

# **RHONDA ANDREWS, LCSW**

*Licensed Clinical Social Worker*

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## **EDUCATION**

M.S.W., University of Hawaii, Manoa, HI. May 1994.

B.S., Sociology, University of Oregon, Eugene, OR. June 1991.

A.A., Criminal Justice, Lane Community College, Eugene, OR. Dec. 1989.

## **PROFESSIONAL EXPERIENCE**

### **Academic Appointments**

#### **Adjunct Professor of Social Work**

*George Fox University, Newberg, OR. Aug 2001 – Present*

Courses Taught: Field Practicum I

Field Practicum II

Field Practicum III

Child Welfare Services

Social Work With Children and Families

Social Policy II.

Social Work Practice II, Groups

Social Work Practice III, Working with Communities and Organizations.

Field Liaison; Coordinate and collaborate between GFU students and various community agencies.

MSW Supervision: Supervised GFU social work practicum students in social work practice.

*Concordia University, Portland, OR. Jan. 2000 – May 2001.*

Courses Taught: Social Work with Children and Adolescents.

Introduction to Social Work.

### **Social Work Experience**

#### **Therapist**

*Rhonda Andrews, LCSW, Private Practice. Newberg, Oregon. Feb. 2007 – Present.*

Independently operate a counseling office. I conduct individual, family and child therapy with children and families with a variety of presenting problems, specializing in adoption. To guide healing and positive changes for people of all ages, a variety of techniques are used which include developmental, cognitive-behavioral, systems, client-centered, and play therapy theories.

#### **Social Worker**

*International Family Services. Newberg, Oregon. Aug. 2004 – Aug. 2009.*

Home studies were conducted with families who wished to adopt a child(ren) internationally. Approximately 10 hours was spent with each family assessing their suitability to parent an orphan from another country. Home visits, interviews, discussions, educating, parent consultation and counseling

were a part of the home study process. Post-placements were also conducted to ensure the adopted child(ren) were thriving in the family home. Again, interviewing, discussions, educating, counseling and parent consultations were part of these home visits. Written home studies and post placements were produced for the local adoption agency, the state government and various country governmental agencies.

**Legal Assistance Writer.**

*Department of Human Services, Oregon City, OR. Oct. 2000 - April 2002.*

Composed Legal Assistance Referrals for DHS regarding families in which the agency was pursuing termination of parental rights.

**Intake Screener, Social Services Specialist 1.**

*Department of Human Services, Child Welfare Services, Oregon City, OR.  
Aug. 1997 – May 1998. Portland, OR. Oct. 1998 – Oct. 2000.*

Phone interviews (and some face-to-face interviews) are conducted to gather information from a variety of reporters, regarding alleged child abuse and neglect. The safety of children is constantly assessed by the information given in these interviews, computer data, and collateral contacts. Interviews are conducted with collateral contacts to obtain necessary information regarding a family without jeopardizing confidentiality. Cases are recommended for assignment to a Protective Services worker who will conduct a further investigation. Information and Guidance is provided to a variety of community partners and community members regarding the agency, its policies, and child abuse and neglect in general. A variety of written documents are composed.

**Permanency Planning Caseworker, Social Services Specialist 1.**

*Department of Human Services, Child Welfare Services, Dallas, OR. Nov. 1996 – Aug. 1997.*

A caseload of permanency planning cases was independently managed. Permanency planning cases are those cases where the children are in foster care and have been for a long period of time, and the parents problems are deemed so serious that the children cannot be returned home to either parent. Job duties included going through the termination of parental rights process, or assisting the parents relinquish their parental rights, and trying to find adoptive homes, or other permanent plans for the children. Various documents were composed including, Court reports, Six-Month Administrative Reviews, and Legal Assistance Referrals. Assessment of the children's needs, referrals for services, and monitoring their progress and the appropriateness of the services was ongoing. Counseling and guidance for foster parents, regarding the foster children, was provided. A variety of Juvenile Court Hearings, representing the agency regarding the involved families were attended.

**Emergency Response Team, Social Worker IV.**

*Department of Human Services, Child Welfare Services, Honolulu, HI. Dec. 1995 – July 1996.*

Immediately (within 2 hours of a report) responded to children and families in crisis, where there was a concern for a child's safety. This program prevented the unnecessary placement of children in foster care, because of the immediate response and sometimes-immediate resolution of a crisis. Investigative interviews were conducted with family members in crisis, and collateral contacts were made. Accurate and independent assessments were made regarding the safety of a family home for a child.

