

Debra K. Waters-Roman

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EDUCATION

August 2012 Argosy University, Orange, California

Doctoral Degree in Counseling Psychology

Magna Cum Laude

May 1986 University of Southern California, Los Angeles, California

Master of Social Work

Child, Youth and Family Concentration

May 1984 Greenville College, Greenville, Illinois

Bachelor of Art in Social Work/Minor in Spanish

Magna Cum Laude

LICENCES

August 2015 California Licensed Clinical Psychologist

California Board of Psychology

License Number - Psy 27444

May 1999 California Licensed Clinical Social Worker

California Board of Psychology

License Number - Psy 27444

ACADEMIC POSITION AND TEACHING EXPERIENCE

- 2016 - PRESENT** **Clinical Associate Professor, Field Education, Workforce Development and Stipend Programs: Program Manager for the Los Angeles Country Department of Children and Family Services Stipend Program, USC Suzanne Dvorak School of Social Work: Los Angeles, CA**
- Integrative Learning for Advanced Social Work Practice (698a & b) (Taught on ground and virtually.)
 - Advanced Applied Learning in Field Education (Field Practicum 699a & b)
 - Los Angeles Department of Children and Family Services (DCSF) First Year Child Public Welfare Seminars (Fall and Spring Semesters)
 - Los Angeles Department of Children and Family Services (DCSF) Second Year Child Public Welfare Seminars (Fall and Spring Semesters) (Developed and taught training curriculum)
- 1999 - 2016** **Field Instructor, USC Suzanne Dvorak School of Social Work: Los Angeles, CA: CSULB: Long Beach, California: CSULA: Los Angeles, California**
- Provided clinical supervision to MSU Interns from local schools of social work.
 - Conducted supervision and training on topics such as public child welfare, diagnosing assessment and treatment planning.
 - Completed evaluations for the course and met with field liaison representatives from schools.

GRANT FUNDED PROGRAMS

- 2016 - PRESENT** **Clinical Associate Professor, Field Education, Workforce Development and Stipend Programs: Program Manager for the Los Angeles Country Department of Children and Family Services Stipend Program, USC Suzanne Dvorak School of Social Work: Los Angeles, CA**
- A five million dollar grant designed to prepare MSW students for careers in the field of public child welfare.
 - The duties of the program manager include: (See below)

ACTIVES OF LA DCFS TITLE IV-E MSW PROGRAM

First Year Students

1. Recruitment

- a. Outreach to prospective and current students from undergraduate and graduate programs, many activities in coordination with school/university's admissions office and with others such as the field education department
 - i. Design, coordinate, facilitate and promote recruitment events.
 - ii. Develop and facilitate class presentations.
 - iii. Develop and manage recruitment tools such as brochures, leaflets, powerpoint presentations, activities, fliers, emails, email listings, etc.
 1. Update information about the LA DCFS Title IV-E Stipend Program on the school/university's website page in coordination with information/technology (IT) staff.
 2. Once posted, review and ensure all information on the website is accurate and remains up to date.
 - iv. Coordinate with the admissions office to ensure material is disseminated to potential applicants/students.
- b. Administration
 - i. Maintain ongoing communication with DCFS on student selections, recruitment efforts and outcomes.
 - ii. Review and update the LA DCFS Title IV-E Stipend application every year.
 - iii. Coordinate activities with the CalSWEC Project Coordinator, when program exists at school.

c. Selection of Students

i. Application

1. Develop rubric to score application.
 - a. Review and update as necessary at least every year.
2. Review and score applications to select applicants for interview round.

ii. Interview

1. Establish interview teams and an interview schedule.
2. Train interview teams in the use of interview tool.
3. Schedule interviews with applicants selected for this round.
4. Interview and evaluate applicants by providing a score.

iii. Award process

1. Coordinate efforts to select the LA DCFS Title IV-E Stipend students, which might include an "Awards Meeting".
2. If Awards Meeting takes place:

