

CURRICULUM VITAE

Sheryl Thompson, MSW, RSW, LICSW
Assistant Professor of Practise
101 Boston Ave Room 158
Lubbock, TX 79409
806 834 6752

EDUCATION

Master of Social Work: University of Windsor (M.S.W), 2013

Honours Bachelor of Social Work: York University (H. B.S.W) 2011

Social Service Worker Diploma: Sheridan College (S.S.W), 2006

ACADEMIC ACHIEVEMENTS

Clinical Supervision, NASW-NH	2024
Clinical Social Work Supervision, University of Calgary	2023
Motivational Interviewing Certificate: York University	2021
Teaching in a Digital World Certificate: Humber College	2019
Inclusive Curricular Design Certificate: Humber College	2019
Teaching English as a Second Language: Humber	2019
safeTalk Training for Trainers: Living Works Institute	2018
Adult Education Sheridan College	2017
Culturally Inclusive Educator Certificate: Humber College	2017
Caring Dads Training for Trainers: Caring Dads Inc	2017
CYW Apprenticeship: Centennial College	2016
Parent Educator Certification: Family Education Center	2016
Mental Health First Aid: Mental Health Commission of Canada	2016

Foundations of Cybercounselling: University of Toronto	2014
Family Group Conferencing Certification: George Hull Center	2013
Fundamentals of Teaching and Learning Certificate: Sheridan College	2012
Life Skills Coach Certification: YWCA	2011
Applied Suicide Intervention Skills (ASIST): Living Works Institute	2011

COURSES TAUGHT

- Renison College University, School of Social Work: Diversity and Empowerment
- University of Windsor, School of Social Work: Integrative Seminar
- Sheridan College: Social Service Worker: Professional Practise 1 & 2
Field Preparation. Migration and Settlement Studies Social Justice, Social Policy, and Social Change
- Sheridan College, Social Service Worker-Gerontology Program: Introduction to Gerontology and Field Practicum
- Humber College, Massage Therapy: Relationship and Interpersonal Relations online
- Humber College, Fire Services: Professionalism and Ethics
- Humber College, Emergency Telecommunications: Call Management 2
- Humber College, Massage Therapy: Relationship and Interpersonal Relations, Ethics In Massage Therapy
- Humber College, Fire Services: Professionalism and Ethics
- Humber College, Emergency Telecommunications: Interpersonal Communications, Call Management 2

EMPLOYMENT HISTORY

Assistant Professor of Practise, Texas Tech University, Lubbock, Texas, USA, Oct 2023 to present

- Teach undergraduate and graduate courses in social work, particularly in generalist practice, clinical practice, policy, and/or research. Provide instruction in a variety of modalities, including in-person, hybrid, and online.
- Contribute to the development, design, and evaluation of curriculum and teaching materials that incorporate anti-oppressive and social justice frameworks.
- Engage in active research and scholarship that focuses on social justice issues, with an emphasis on community-engaged research centered on the lived experiences of diverse individuals and populations.
- Participate in departmental, university, and professional service activities, contributing to a collaborative and inclusive academic environment.
- Provide academic advising to undergraduate and graduate students and mentor them in their professional development.

- Foster and maintain relationships with community partners to facilitate applied learning opportunities for students and enhance community-based research initiatives.

Registered Psychotherapist, ST Counselling and Consulting, Ontario, Canada, Jan 2015 to present

- Provide counselling services to individuals, groups and families using various methodologies such as brief solution focused, motivational interviewing, CBT, DBT and specified programs (e.g. support groups)
- Service clients living with such ailments as depression, anxiety, substance abuse, stress, trauma, low self-esteem, grief, isolation, relationships, and other mental health related issues
- Conduct assessments and complete return to work action plans
- Create individualized action plan to service clients based on need
- Evaluates and assesses clients; prioritize clients concerns, designs and implements appropriate treatment/counselling interventions.
- Offer services, in home, crisis support onsite, mobile support, and community as required
- Provides direct crisis counselling for referred (or self-referred) clients with more severe suicide risk or other emotional crises
- Appropriately records case notes for client records and keep client's files confidential
- Provide referrals as required to community resources
- Service client using various technologies such as email, SKYPE, text, phone, and phone applications
- Work with external partners to provide a range of service based on client needs