**Crisis Investigator, Social Worker III.**

*Department of Human Services, Child Welfare Services, Honolulu, HI. June 1994 – Dec. 1995.*

Independently investigated alleged cases of child abuse and neglect. Conducted investigative interviews with children, family members, and other community members. Provided guidance to parents and foster parents regarding child rearing, and the prevailing child abuse laws. Accurately assessed the safety of children and their family homes. Identified the needs of children and families and made appropriate

referrals. Composed necessary court reports and several other documents regarding families. Participated in Family Court representing the agency on a variety of cases.

### **Student Intern.**

*Department of Human Services, Child Welfare Services, Honolulu, HI. June – Aug. 1993, and Sept. 1993 – May 1994.*

The first and second year internship requirements for graduate school were both completed at Child Welfare Services. The first year requirement was completed working full-time during the summer. During this internship, the primary duties were shadowing various social workers in various child welfare positions, and assisting them wherever needed. Working part-time for the school year completed the second year requirement. During this internship, the primary duties included managing a small caseload of ongoing cases. Clients were linked with appropriate services and their progresses in these services were monitored, with the goal to return the children to their safe family home and to close the case. Assessments of clients and their progress (or lack thereof) were documented in court reports and other documents. Participated in Family Court representing the agency on a variety of cases.

### **MEMBERSHIP**

National Association of Social Workers  
National Association for Play Therapy

### **LICENSE and CERTIFICATIONS**

Registered Play Therapist, March 2013  
Post-graduate Certificate in Adoption Therapy, Portland State University, June 2005  
Licensed Clinical Social Worker, November 1998

### **GRADUATE COURSEWORK**

#### *“Policies and Services in World Social Welfare”*

Course work examined the historical, comparative, and contemporary forces that are central to the evolution and development of social welfare policies in the United States. Course outcomes and methods focused particularly on the role of the social worker in the process of social policy formation, implementation, analysis and evaluation.

#### *“Social Work Practice in the Justice System”*

This course was a survey of the various components of the justice system, specifically in Hawaii, and the roles of the social worker within this system. The course introduced students to the ways in which social workers work with victims and offenders at different levels of the justice system, their roles in this multidisciplinary effort, current understandings of criminality and approaches to changing criminal behavior.

#### *“Human Behavior in the Social Environment”*

The main topics of this course were human development as it occurs in a variety of contexts, oppression and how it affects human functioning. The concepts of nature versus nurture through socialization and biological processes were examined. Other topics discussed were the effects of human diversity and oppression, human ecology, interpersonal behaviors, life events and transitions, sociobiology, and social learning.

### *“Social Work Practice with Individuals and Families”*

This course, built upon a generalist-ecological and generic frameworks, focused on social work processes for practice with individuals and families. The course focused on the foundations of social work practice which involve knowledge, skills, values and attitudes that provide for the ability to plan and provide human services. Other topics included crisis intervention, NASW Code of Ethics, interviewing skills, and evaluation plans.

### *“Introduction of Scientific Methods and Research Principles in Social Work”*

This course focused on learning concepts, skills, and attitudes necessary to be a critical consumer of research. A basic assumption was taught: social workers must be willing to use the results of research as a major criterion for selection of their approaches to practice in order to enhance their effectiveness. This course provided an introduction to principles of scientific methodology in behavioral and social science research. It also provided a close examination of the major steps in empirical investigation.

### *“Research Designs and Analysis”*

The purpose of this course was to prepare students to use appropriate research methods for empirically based knowledge building and to enhance practice effectiveness. This course continued the study of the scientific methods discussed in the course mentioned above. This course covered the range of empirical research methods and data analytic procedures suitable for knowledge building and practice evaluation. Course content focused on methods of scientific inquiry.

### *“Social Work Practice in Groups”*

This was a foundation course on the practice of group work by professional social workers. The course explored ways that practitioners and clients influence and are influenced by groups in social work and in natural settings. The course focused on strengthening the knowledge, skills and abilities to use group work theories and techniques to help, empower, and teach clients as individuals, task and treatment groups, and communities.

### *“Social Work Practice in Community Organization”*

This course provided a theory, value, and skill base essential for macro-level, community-based social work practice. There was critical examination and practical application of alternative approaches to macro practice in human services. This course focused on the idea that tactics and techniques can be taught which will enhance the capabilities of social workers to effectively assist individuals, organizations, agencies, communities and institutions to solve problems and bring about beneficial change.

### *“Social Work and the Law”*

This course focused on learning the importance of various laws to the profession of social work. Specifically, the impact of federal and local court decisions on the role of social workers were examined. Policy decisions made by the judicial branch of government were reviewed, and comparisons of those decisions to the perceived role of the social worker in our society were discussed. How to prepare court reports and how to testify as an expert witness were other topics.

