

Winslow Saltonstall Robinson, LCSW

winslowrobinson.com wsr2104@bu.edu

EDUCATION

BOSTON UNIVERSITY, Boston, MA	Fall 2013 to present (Ph.D. expected Fall 2017)	
Program:	Social Work Ph.D.	
Specialization:	Design thinking to create and evaluate interventions in support of child and family well-being	
Relevant Courses:	The Innovation Process; Starting New Ventures; Advanced Qualitative Research	
COLUMBIA UNIVERSITY SCHOOL OF SOCIAL WORK, New York, NY	MSSW May 2011	
Method:	Advanced Clinical Practice	Overall GPA 3.91
Field of Practice:	Health, Mental Health & Disabilities	
Specialized Training:	Trauma-Focused Cognitive Behavioral Therapy (TF-CBT)	
Relevant Courses:	Motivational Interviewing year-long seminar; Psychoeducation; TF-CBT year-long seminar; Normal and Pathologic Aspects of Childhood	
CONNECTICUT COLLEGE, New London, CT	BA May 2008	
Major:	Psychology	Overall GPA 3.47
Minor:	Latin American Studies	
Language:	Spanish: Advanced speaking, reading and writing proficiency	
INTERNATIONAL UNIVERSITY STUDIES, Seville, Spain	Spring 2007	
UNIVERSITY OF NEW HAMPSHIRE, Durham, NH	Summer 2006	

BOSTON UNIVERSITY PRESENTATIONS

Society for Social Work Research (SSWR), New Orleans, LA	January 2015
<i>Oral presentation</i>	Use of a Smartphone Application for Latinos with Mental Health and Substance Abuse Disorders. Oral presentation delivered in New Orleans on January 17, 2015.
Addiction Health Services Research (AHSR), Boston, MA	October 2014
<i>Poster presentation</i>	Introducing CASA-CHESS: Is it of Use? Poster presentation about preliminary smartphone data usage delivered in Boston on October 16, 2014.

BOSTON UNIVERSITY RESEARCH EXPERIENCE

Boston University, Center for Addictions Research & Services	January 2014 – present
<i>Research Assistant</i>	Working with advisor Jordana Muroff, Ph.D. on 3-year funded project <i>Smartphone Technology to Reduce Relapse Among Latinos with Mental Health and Substance Abuse Disorders</i> . Weekly tasks have included literature updates from Technology Assisted Care and mobile health publications, creating visualizations of smartphone app use data, conducting literature reviews, developing engagement plans to drive app use among Latino participants, exploring and sharing HIPAA-compliant collaboration tools, researching behavioral contingency and gamification strategies to encourage app use, attending regular consortium conference calls, researching how the Internet of Things might be used for social good, running descriptive statistics for biannual Substance Abuse Mental Health Services Administration (SAMHSA) reports, managing list of potential use days for all participants and tracking episodes of phone loss that impacted service delivery. Recently submitted publication with Dr. Muroff about smartphone use data designed to reduce the risk of relapse among Latinos with co-occurring disorders.

STORYTELLING AND HUMAN-CENTERED DESIGN EXPERIENCE

IDEO, Storytelling for Influence, Online Course

January – February 2017

IDEO, Design Kit: The Course for Human-Centered Design, Online Course

February – March 2017

BEHAVIOR DESIGN EXPERIENCE

BJ Fogg's Behavior Design Boot Camp, Healdsburg CA

April 2016

Certificate of achievement awarded following two-day training to advance methodological section of Boston University School of Social Work doctoral prospectus (dissertation proposal).

DESIGN EXPERIENCE

- Mobile app to help children track own behaviors, piloted in short-term residential treatment (see 'CDT' pgs. 4-5)
- Sought out for graphic design advice within BU School of Social Work and BU Questrom School of Business

Preferred typefaces: *Raleway Thin*, *Bembo*, *Inconsolata*, **League Spartan Bold**, *MILLERTEXT SC*, *Avenir*, & *Merel*

PATENTS FILED

US Patent Office, Department of Commerce

Intellectual property Utility Patent for Checklist Data Tracker (CDT) to track and employ use of child behavioral data in clinical applications and staff training using self-authored mobile application.

GRANTS AWARDED

Blue Hills Bank Charitable Trust, \$15,000 (awarded 2x consecutively, total \$30,000)

Summers 2013 & 2014

Grant awarded to Wediko Children's Services to support CDT research and development. Funds used to enhance digital tool, purchase iPads exclusive for data entry, and support associated costs.

INVITED SPEAKING EVENTS

Boston University School of Social Work, Boston, MA

February 2015

*Tech & Social Work
Workshop*

Developed and led two-hour workshop about design thinking to create uses for drones within a social work context. First hour emphasized user experience, design, and ways to expand creative confidence. Hour two applied these principles in small groups where participants created and presented uses for drones based on the National Association of Social Workers Code of Ethics.

Massachusetts School of Professional Psychology, Newton, MA

May 2014

Colloquium Discussant

Added perspective to doctoral candidate's Doctoral Project about passive smartphone data applications. Prepared and delivered written commentary, locating candidate's work within the intersection of technology and the helping professions.