Clinical Supervisor, Support and Growth, Toronto, Ontario, Canada, March 2021 to present

- Conduct assessments to create individualized services plans
- Conduct individual, group, family therapy
- Maintain accurate and confidential records
- Collaborate with allied health professionals
- Stay current on therapeutic approaches
- Maintain schedule, caseload, and ensure timely delivery of service
- Supervise students and attend regular supervision meetings to discuss cases and seek professional development opportunities.

Professor Allied Health, Humber College, Ontario, Canada, Aug 2020 to present

- Interdisciplinary teaching and curriculum design
- Deliver course curriculum in classroom and/or online, ensuring student awareness of course objectives, approach and evaluation techniques
- Student advising using student success model, evaluate student progress and validate learning outcomes appropriate to students learning

- Develop learning centered instruction and multi-media presentations incorporating varying adult learning strategies

Child and Youth Worker, Free For All Community Services, Ontario, Canada, Nov 2016 to present

- Oversee the financial structure of the organization by managing program budgets
- Work directly with staff and volunteers to facilitate programing for FFAF
- Recruit and train, new staff, volunteers, and students
- Supervise students from various post-secondary institutions and programs
- Create and implement agency programing
- Work with children and youth from JK to grade 12 in various milieus
- Liaison with stakeholders including Children Aid Societies, Police, Foster Care (parents and agencies)
- We Rise Together committee member
- Participate in grant and proposal writing
- Report findings to the board of directors, present strategic planning to board of directors
- Create, manage and facilitate programing

Independent Contract, World Bank, Washington DC, USA, January 2023

- Complete assessments to facilitate client need
- Conduct workshops for global audience
- Create curriculum and materials
- Deliver workshops virtually to audiences up to 800 participants

Parent Educator, Family Education Center, Brampton, Ontario, Canada, Oct 2016 to Jun 2023

- Facilitate parenting classes using various platform various methodologies (online, telephone, classroom)
- Provide human development support for parents of children ages 0 to 18
- Liaison with community organizations regarding potential opportunities to deliver parenting classes
- Display excellent communication skills, both written and verbal, with an emphasis on effective facilitation
- Practise Adlerian Theory and how it relates to parenting and raising resilient, responsible children
- Adhere to agency, Children's Aid Societies policy and duty to report
- Use technological tools, such as Microsoft Office Power Point, Web Casting, etc., to deliver workshops, courses, online parenting and learning programs
- Developed Effective Black Parenting Program utilizing anti Black racism, and anti-oppressive perspectives

Professor/Program Advisor, Humber College, Ontario, Canada, Sept 2019 to Dec 2020

- Coordination of courses and/or programs in Emergency Telecommunications Program

- Participate in student advising using student success model, evaluate student progress and validate learning outcomes appropriate to students learning using Blackboard Collaborate
- Deliver course curriculum in classroom and/or online, ensuring student awareness of course objectives, approach and evaluation techniques
- Student advising using student success model, evaluate student progress and validate learning outcomes appropriate to students learning
- Develop learning centered instruction and multi-media presentations incorporating varying adult learning strategies
- Coordinate faculty meetings and support faculty development
- Attend monthly coordinator meetings
- Teach across programs in the faculty, and involve in interprofessional development

Professor, Sheridan College, Ontario, Canada, January 7, 2013, to August 2021

- Deliver course curriculum in classroom and/or online, ensuring student awareness of course objectives, approach and evaluation techniques
- Evaluate student progress and validate learning outcomes appropriate to students learning
- Develop learning centered instruction and multi-media presentations incorporating varying adult learning strategies
- Attend faculty meetings as appropriate
- Use a collaborative approach to maintain the three-way partnership and Sheridan practicum model
- Engage students in critical thinking encouraging analysis of social issues and problem solving in practicum