- a. Schedule and invite all participants (e.g. application and interview scorers and the DCFS Intern Field Coordinator).
 - b. Through a collaborative approach, participants determine which of the applicants will be offered a stipend, alternate slot, or denial.
 3. Develop and disseminate acceptance, alternate or denial notifications.
2. Field Placements
 - a. Identify and vet prospective public child welfare field placement agencies in the community.
 - i. Recruit and develop community agency placements.
 - ii. Conduct agency visits to evaluate fit for public child welfare learning experiences.
 - iii. Complete process to formalize community agency as a field placement option in accordance to university procedures, which includes establishment of a Memorandum of Understanding (MOU) or similar legal document.
 - iv. Arrange for the students to participate in pre-placement interviews at community agencies.
 1. Follow-up with community field instructors to determine if a student is a good match for community agency placement.
 2. Finalize the placements at community agencies.
 - v. Provide on-going training, support and collaboration with community agencies to ensure they can provide appropriate public child welfare internship experiences.
 1. Includes being available for ongoing consultation to the field instructors, preceptors, and agency.
 - vi. Monitor internships at community agencies to ensure learning opportunities are aligned with goals of LA DCFS Title IV-E Stipend Program.
3. On-Boarding of Students
 - a. Plan and implement summer orientation, which might include second-year students:
 - i. Develop the orientation schedule and content.
 - ii. Develop training curricula in coordination with presenters, faculty, and staff.
 1. Coordinate and invite Intern Field Coordinator to attend and present DCFS-related information.
 - iii. Oversee logistics, planning and implementation while participating in orientation activities.
 - b. Oversee the review and signing of the LA DCFS Title IV-E Stipend contracts.

- i. Develop a power point presentation and update on a yearly basis in coordination with DCFS.
 - ii. Schedule a time to meet with the students for contract review and signing.
 - iii. Meet with the students for the contract signing and address questions.
 - iv. University faculty/staff review all contracts to ensure they are completed accurately.
 - v. University faculty/staff collects all required contract documents such as the student's driver's license and vehicle liability information.
 - vi. University faculty/staff submit all completed contracts to UCLA.
 - vii. University faculty/staff monitor the contracts throughout the year for compliance, including updated automobile liability information.
4. Education and Training Activities in University Setting
- a. Contribute and monitor integration of public welfare competencies where appropriate in school's MSW curriculum, including core and elective courses, with faculty across the school. This includes coordination and collaboration with CalSWEC Title IV-E program, if it exists at school.
 - i. Faculty teaching of different credit courses (e.g. integrative field seminars that meet weekly for 1-3 hours with additional effort to prepare lesson plans, activities, etc.) on quarterly/semester basis in a manner that it aligns with the school's MSW program.
 - ii. Important to note that effort to deliver this curriculum is not always covered by Title IV-E funds.
 - b. Actively and proactively participate in the development of educational and training curricula to customize learning opportunities. This could include:
 - i. Design, prepare, organize and teach non-credit training seminars that meet regularly (e.g. every other week for two-hours), including recruitment of speakers – when appropriate – on topics including but not limited to:
 - 1. Best practices in engaging fathers.
 - 2. Building effective organizational, time management and self-care skills for work in a public child welfare agency.
 - 3. Building effective working relationships within a public child welfare agency.
 - 4. Critical thinking skills in the field of public child welfare.
 - 5. CSWE and CalSWEC public child welfare competencies training.
 - 6. Disproportionality and Disparities panel presentation.
 - 7. Engagement and assessment techniques with public child welfare clients.

8. Implicit bias and professional responsibility.
 9. Interviewing techniques with public child welfare clients.
 10. Parents in Partnership (PIPs).
 11. Preparing for your DCFS interview.
 12. Risk assessment.
 13. Teaching parenting practices in public child welfare.
 14. The Core Practice Model.
 15. Working with Commercially Sexually Exploited Children in the public child welfare system.
 16. End of year review/capstone and celebratory activities.
- ii. Create and deliver additional trainings for special topics and/or events as the need and/or opportunities arise.
 - iii. Create and monitor make-up assignments when students miss a required educational or training activity.
 - iv. Deliver various presentations (e.g. guest lecturing, panel, conferences, community meetings, etc.) to enhance general knowledge and perception of public child welfare with different stakeholders while exchanging information for mutual benefit in an attempt to improve collaborative efforts and as a recruitment strategy.
- c. Overall teaching:
- i. Faculty instruct students about the field of social work to build a strong and necessary foundation while concurrently teaching through a scaffolding approach skills and information related to public child welfare.
 - ii. Conduct research and development of specialized training curriculum that will prepare students for effective and long standing careers in public child welfare.
 1. Attend training/lectures/conferences, read the latest research, keep abreast of local, state and national trends in public child welfare.
- d. Field liaising:
- i. Faculty serve as field liaisons with responsibilities that include but are not limited to:
 1. Maintain regular communication with field instructors, preceptors, and other community agency staff as necessary to evaluate the student's ongoing development and progress in placement.
 2. Conduct regular visits/meetings with community agency partners listed above to ensure the student's ongoing learning, includes field liaison site visits with students.
 3. Address any issues that arise concerning the student's placement, problem-solve to identify and implement a solution, and track student and agency progress.