TEACHING EXPERIENCE

Boston University School of Social Work Brick & Mortar Program

Spring 2017

Instructor of Record

Introductory course in Clinical Practice with Families (CP 772). The promise of this course was the introduction to two family-centered frameworks: Liberation Health and Structural Family Therapy. These frameworks provided the foundation to create empathic, empowering relationships in clinical family practice, and students learned how their application could support the development of robust family assessments and establishment of family-centered therapeutic alliances. Responsibilities during the seven-week course included swift communication with students (n=11) via email and phone, grading weekly assignments, grading midterms and final assignments, and delivering lecture-style presentations during 3-hour evening classes at the Boston University School of Social Work.

- Boston University School of Social Work Online Program Summer 2016
Section Instructor Introductory course to Human Behavior and the Social Environment (HB 720). Course emphasized contextual understanding of developmental life-course trajectory, understanding the multiplicity of factors that may impact development. Responsibilities during seven-week course included near-daily communication with students (n=10) via Blackboard internal messaging, grading weekly posts, grading papers, and leading weekly conversations in synchronous hour-long sessions using Adobe Live Classroom.
- Teaching Assistant under Janice Furlong (winner of 2015 BU Metcalf Cup And Prize For Excellent Teaching) Spring 2015
Adult Psychopathology Course provided contextualized understanding of the DSM-5, and the benefits vs. weakness of DSM diagnostic criteria. TA roles included weekly attendance to *HB 723 Adult Psychopathology*, weekly updates to discussion board, collaboration around grading, e-mail support for students, and writing support for students.
- Independent Study with Janice Furlong Spring 2015
Teaching Practicum The independent study ran in parallel to TA experience with Janice Furlong. Independent study united classroom, text, and supervisory learning to enhance the pedagogical potential of social work doctoral students as course facilitators and instructors. Assignments included: readings about andragogy, defining questions that adult learners would want to answer, establishing narrative of a learning self, development of assignment rubric, grading Social Work assignments, reflection of Tech & Social Work workshop, practice providing feedback to written course assignments, creation of a 3-week syllabus, 30-minute mini lecture during *HB 723 Adult Psychopathology* about self-awareness, creation of teaching philosophy statement, classroom observation, and a self-evaluation exercise.

ADDITIONAL PRESENTATIONS

- Wediko Children's Services, Windsor, NH August 2016
 Created and presented anonymized data visualization report of preliminary dissertation study data (aggregate video plays by day, device, region) to colleagues, collaborators and stakeholders.
- Boston University School of Social Work, Boston, MA November 2014
 Presented concept of vulnerability and its importance to self-awareness from the perspectives of: the client, the supervisor, and the self. Brief lecture before supporting in-class activity and discussion.
- Wediko Children's Services, Windsor, NH November 2014
 Presentation to Wediko's NH residential program about self-authored patent-pending mobile app to support observations of student behavior in residential treatment. Usability tested mobile app.
- Wediko Children's Services, Boston, MA December 2012
Checklist Data Tracker (CDT): Updates and Projections. Multiple presentations within agency regarding overview of the creation, status, and future directions of supportive technologies.
- Wediko Children's Services, Boston, MA November 2012
 Provided an overview of the creation, and use of the CDT in the 2012 Summer Program, and current capabilities for Wediko's residential program.
- Columbia University, School of Social Work, New York, NY May 2011
 Poster presentation of the 2011 Capstone Project, *A Critical Multi-systems Analysis: The case of Eli Painted Crow – The Lonely Soldier* by Helen Benedict (2009). Chief designer of conference-winning poster design.