Professor, Humber College, Ontario, Canada, January 2017 to April 2019

- Deliver course curriculum in classroom and/or online, ensuring student awareness of course objectives, approach and evaluation techniques
- Student advising using student success model, evaluate student progress and validate learning outcomes appropriate to students learning
- Develop learning centered instruction and multi-media presentations incorporating varying adult learning strategies
- Attend faculty meetings as appropriate
- Utilize Blackboard Collaborate

Professor, Sheridan College, Ontario, Canada, Jan 2013 to Aug 2021

- Deliver course curriculum in classroom and/or online, ensuring student awareness of course objectives, approach and evaluation techniques
- Evaluate student progress and validate learning outcomes appropriate to students learning
- Develop learning centered instruction and multi-media presentations incorporating varying adult learning strategies
- Attend faculty meetings as appropriate

- Use a collaborative approach to maintain the three-way partnership and Sheridan practicum model
- Engage students in critical thinking encouraging analysis of social issues and problem solving in practicum

Program Coordinator, Sheridan College, Ontario, Canada, Jan 2013 to Apr 2018

- Coordination of courses and/or programs in Social Service Worker: Gerontology and General, Community Worker Outreach and Development
- Participate in student advising using student success model, evaluate student progress and validate learning outcomes appropriate to students learning using Blackboard Collaborate

Professor, Sheridan College, Ontario, Canada, March 2014 to April 2014; Jan 2016 to Apr 2016

- Deliver course curriculum in classroom and/or online, ensuring student awareness of course objectives, approach and evaluation techniques
- Evaluate student progress and validate learning outcomes appropriate to students learning
- Develop learning centered instruction and multi-media presentations incorporating varying adult learning strategies
- Attend faculty meetings as appropriate
- Use a collaborative approach to maintain the three-way partnership and Sheridan practicum model
- Engage students in critical thinking encouraging analysis of social issues and problem solving in practicum

Instructor, Renison University College, School of Social Work, Ontario, Canada, Sept 2019 to Dec 2019

- Prepare course materials and context vis Waterloo-Learn
- Maintain accurate and complete class lists
- Evaluate student assignments, online posts and discussion
- Responsible for online delivery of students learning
- Monitor student's discussion and respond online accordingly
- Support students in the online learning environment
- Set up office hours online, using digital platforms

Learning Specialist, University of Windsor, School of Social Work, Ontario, Canada, Sept 2018 to Aug 2021

- Supervise students in MSW program offsite where students are in agencies that have no BSW or MSW available to act as a Field Instructor in the agency
- Meets weekly with the student, either individually or in a group format with other students who do not have an agency-based Field Instructor
- Provides formal, social work supervision and field instruction to the student
- Consults on the construction of the learning agreements

- Completes (in conjunction with the on-site supervisor and the student) the mid-term and final evaluation of each student
- Attends one (minimum) site visit per term
- Negotiates the relationship between the student, agency and School
- Ensures that the field course learning outcomes are met
- Ensures the participation of the On-Site Task Supervisor and the student in the development of the Learning Agreement and in the evaluation process
- Develops a communication plan with the On-Site Task Supervisor, prior to the student's attendance in the agency, at mid-term and prior to completion of the final evaluation.
- Makes grade recommendations to the Coordinator of Field Education Programs
- Other duties may be assigned by the Coordinator of Field Education Programs, School of Social Work, and the University of Windsor

Special Instructor, University of Windsor, School of Social Work, Ontario, Canada, Sept 2017 to Apr 2018