- e. Administration
 - i. Faculty/staff regularly review the academic progress of all stipend recipients to ensure they are in good academic standing.
 - ii. Faculty/staff regularly consult with students regarding their academic progress and to address any academic concerns.
 - iii. As necessary, faculty and staff coordinate efforts with academic advisors and others throughout the school/university to support timely completion of MSW program through compliance with required course registration, completion, etc.
 - iv. Manage student attendance to all required educational and training activities.
 - v. Provide mentorship and coaching to students.
 - vi. Maintain office hours per university/school requirements generally averaging two hours per week.
 - vii. Establish and maintain system of student records for audit and overall compliance.
 - viii. Serve as point of contact to provide consultation to school faculty regarding public child welfare or stipend student matters.
 - f. Collaborate with the DCFS Intern Field Coordinator to prepare students for internship interview with DCFS.
 - g. Collaborate with the DCFS Intern Field Coordinator to prepare students who passed internship interview for their second year internship at DCFS.
 - i. Work with the DCFS Intern Field Coordinator to ensure students complete the livescan, psychological evaluation, and any other steps needed to complete the clearance process.
5. Educational and Training Activities Centered on Field Instructors, Preceptors and Others
- a. Manage the field instructor training certifications and CEU credits.
 - b. Recruit DCFS Field Instructors and Preceptors for the following year to work with the stipend students.
 - i. Recruitment and engagement of school alumni.
 - 1. Requires maintenance of tracking system.
 - 2. Coordinate the DCFS Alumni Event which brings together former and current public child welfare students.
 - ii. Attend DCFS general staff and other meetings.
 - iii. Meet with prospective field instructors and preceptors.
 - iv. Host Brown Bag and Q&A sessions at regional offices.
 - c. LA DCFS Intern Coordinator, identify and vet field placement slots at DCFS office(s) assigned to school.
 - d. Co-facilitate Meet-and-Greet events with the DCFS Intern Coordinator to match students with their DCFS Field Instructor.

Second Year MSW Students

Many of the activities listed for first year students also apply to activities for second year students. The items listed below are specific to second year students:

1. Recruitment
 - a. Activities are limited to replacing stipend recipients with alternates if a student(s) drops from MSW and/or from LA DCFS Stipend program(s).
2. Field Placements
 - a. Provide on-going training, support and collaboration to DCFS Field Instructors and Preceptors.
 - b. Monitor internships at DCFS offices to ensure learning opportunities are successfully implemented.
3. On-Boarding of Students
 - a. Please see description of these activities in the same section above for first year students.
 - b. Provide specialized summer training on topics such as Core Concepts in Childhood Trauma, which is delivered over two and a half days by faculty certified to teach curriculum
4. Education and Training Activities in University Setting
 - a. Please see description of these activities in the same section above for first year students.
 - b. Field liaising:
 - i. Faculty serve as field liaisons with responsibilities that include but are not limited to:
 1. Maintain regular communication with field instructors, preceptors, and other DCFS staff as necessary to evaluate the student's ongoing development and progress in placement.
 2. Conduct regular visits/meetings with DCFS partners listed above to ensure the student's ongoing learning.
 3. Address any issues that arise concerning the student's placement and problem-solve to identify and implement a solution.
 - c. Provide consultation and guidance to students and faculty to ensure capstone project/work and/or thesis is child welfare related.
 - d. Arrange for LA County Human Resources to present and explain the hiring process for employment at DCFS.
 - e. Collaborate with the DCFS Intern Field Coordinator to prepare students for the application for employment at DCFS. This includes tracking their compliance with DCFS deadlines and liaising with DCFS student information.
 - f. Collaborate with the DCFS Intern Field Coordinator to prepare students to pass the clearance process for employment.
5. Education and Training Activities in DCFS Setting
 - a. Support efforts for students to attend LA DCFS Orientation in August.

