro skills to grow tomorrow's leaders. Council on Social Work Education. November 2016.

Smith, W., Levin, S., Phillips, E. Building an Assessment Framework: Processes, Measures, Training, and Challenges CSWE Assessment Academy. Council on Social Work Education. November 2016.

Singh, M. I., Phillips, E., Wood, G. J., & Morris, B. Designing, Building, and Teaching a Virtual Field Practicum: Experiences from the Frontline. Council on Social Work Education. October 2015.

Wood, G. J. & Phillips, E. Using simulated clients to teach evidence-based interventions: Keeping it real. Council on Social Work Education. October 2014.

Wood, G. J. & Phillips, E. S. The virtual field practicum: A response to the need for radical change in field education. Council on Social Work Education. October 2013.

Phillips, E & Winters, D. Teaching Evidence-Based Interventions in an Innovative Way. Council on Social Work Education. November 2012.

2010 CASRA Conference: Presented Errorless Learning as an in intervention for individuals with mental illness seeking employment.

2003 IAPSRs Conference: Presented on psychosocial rehabilitation for adults with co-occurring disorders.

### **Publications**

**Phillips, E.S.** & Thomson, H.M (in press). Introduction to Problem-Solving Therapy. In: Craig Levoy (ed.) *The Social Worker's Desk Reference*, Oxford University Press USA.

**Phillips, E.S.**, Wood, G.J., Yoo, J., Ward, K.J., Hsiao, S.C., Singh M. I., & Morris, B. (2018). A virtual field practicum: Building core competencies prior to agency placement. *Journal of Social Work Education*, 54(4), 620-640. doi:10.1080/10437797.2018.148665

Wood, G. J. & **Phillips, E.S.** (in press). The use of simulation experiences to develop practice skills: A quantum leap in field education. In: R. Paul Maiden (ed.), *The Transformation of Social Work Education Through Virtual Learning*. Cambridge Scholars Publishing: Newcastle upon Tyne, U.K.

Brekke, S. **Phillips, E.** Pancake, L., O, A., Lewis, J., Duke, J. (2009) Implementation practice and implementation research: A report from the field. Research on Social Work Practice, 19: 592-601

**Phillips, E.S.**, Barrio, C., Brekke, J.S. (2001). The impact of ethnicity on prospective functional outcomes for community-based psychosocial rehabilitation for persons with schizophrenia. Journal of Community Psychology, 29 (6) 657-673.

**Phillips, E. S.** (2001). A longitudinal examination of gender and ethnicity across two models of community treatment for individuals with schizophrenia and related disorders. Unpublished dissertation, University of Southern California, Los Angeles.

(The final three listed are under my former name of E. Slade)

Brekke, J. S. Levin, S. Wolkin, G. H., Sobel, E. & **Slade, E.** (1993) Psychosocial functioning and subjective experience in schizophrenia. Schizophrenia Bulletin, 19, 3, 579-597.

Brekke, J.S & **Slade, E.** (1998) Schizophrenia: Breakthroughs in clinical and services research. In Williams, J. and Ell, K. (eds). Advances in Mental Health Research, NASW Press.

Brekke, J. S, Ansel, M., & **Slade, E.** (1999). The intensity and longitudinal continuity of services and prospective functional outcomes in community-based psychosocial rehabilitation for individuals with schizophrenia. Psychiatric Services 50: 248-256.