- Is assigned by the School to a student when there is no BSW or MSW available to act as a Field Instructor in the agency
- Meets weekly with the student, either individually or in a group format with other students who do not have an agency-based Field Instructor
- Provides formal, social work supervision and field instruction to the student
- Consults on the construction of the learning agreements
- Completes (in conjunction with the on-site supervisor and the student) the mid-term and final evaluation of each student
- Attends one (minimum) site visit per term
- Negotiates the relationship between the student, agency and School
- Ensures that the field course learning outcomes are met
- Ensures the participation of the On-Site Task Supervisor and the student in the development of the Learning agreement and in the evaluation process.
- Develops a communication plan with the On-Site Task Supervisor, prior to the student's attendance in the agency, at mid-term and prior to completion of the final evaluation.
- Makes grade recommendations to the Coordinator of Field Education Programs.
- Other duties may be assigned by the Coordinator of Field Education Programs, School of Social Work, University of Windsor.

Trainer, Intimate Partner Violence/Violence Against Women, OACAS, Ontario, Canada, Mar 2019 to Mar 2020

- Co facilitate two-day in-class training session Collaborating to Address the Intersection of Intimate Partner Violence (IPV)/Violence Against Women (VAW) and Child Safety
- Provide support to IPV/VAW sector through providing maintaining cultural sensitivity and working knowledge of anti-Black racism, anti-oppressive practices, and awareness of historical context of Indigenous people and communities.
- Utilize gender based intersectional analysis in course delivery

Professor, Seneca College, Toronto, Ontario, Canada, Sept 2016 to Apr 2018

- Deliver course curriculum in classroom and/or online, ensuring student awareness of course objectives, approach and evaluation techniques
- Evaluate student progress and validate learning outcomes appropriate to students learning
- Develop learning centered instruction and multi-media presentations incorporating varying adult learning strategies
- Attend faculty meetings as appropriate
- Utilize Blackboard Collaborate

Field Practicum Coordinator, Sheridan College, Ontario, Canada, Jan 2016 to Sept 2016

- Develop and maintain programs, procedures, and records regarding practicum
- Complete administrative duties and support students in completion of practicum documents
- Conduct research on field practicum within the college and offer recommendations and guidelines
- Conducting classroom visits to educate students; orient students to the practicum requirements, introduce the fieldpracticum@sheridan online management system, and policies and procedures, required to secure a practicum
- Attend and provide Faculty, Program and Professional Advisory Council meetings with practicum updates
- Create career development approaches, and provide students with field readiness strategies
- Collect pertinent field related data and provide statistics to program, WSIB / MTCU
- Participate in program review and curriculum enhancements
- Maintain student field files and records as required
- Developing and update the Field Practicum Policy and Procedures Manual as required
- Obtain field sites that align with program requirements
- Support community partners in meeting program learning outcomes
- Consult with the Program faculty and staff regarding practicum requirements
- Conduct field visits for practicum development
- Participate in various committee for practicum and Work Integrated Learning
- Provide field liaisons consistent information and feedback regarding program expectations
- Attending and providing field related updates at Faculty, Program and Professional Advisory Council meetings;
- Providing training and orientation to Field Supervisors;
- Supporting students with Field readiness and career development; Facilitating career readiness and workshops;
- Developing and maintaining programs, procedures and records regarding practicum;
- Maintaining all supporting data and documentation required for students to have quality field experiences;
- Collecting and reporting data necessary for administrative reports (e.g. WSIB / MTCU);

- Maintains student field files and records required by the program and the Office of the Registrar
- Developing and updating the Field Practicum Policy and Procedures Manual as required;
- Managing and updating practicum related information (e.g. forms, and documentation requirements);
- Maintaining the administrative function of the database system; Compiling statistics and tracking information as needed;
- Procuring new and innovative field sites that meet current program needs;
- Supporting community partners in formulating practicum descriptions that outline the roles and required skill sets;
- Consulting with the Program faculty and admin staff regarding practicum issues and needs;
- Assessing whether the community partner meets the learning and practicum requirements of the respective program;
- Providing field personnel regular information and feedback regarding program changes and expectations;
- Conducting field visits as assigned by the Associate Dean;
- Planning and organizing practicum events (e.g. Field Supervisor's Appreciation Event, Student Practicum Fair);
- Representing Sheridan at relevant community meetings (e.g. Ministry of Training, Colleges and Universities);
- Developing and conducting program presentations for community agencies and organizations;