- b. Support development, implementation, and facilitation of public child welfare seminar trainings, including lead small group discussions, handouts, and provide case examples.
 - c. Co-facilitate quarterly DCFS student internship trainings at DCFS University or DCFS Regional offices (eight sessions per academic year).
6. Educational and Training Activities Centered on Field Instructors, Preceptors and Others
- a. Manage and facilitate the three-series DCFS Field Instructor Training in assigned DCFS regional offices.
 - i. Review and update training material annually as assigned.
 - b. Manage and facilitate Preceptor Certification also in assigned DCFS regional offices
 - i. Manage certifications and CEU credits, including putting together training packets and materials, for the last two items.
 - c. Coordinate the annual DCFS Field Instructor Appreciation celebration for the assigned regional DCFS regional office(s).
 - i. This involves advertisement, producing certificates, coordination of activities, coordination of catering, budgeting, etc.
 - d. Coordinate and facilitate the Social Work Appreciation Month activities in assigned DCFS regional office(s).

Miscellaneous Activities of LA DCFS Title IV-E Stipend Program

1. Participate in the bi-monthly DCFS Partner meetings.
2. Participate in the DCFS First Year Committee meetings.
3. Attend regular internal meetings related operating the LA DCFS Title IV-E Stipend program.
4. Lead/co-lead DCFS lead committees such as annual newsletter, field instructor trainings, etc.
5. Compile and submit miscellaneous reports to DCFS and/or UCCF as requested.
6. Monitor student interns' adherence to submit DCFS paperwork, such as Monthly Intern Activity Log, on a timely manner.
7. University partners collaborate with DCFS to develop proposals for various conferences such as the annual CalSWEC Summit.
8. Provide availability for special projects.
9. Consult and collaborate with DCFS team as it relates to the COVID-19 and in compliance with CSWE.
10. Support to students, field instructors, and preceptors at the inception of COVID-19 pandemic in consultation with DCFS Intern Field Coordinator.
 - a. This included weekly group supervision.
11. Attend to university faculty responsibilities in teaching, scholarship and service to facilitate integration and operations of LA DCFS Title IV-E Stipend program.

PROFESSIONAL EXPERIENCE

1997 - 2016

Intern Field Coordinator, Los Angeles County Department of Children and Family Services : Los Angeles, California

- Responsible for the recruitment, education and training of MSW Interns placed at DCFS. There are approximately 160 interns placed at DCFS each academic year.
- Responsible for the recruitment, education and training of MSW Field Instructors and preceptors. There are over 300 Field Instructors and preceptors who work with DCFS interns each academic year.
- Provision of individual and group supervision to MSW interns.
- Development of intern and Field Instructor training curriculums.
- Evaluation of intern and Field Instructor training curriculums.
- Coordination and implementation of quality improvement programs.
- Provision of clinical supervision to DCFS staff working toward clinical licensure.

2019 - PRESENT

Clinical Licensed Psychologist, Transforming Life Center : Bellflower, California

- Provision of individual therapy to a diverse population of clients presenting with a variety of mental health issues and needs.
- Provision of group therapy to a diverse population of clients presenting with a variety of mental health issues and needs.
- Responsible for conducting needs assessments and intake evaluations on behalf of clients.
- Responsible for diagnosing clients.
- Responsible for developing, implementing and evaluating treatment plans for clients.
- Provision of clinical supervision to staff members working toward clinical licensure.

- Training staff at various levels on a variety of topics related to improving the quality of practice behaviors.

2008 - 2018

Psychologist, Howard Chudler and Associates : Covina, California

- Responsible for developing and utilizing needs assessments in order to obtain baseline data used for program improvement.
- Provision of individual therapy to a diverse population of clients presenting with a variety of mental health issues and needs.
- Provision of group therapy to a diverse population of clients presenting with a variety of mental health issues and needs.
- Responsible for conducting needs assessments and intake evaluations on behalf of clients.
- Responsible for diagnosing clients.
- Responsible for developing, implementing and evaluating treatment plans for clients.

1995 - 2016

Clinical Supervisor, Los Angeles County Department of Children and Family Services : Los Angeles, California

- Provide weekly individual and group supervision to staff at DCFS pursuing clinical licensure.
- Responsible for educating and training staff on topics related to legal and ethical practice.
- Responsible for educating and training staff to enhance the efficacy of practice behaviors.
- Provision of support and self-care techniques to supervisees working in a stressful environment.

1991 - 1997

Supervising Children's Services Worker, Los Angeles County Department of Children and Family Services : Los Angeles, California

- Supervised a unit of 10 Spanish-speaking Children's Services Workers.
- Review of all reports and paperwork completed by unit members.