### *“Review of Research in Social Work”*

This course built upon the other two research courses, expanding on the knowledge of appropriate research methods and research analysis. This was primarily a practice course. The students had to choose a program/agency/theory to research, critically review all the available research on that topic, and present their findings to the class.

### *“Treatment of Chemical Dependency”*

This course provided an introduction to assessment and treatment of alcoholism and other chemical dependencies with emphasis on the application of specific clinical social work strategies to this specialized problem area. Major topics included: assessment tools used in the treatment of chemical dependencies, diagnostic criteria (based on the DSM IV), creating treatment plans, various treatment

types, federal and state regulations regarding confidentiality, and specific issues effecting women and children.

*“Social Work Practice with Children and Families”*

This was an advanced practice course for students specializing in social work with children and families. This course built on the generalist framework of social work practice and provided an understanding of theoretical frameworks and strategies for practice with children and families. The course examined normative development of children and families and its impact upon children and families of special situations, such as attachment theories on placements of children in foster care. Emphasis was placed on the development of knowledge and skills for assessment, intervention, and evaluation of a variety of child and family situations encountered in the private and public social service systems.

*“Seminar in Social Work Practice with Children and Families”*

This course was primarily a practice course. This was the final course in the child and family concentration of the MSW program. It provided an integration of foundation courses. It provided experiences with case analysis, new roles, and conceptualization, which are needed to begin a practice in social work. Two major roles were learned: how to be a consultant and present a case for consultation. It also taught how to apply knowledge to real situations, assessment of real families, and effective interventions for a range of problems encountered by families in Hawaii.



## LETTER OF INTENT

My name is Rhonda Andrews, and I am an ideal candidate for the faculty position of Bachelor of Social Work Field Coordinator. My main qualifications for this position include my combined 12 years experience as an Adjunct Social Work Professor at Concordia University and George Fox University (GFU). Several of those years were doing social work field education and supervision. Furthermore, I have 20 years post-MSW social work experience in a variety of settings. I have been a Licensed Clinical Social Worker since 1998, I am a Registered Play Therapist, and have owned and operated my own private counseling practice since 2007.

I am passionate about social work and education, and educating future social workers. I truly enjoy teaching and mentoring social work students to become the social workers and people God created them to be, while integrating their education, work experiences, life experiences, and Christian faith.

I am currently independently operating my own private counseling practice. Besides counseling, this includes billing insurance companies, studying, training, and collaborating with many community partners to ensure my clients are getting the best possible education and services.

Due to my history working in the GFU social work program, I am familiar with the program, its goals and values. Furthermore, I already have positive relationships with leaders in various organizations, and I look forward to forging more relationships with more organizations to increase the size of our field program. I am skilled at creating and maintaining professional relationships with community partners. Furthermore, I thoroughly enjoy balancing and integrating GFU requirements, student needs, and organizations' policies, in order to create the best possible learning environment for all involved.

The next chapter in my professional social work career, I believe, is to be a full time employee of GFU in the School of Social Work. I am truly passionate about the current GFU Social Work Program. Maintaining the highly regarded BSW field program in the position of Bachelor of Social Work Field Coordinator is something for which I am well equipped.

Thank you for your consideration.

Sincerely,

Rhonda Andrews, LCSW

## STATEMENT OF FAITH

I am a Christian. I believe that Jesus Christ died on the cross for my sins, past, present, future, and that He forgives my sins. I believe that in order to have a personal relationship with Jesus Christ (to be a Christian) you must ask Him into your heart by way of a personal prayer. I believe in the trinity: Father, Son, and Holy Spirit. I believe that the Bible is the only Word of God. I am committed to striving to live a life following Jesus Christ as my example. Although I can never be perfect and sinless as Jesus Christ was (and is), I will always strive to be like Him. I am committed to spreading the gospel of Jesus Christ, in hopes that others will come to know Him as their personal Lord and Savior.

I believe it is important to demonstrate my Christian faith in my daily life and I integrate my Christian faith into every part of my life. I operate my private practice with Christian principles and talk about faith issues, when it is appropriate, with my clients. I volunteer at my children's local classical Christian school. Furthermore, I am an active member of a local church, where I volunteer my time. Six years ago I took my then 10-year-old daughter on a mission trip to India with a group from my church. Finally, I integrate my Christian faith and Biblical principles when teaching and working with the students at George Fox University. I am passionate about helping the students integrate their faith into their education and future employment.



## PROFESSIONAL REFERENCES

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Additionally, any of the George Fox University Social Work faculty or staff could also be a reference.