Field Placement Coordinator, Sheridan College, Ontario, Canada, Sept 2015 to Apr 2020

- Attend and provide Faculty, Program and Professional Advisory Council meetings with practicum updates
- Create career development approaches, and provide students with field readiness strategies
- Collect pertinent field related data and provide statistics to program, WSIB / MTCU
- Participate in program review and curriculum enhancements
- Maintain student field files and records as required
- Developing and update the Field Practicum Policy and Procedures Manual as required
- Obtain field sites that align with program requirements
- Support community partners in meeting program learning outcomes
- Consult with the Program faculty and staff regarding practicum requirements
- Conduct field visits for practicum development

Course Developer, University of West Indies (open campus), Bridgetown, Barbados, West Indies
Apr 2013 to Feb 2014

- Create learning outcomes for case management course for Bachelor of Science in Social Work Program
- Manage online platform according to curriculum design specifications for quality
- Standards

- Structure the course and supporting modules for online delivery by establishing the
- overall course goals, and defining the boundaries of the content of the course based on the target audience
- Select appropriate academic literature, textbooks or other sources that support the course content
- Guide the learning experience of all students and act as resource for learners as the move through the course

Social Worker, RehabFirst, Ontario, Canada, Mar 2013 to Oct 2013

- Conduct Initial Assessments and provide assessment and coordinate rehabilitation and health services
- Provide individual, and family counselling in clients home
- Maintain case management of client's files as per standards of social work profession
- Preserve ongoing collaboration with other medical and rehabilitation professions

Caseworker, City of Toronto Employment and Social Services, Ontario, Canada, Nov 2006 to Jan 2013

- Provide exceptional daily client service to Toronto's diverse population by conducting
- interviews with clients by telephone, in person, and in various locations such as offices, homes or offsite
- Develop, design and deliver presentations to the public, staff and community groups on
- programs, services and procedures
- Collect, document and evaluate information to determine client's initial/ongoing eligibility for assistance according to the Ontario Works Act, the Ontario Disability Support Program, the Social Housing Reform Act, the Day Nurseries Act and the Child and Family Services Act
- Identify and evaluate client needs to develop service plans using Toronto Employment
- Social Services employment support programs
- Respond to emergency situations involving clients by assessing client situation, presenting ideas and implementing solutions
- Audit, monitor and review case files to ensure compliance with legislation, policy and procedure
- Interpret third party information such as Revenue Canada, and Equifax to determine ongoing Ontario Works eligibility
- Directs clerical staff by assigning and reviewing work. Provides support to caseworker trainees, co-op and field placement students
- Attend external meetings with community partners for the purpose of Ontario Works
- updates, conducting surveys, building relationships and consulting on best practices
- Member of Local Operations Committee (LOC) to liaison between management and staff procedure
- Compile data and prepare statistical reports using modern technology such as SDMT
- Act as the Divisional representative by attending hearings and court cases

MEMEBERSHIPS/ASSOCIATIONS

Ontario Association of Social Workers and Social Service Workers, Ontario, Canada. 2004-present
Board of Mental Health Practise, NH, USA, 2023-2025
Board Member at Large, NASW, New Hampshire, USA, 2022-2023
Member, America Indian Mothers Inc, North Carolina USA, 2021-2023
International Association of Social Workers
American Indian Mothers Inc

FIELD SUPERVISION

Bachelor of Social Work (BSW), University of Manitoba, 2016-present

- Provide 1 - 1 ½ hours of formal supervision weekly
- Orientate the student to the agency
- Discuss Health and safety protocol including safety policies
- Assign tasks and duties that are appropriate learning opportunities for the student to accomplish his/her learning objectives.
- Collaborate with student on developing the Learning Contract
- Complete mid-term and final evaluations
- Assist in connecting theory to practice