- Regular provision of training to unit members on DCFS policy and procedures.
- Responding to crisis situations encountered by unit members.
- Provision of support and self-care techniques for unit members working in a stressful environment.

1986 - 1990

Children's Services Worker/Adoptions Worker, Los Angeles County Department of Children and Family Services : Los Angeles, California

- Provided services to a caseload of approximately 80 Spanish-speaking families in the East Los Angeles community.
- Made regular home calls to all involved parties.
- Facilitated family visits.
- Arranged for the placement of children when necessary.
- Provided resource and referral information to clients.
- Prepared and submitted court reports on a regular basis.
- Participated in training.
- Received clinical supervision in order to obtain my LCSW license.
- Completed adoptive home studies for prospective adoptive parents including making regular visits to the family, completing all assessment tools and preparing a final recommendation report.

CURRICULUM DEVELOPMENT

2019

- Developed a training curriculum on the use of critical thinking skills into the field of public child welfare. Developed this curriculum to MSW students, and staff at both the Los Angeles and Orange County Department of Children and Family Services.
- Developed a 3 hour DCSF Field Instructor Orientation Training. Developed this training curriculum in partnership with 6 other local schools of social work. Delivered this

training to DCSF Field Instructor in various DCSF Offices throughout Los Angeles Country.

- 2018** • Developed a 6 hour on-line DCSF Field Instructor Training.
- 2017** • Developed a 6 hour Applied DCSF Field Instructor Training. Developed this training curriculum in paternership with 6 other local schools of social work. Delivered this training to DCSF Field Instructors in various DCSF Offices throughout Los Angeles County.
- 2016** • Developed a 6 hour Enhanced Field Instructor Training. This training curriculum covers topics such as professional development, implicit bias and fostering the growth and development of student interns. Delivered this training to DCSF Field Instructors in various DCSF Offices throughout Ls Angeles County.

FIELD PLACEMENT DEVELOPMENT

- 1986 - 1990** • Develops and coordinates field placement internships for over 60 first year MSW students. Please see below a sample of the field placements developed. To develop placements a site visit was completed and documentation submitted to the field department including a MOU, field agency form, and field instructor form:
 - First Place for Youth, UCLA Bruin Guardian Scholars Program, the Good Seed, Orangewood Foundation. Long Beach Unified School District Foster Care and Adoption Program, South Bay Center for Counseling, Journey House, the Academy, Olive Crest Foster Family Agency, Bienvenidos/Hillsides Family Preservation, Nuevo Amanecer, Burbank Family Services, and the Los Angeles Country Department of Children and Family Services.

DEVELOPMENT OF INNOVATIVE PROGRAMS

2016 - PRESENT USC Suzanne Dvorak School of Social Work: Los Angeles, CA

- Developed an Intern Simulation Learning Experience for the second year MSW DCFS public child welfare students. With this program, Omar Lopez and I partnered with social work staff from Azusa Pacific University as well as Cal State Fullerton. The Intern Simulation Experience consisted of having students participate in simulation exercises in the fall and then again in the spring to evaluate the progress of their practice behaviors and professional development. The students interviewed a parent and then a child presenting with issues common to those that DCFS clients experience. The students were videotaped and also provided with verbal feedback. In addition, students had the opportunity to process their experiences with their Field Instructors and also in their public child welfare seminars. The use of simulation exercises to teach MSW students is a relatively new and developing approach. In conjunction with our other university partners, we also developed learning objectives and evaluated learning outcomes.

2016 - PRESENT USC Suzanne Dvorak School of Social Work: Los Angeles, CA

- The university wide Autism Committee is comprised of professionals from the School of Psychology, the School of Social Work and the Schools of Occupational Therapy and Speech Therapy. We are currently in the process of conducting research on the needs of USC students who have an autism spectrum disorder. We will also be developing and conducting a weekly support group for students on the autism spectrum. In addition, we are looking at expanding the services available to students with ASD on the USC campus. My responsibilities have included creating a research questionnaire, and also reaching out to other universities regarding the expansion of services for ASD students at USC.