PAID EMPLOYMENT HISTORY

- Wediko Children's Services, Boston, MA June 2013 – September 2013
- Research Coordinator* Organized team of four research staff around collection and entry of 170 paper cognitive-behavioral checklists 3x daily over 45-day summer treatment program into self-authored patent-pending mobile application. Coordinated end-of-program results, emphasizing principles of graphical excellence: theory of data graphics, data integrity, & graphic design. Contributed to Wediko's programmatic planning for Summer 2014, with attention to novice staff training: fidelity to evaluations of/responses to child behavior.
- Wediko Children's Services, Boston, MA September 2012 – June 2013
- Consultant* Performed weekly consulting duties including: consultation to 5th grade Advanced Work Classroom (AWC) to support inclusion, consultation to recently established elementary charter school to initiate positive and sustainable school culture, provide supervision to Wediko Inclusion Support staff. Advised NH school districts regarding child transition from residential setting & data collection methods.
- Wediko Information Network Specialist* Responsibilities: Analyzed and presented results from self-authored © 2012 Checklist Data Tracker (CDT) tool to track and present cognitive-behavioral checklist data, innovated CDT mobile application for upcoming summer deployment via iOS devices (iPad and iPhone), operate and supervise use of CDT for tracking individualized cognitive-behavioral checklists, analyze and present patterns in checklist data to educators and school administrators.
- Clinician* Provided weekly therapeutic services to: one family in Boston office, psychotherapy to five children at McKinley Middle School.
- Wediko Children's Services, Windsor, NH June – September 2012 & 2011
- Clinical Supervisor* Supervised and provided daily training and therapeutic services for eight-person staff team and group of 11 children in a 45-day residential treatment program for children with learning, emotional and behavioral disabilities. In 2012, self-authored CDT was used to track cognitive-behavioral checklists (initial set up, applicability within clinical groups/family therapy/supervision). Provided training during staff orientation week (CDT and universal supports, social skills intervention and corresponding campaign, hierarchy of interventions, cultural competency, normative stages of group development). Facilitated clinical team supervision twice weekly and provided ongoing supervision to individual staff members, implementing self-authored psychoeducational joining exercise to facilitate rapport development between novice and expert staff. Developed individual treatment plans for each child (including behavioral contracts and reports) and co-led family therapy sessions with program director. Planned and led daily group therapy sessions for clinical group and maintained scheduled contact with family members and collateral contacts of clients.
- Wediko Children's Services, Boston, MA September 2011 – June 2012
- Consultant* Performed weekly consulting duties including: consultation to 4th grade AWC to support inclusion and students using individualized behavior modification plan, collecting and graphing data to aid in planning interventions at school and home, supervising Inclusion Support staff in administration of individualized plan.
- Clinician* Provided therapeutic services to: five students (and coached soccer) within Boston Arts Academy, and to eight students at McKinley Middle School. Participated in: ongoing training and supervision in trauma-sensitive treatment, and in Family Forum group supervision to learn family therapy best practices with caseload of four families.
- McKinley School, Wediko Extended School Year, Boston, MA June 2010 – September 2010
- Assistant Guidance* Offered counseling to three elementary school classrooms in Wediko's Summer Day Program and

- Advisor* attended weekly clinical team supervision. Provided crisis intervention coverage for three elementary classrooms, wrote child guidance reports (including attendance and transportation factors, participation, behavioral goals, and progress towards areas of improvement).
- Wediko Children's Services, Windsor, NH June 2008 – September 2008
- Direct Care Staff* Member of clinical team mentoring 12 children (ages 12–14) in 45–day residential summer treatment program for troubled youth, participated in daily group therapy sessions, offered alternative coping methods.
- Research Liaison* Acted as Research Liaison as part of a 3–year NIH–funded study of behavior change in at–risk youth, coordinated collection of hourly behavioral observations (six observation periods per day) for clinical team throughout the summer, coordinated and conducted peer sociometric interviews twice during the summer, attended weekly research liaison meetings for training and support.
- Wediko Children's Services, Windsor, NH June 2007 – September 2007
- Research Staff* Coordinated and managed data as part of a federally funded study of behavior change processes in short–term residential treatment program, trained staff in behavioral coding and monitored coding accuracy. Educated staff in peer sociometric interviewing and interpretation, scored these interviews, and met with clinical teams to discuss clinical relevance of research feedback. Coordinated activity sign–ups (information to prepare mobile devices for behavior coding), and ran research sessions where staff provided additional assessment data on the children. Supported four research liaisons in their field research.
- Clinical Team* Member of two clinical teams (ages 8–10, and ages 14–15), helping students develop effective crisis intervention skills to mitigate problem behavior. Participated in daily group therapy sessions, provided mediated practice of alternative coping methods.

VOLUNTEER EXPERIENCES

- Social Work Intern, Children's Day Unit, New York State Psychiatric Institute, NY September 2010 – June 2011
- Clinical Staff* Provided patient and family support and psychoeducation to adolescent day unit patients with ranging diagnoses including substance abuse, affective anxiety, and psychotic disorders. Coordinated discharge planning and interfaced with community mental health agencies and departments of Special Education in New York City and New Jersey. Conducted TF–CBT in collaboration with Columbia University School of Social Work and New York State Psychiatric Institute. Participated in bi–weekly conference calls with TF–CBT trainer. Adapted and implemented Side by Side social skills intervention for CDU adolescents. Attended weekly interdisciplinary clinical team meetings and reported on patient progress, and co–facilitated Boys and Girls group once weekly (topics included relationships, stress, social networking, family, culture, and potential school placements in preparation for discharge). Attended Social Work training seminars in Columbia Suicidal Severity Rating Scale (C–SSRS) and Kiddie Schedule for Affective Disorders and Schizophrenia (K–SADS). Attended weekly Social Work Seminars (topics included CBT with Eating Disorders, Use and Misuse of Transference and Countertransference Reaction, Dialectical Behavioral Therapy), and provided short–term consultation to clients via Social Work Consultation Service.
- Social Work Intern, Joseph Wade Middle School, Bronx, NY September 2009 – June 2010
- Student Counselor* Provided counseling to 6th, 7th, and 8th graders with caseload of eight students, meeting once per week. Participated in after–school program as soccer coach, and attended weekly supervision for evaluation and self–reflection. Created and implemented individualized behavior modification plans, conducted peer mediation training and supervised peer mediation sessions. Used Play Therapy and Motivational Interviewing as effective clinical tools, ran weekly sessions with boy–talk group to address concerns of approaching adolescence.
- Bennie Dover Jackson Middle School, New London, CT September 2007 – December 2007