Master of Social Work (MSW), University at Buffalo, 2015-present

- Provide weekly supervision
- Discuss Health and safety protocol including safety policies
- Assign tasks and duties as relevant to students learning objectives
- Complete mid-term and final evaluations online using Task stream
- Assist in connecting theory to practice

PUBLICATIONS

Meijer, P., Ford-Jones, P., Carter, D., Duhaney, P., Adam, S., Pomeroy, D. & Thompson, S. (2024). Examining an alternate care pathway for mental health and addiction prehospital emergencies in Ontario, Canada: A critical analysis. *International Journal of Environmental Research and Public Health*, 21(2), 146.

Lunn, T., Thompson, S., & Ford-Jones, P. (2023). Beyond tokenism: Recruitment, representation, and retention in Paramedicine - an intersectional lens. *Canadian Paramedicine*, 46(3), 20-23.

Thompson, S. & Ford-Jones, P. (2022). Cultural competency, humility, and safety in paramedicine. *Canadian Paramedicine*, 45(3), 8-10.

Meijer, P., Ford-Jones, P., Carter, D., Duhaney, P., Adam, S., Pomeroy, D. & Thompson, S. (2024). Examining an alternate care pathway for mental health and addiction prehospital emergencies in Ontario, Canada: A critical analysis. *International Journal of Environmental Research and Public Health*, 21(2), 146.

Ford-Jones, P. & Pomeroy, D. & Thompson, S. Cross-Sector Collaboration: A Community Health Response? Innovations in Palliative Care, McMaster University, Hamilton, Ontario, February 2023

Lunn, T., Thompson, S., & Ford-Jones, P. (2023). Beyond tokenism: Recruitment, representation, and retention in Paramedicine - an intersectional lens. *Canadian Paramedicine*, 46(3), 20-23.

Thompson, S. & Ford-Jones, P. (2022). Cultural competency, humility, and safety in paramedicine. *Canadian Paramedicine*, 45(3), 8-10.

Ford-Jones, P. & Pomeroy, D. & Thompson, S. Cross-Sector Collaboration: A Community Health Response? Innovations in Palliative Care, McMaster University, Hamilton, Ontario, February 2023

CONFERENCES

Ford-Jones, P. Thompson, S., Pomeroy, D. Developing a best practice model for mental health crisis care: A community-engaged approach” Paramedicine Across Canada Expo Research Symposium, Calgary, Alberta, Canada, September 2024

Thompson, S. Cultural Competency. Crotched Mountain Community Care, NH, USA, September 2022

Thompson, S. Living the Code. NASW Conference, NH, USA, March 2022

Thompson, S. Black History Month Panelist, Teaching While Black. Women’s Studies. University of New Hampshire, February 2023

Thompson, S. Black History Month Panelist, Working Towards Equity: A Conversation on Social Justice. University of Calgary, February 2023

Ford-Jones, P. & Thompson, S. Developing a best practice model for mental health crisis care: A community-engaged approach” Paramedicine Across Canada Expo Research Symposium, Saskatoon, Saskatchewan, Canada, September 2022

Asare Nti, S, & Thompson, S. Preparing Canadian Social Workers to work in the US as it relates to Licensing issues, preparing US social works to work in Canada and how indigenous people are left out of this conversation. IFSW North American Region Conference “Honoring the Indigenous Journey”, USA, March 2022

Thompson, S. Addressing Discussion of Systemic Anti-Black Racism in Social Work. International Federation of Social Workers (IFSW), 2020 to 2030 Social Work Global Agenda: Co-Building Social Transformation, ON July 2020

Duhaney, P., S. Thompson. S Social Justice on the Margins, Canadian Association Social Workers Education, Vancouver, BC, June 2019

Duhaney. P, & Morris. L & Thompson. S. Black Women in Academia, University of Toronto International Day for the Elimination of Racial Discrimination Conference, Toronto, Ontario, Canada, 2018