2018 - 2019 USC Suzanne Dvorak School of Social Work: Los Angeles, CA

- Creation of a peer-mediated social skills training group that I developed and facilitated with my colleague, Tina Paddock. The social skills training group met weekly from January of 2018 to June of 2018 at Charles White Elementary School in Los Angeles. Ms. Paddock and I lead a group of 12 students which included 6 typical children, and 6 children on the autism spectrum. The purpose of the group was to utilize a peer-

mediated social skills training program to teach social skills to children on the autism spectrum. We were responsible for developing the group curriculum, selecting the group members, meeting with the group on a weekly basis to deliver the group curriculum, and also evaluating group outcomes. In addition, a MSW student also helped us facilitate the group as a part of her Dean's Leadership Scholar Program.

RESEARCH / TRAINING PROJECTS

- 2018 - PRESENT** **Co-Investigator, California Department of Social Services (DSS) Title IV-E Public Child Welfare**
- Funding of \$106,945 over two years. This grant is to continue tracking and collection activities related to the implementation of the California Social Work Education Center (CalSWEC) Title IV-E Public Child Welfare Stipend Program at USC since 1990.
- 2019 - PRESENT** **Co-Investigator, Protection and Quality Care for Children Project in El Salvador, USC Suzanne Dvorak School of Social Work: Los Angeles, CA**
- Funding of \$169,171 provided by Whole Child International to increase the capacity of the government of El Salvador to protect children most at risk of being victims or perpetrator of violence / child abuse. This sub-award is the first phase of a five-year, \$7.4 million project to funded in part by the United States Agency for International Development (USAID) though \$4.9 million grant to focus on two main areas: a mapping of the child protection system in El Salvador and an analysis of the de-institutionalization process of minors.

TECHNICAL REPORTS

- 2016 - PRESENT** **USC Suzanne Dvorak School of Social Work: Los Angeles, CA**
- Produced several technical reports in conjunction with my role in the Public Child Welfare Stipend Program. These technical reports included:

- Monthly reports to DCFS on the recruitment and retention of DCFS Field Instructors.
- Monthly reports to DCFS on the training of DCFS Field Instructors.
- Weekly reports to DCFS on the placement process for the 20 second year stipend students.
- Weekly reports to DCFS on the training of all DCFS stipend students.
- Created bi-monthly reports on the status of former CalSWEC students and their public child welfare employment obligation.
 - I contacted former CalSWEC recipients to determine their current employment status.
 - I oversaw the collection of stipend related paperwork.
 - I evaluated cases where former CalSWEC recipients were not able to meet their employment obligation, and assisted them with preparing petitions for dismissal of their employment obligation.
- In addition, I participated in a research program jointly funded by DCFS and the CLARUS Research Group. As a part of this program I was responsible for helping facilitate focus group meetings, and also assist with the data gathering process. I then prepared a report that was shared with DCFS regarding the learning process of students placed in a specialized DCFS Intern Program.

PROFESSIONAL PRESENTATION AND TRAININGS

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| June 2020 | National Association of Social Workers, Annual Conference <ul style="list-style-type: none"> • A Collaborative Model for Social Workers to Address the Needs of Students with Neurodiversity (Presentation was canceled due to COVID-19) |
| June 2020 | USC Field - Experiential Learning Labs Trainings, Virtual <ul style="list-style-type: none"> • Introduction to Play Therapy • An Evidence-Based Model for Working with Children on the Autism Spectrum |

- An Introduction to the Public Child Welfare System
- April 2020** **California Social Work Education Center, Annual Conference**

 - Ready, Set, Go: A Model for Introducing Policy to Child Welfare Students (Conference was canceled due to COVID-19)
- March 2020** **USC Diversity, Equity, and Inclusion Week**

 - Understanding Students with Neurodiversity, and Effective Teaching Strategies (Co-presenter)
- February 2020** **Developing Excellence Future Conference**

 - The use of simulations for training Public Child Welfare students.
- November 2019** **Torrance Unified School District, MSW Intern Training Program**

 - Working with children on the Autism Spectrum.
- May 2019** **The National Title IV-E Roundtable Conference**

 - Developing Resiliency: A Proactive Approach for Preparing Students to Succeed as Public Child Welfare Workers (Co-presenter)
- April 2019** **California Social Work Education Center, Annual Summit**

 - Developing Resiliency and Self-Care Skills in Social Work Students: A Proactive Approach to Preparing Students to Succeed as Public Child Welfare Workers (Co-presenter)
- January 2019** **USC Diversity, Equity, and Inclusion Week**

 - Strategies for Successful Inclusion and Teaching of Students with Autism Spectrum Disorder (Co-presenter)
- November 2018** **Council for Social Work Education (CSWE) Annual Program Meeting**

 - An IPE Model for Teaching Students How to Advocate for Children on the Autism Spectrum (Co-presenter)
- October 2018** **National Association of Social Workers, California Chapter, Annual Conference**

 - How to use a Peer-Mediated Social Skills Training Model for Children with ASD (1.5 CEU) (Co-Presenter)
- October 2018** **Problem Solving Therapy Training (Circle Trainer)**

 - Foundation Year USC MSW Students
- August 2018** **Motivational Interviewing Training (Circle Trainer)**

- Foundation Year USC MSW Students
- August 2018** **Core Curriculum for Childhood Trauma Training**

 - Second Year USC MSW students
- April 2018** **California Social Work Education Center, Annual Summit**

 - An Innovative Approach for Addressing Systemic Inequities Faced by Commercially Sexually Exploited Children (CSEC) in the Public Child Welfare System (Co-presenter)
- March 2018** **Napa Wellness Conference**

 - Commercial Sexual Exploitation of Children & Child Abuse: Moving Beyond Compliance (Co-presenter)
- February 2018** **Torrance Unified School District, MSW Intern Training Program**

 - Working with Children on the Autism Spectrum (Co-presenter)
- January 2018** **American Council on School Social Work, Annual Conference**

 - Commercial Sexual Exploitation of Children & Child Abuse: Moving Beyond Compliance (Co-Presenter)
- October 2017** **Problem Solving Therapy Training (Circle Trainer)**

 - Foundation Year USC MSW Students
- August 2017** **ABC Unified School District, Summer Youth Immersion Program**

 - Using Expressive Arts to Create Life Purpose
- August 2017** **Motivational Interview Training (Circle Trainer)**

 - Foundation Year USC MSW Students
- May 2017** **The National Title IV-E Roundtable Conference**

 - Preparing Public Child Welfare Practitioners: A University Community-Public Agency Collaboration (Co-presenter)
- August 2017** **Motivational Interview Training (Circle Trainer)**

 - Foundation Year USC MSW Students
- April 2017** **California Social Work Education Center, Annual Summit**

 - Who do you think you are? Curriculum that Creates Culturally Responsive Social Workers in the Public Child Welfare System (Co-presenter)
- February 2017** **Torrance Unified School District, MSW Intern Training Program**

- Working with Children on the Autism Spectrum
- October 2016** **Problem Solving Therapy Training (Circle Trainer)**
- Foundation Year USC MSW Students
- August 2016** **Motivational Interviewing Training (Circle Trainer)**
- Foundation Year USC MSW Students
- August 2016/17/18** **Public Child Welfare Stipend Program 3-day Orientation**
- USC MSW Stipend Recipients

PUBLICATIONS / SCHOLARLY WORKS

- 2020** Waters-Roman, D. (2020). *The Case Management Process. A Practicewise Practice Guide*. (In process).
- 2020** Paddock, C. and Waters-Roman, D. (2020). The Utilization of Simulations to Train Future Social Workers in Public Child Welfare. *In National Association of Social Workers. Child Welfare Specialty Practice Section, Section Connect. Spring/Summer 2020*. Washington, DC: NASW Press.
- 2020** Perrigo, J.L., Palmer, A., Palinkas, L., Supranovich, R., Waters-Roman, D. Borja, J. and Lopez, O. (2020). *The Deinstitutionalization of Youth in El Salvador's Child Protection System*. Whole Child International.
- 2019** Traube, D., Perrigo, J.L., Palmer, A., Palinkas, L., Supranovich, R., Waters-Roman, D., Borja, J. and Lopez, O. (2019). *Protection and Quality of Care for Children Project: Mapping and Assessment*. Whole Child International.
- 2019** Hu, M., Palinkas, L., Perrigo, J.L., Traube, D., Borja, J., Lopez, O. and Waters-Roman, D. (2019). *Protection and Quality of Care for Children Project: Mapping and Assessment*. Whole Child International.

RESEARCH / TRAINING PROJECTS

2013 - PRESENT **University Level:**

- **USC Human Rights Clinic (Member)**
 - Conduct Pro-bono psychological evaluations for asylum seekers.
 - Work with the Keck School of Medicine and the Gould Law School to arrange psychological evaluations for asylum seekers.
 - Mentor MSW student volunteers.
 - Provide training on immigration and asylum related topics.

- **USC Committee on Autism**
 - Developed interview procedures and tool to gather data on what neurodiverse students need in the college setting.
 - Participated in school events for neurodiverse students.
 - Represented the Autism Committee during Diversity Week.

School Level:

- **First Year Field Placement Committee (Member)**
 - Placed 60 first year students in placements.
 - Met with the team on weekly basis to coordinate activities.
 - Contacted agencies and students for more information to make the matches.
 - Documented all activities for use by the field department.

- **CYF Positive Climate Committee (Co-chair)**
 - Led team-building activities for the CYF Faculty Retreat (2018).
 - Participated in the Diversity, Equity and Inclusion activities for the department.

- Met and facilitated Positive Climate Committee meetings and presented at department meetings.
- CYF Retreat Committee (co-chair, Member)
- CYF Immersion Committee (Member)
- Field Instructor Appreciation Luncheon Committee (Member)
- Admissions Review Committee (Member)
- Adjust Review Committee (Member)

ADDITIONAL SERVICE ACTIVITIES

- 2017 - PRESENT** • Office of Public Counsel: conducted 5 pro bono psychological evaluations for asylum seekers. As a part of this process I conducted a full battery of psychological testing, and then wrote a report detailing the asylum applicant's psychological status and well-being, as well as making a recommendation regarding the applicant's request for asylum.
- 2019** • Office of Public Counsel: provided a legal affidavit regarding the plight of asylum seekers. I discussed the trauma experiences asylum seekers have often endured in their home countries, and why receiving asylum is necessary to protect their physical and psychological health.
- 2018 - 2019** • Provided expert witness services to a law firm involved in litigation regarding a case of child abuse.
- 2018** • Completed a 3 day training on working with children who have been diagnosed with Fetal Alcohol Syndrome. This on-line training took place in February and March of 2018. Certified to serve as a Fetal Alcohol Ambassador, and train other professionals on the topic of fetal alcohol syndrome.
- 2017 - 2018** • Office of Public Counsel: volunteered to monitor visits between a mother and her son who are both involved in the DCFS system. Traveled to Palmdale on Saturdays to monitor the 3 hour visits between the mother and her son. Was

responsible for ensuring the safety of the child during these visits, and then reporting back to the Office of Public Counsel.

- 2017**
- Developed the Success Camp Program for students in the ABC Unified School District. For this two day camp, developed the camp curriculum, recruiting trainers, then oversaw the camp while it was in session.

PROFESSIONAL AFFILIATIONS

1986 - PRESENT National Association of Social Workers

2012 - PRESENT National Association of Psychologists

PROFESSIONAL DEVELOPMENT / CERTIFICATION /CEU

- June 2020 USC Center for Teaching Excellence**
- Accelerated Online Teaching Intensive Certificate (In-Progress)
- August 2018 Core Curriculum on Childhood Trauma Trainer Certificate**
- The National Child Traumatic Stress Network
- June 2018 Seeking Safety CEU Training and Certification**
- Training Innovations, the California Endowment
- April 2018 Intersectionality: Examining Systematic Inequities and Collaborating for Change**
- CalSWEC 2018 Annual Summit
- October 2017 Problem Solving Therapy CEU Training**
- USC Suzanne Dworak-Peck School of Social Work
- August 2017 Motivational Interviewing Trainer CEU Training**
- USC Suzanne Dworak-Peck School of Social Work
- May 2017 Managing and Adapting Practice Trainer Certification**
- Practicewise
- May 2009 Field Instructor Course Certificate**
- University of Southern California School of Social Work

WORKSHOPS / CONFERENCES

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|----------------------|---|
| November 2018 | CSWE Annual Program Meeting |
| October 2018 | NASW-CA Annual Conference |
| April 2018 | CalSWEC Annual Summit |
| March 2018 | Napa Wellness Conference |
| May 2017 | Title IV-E Roundtable Annual Conference |
| April 2017 | CalSWEC Annual Summit |

PROFESSIONAL AWARDS AND RECOGNITION

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|---------------------|---|
| May 2013 | Heart of Social Work Award Recipient, USC: Los Angeles, CA |
| January 2012 | Employee of the Year, Eastside Psychological Services: Los Angeles, CA |
| March 2011 | Outstanding Field Instructor, Cal State Long Beach University: Long Beach, CA |

LANGUAGES

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| 1986 - PRESENT | Spanish - Fluent <ul style="list-style-type: none">• Certified by Los Angeles County as fluent in Spanish including speaking, reading, and writing. |
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