

COLETTE DAVISON

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PROFESSIONAL EXPERIENCE

DEAN OF STUDENTS, Erikson Institute for Advanced Study in Child Development (June 2014 to present):

- Support students and faculty with issues and concerns that impact students' well-being and/or learning
- Co-ordinate services for students in collaboration with Dean of Faculty, Faculty, Dean of Enrollment Management, Dean of Distance Learning and Continuing Education, Academic Program Directors, Director of Field Education, IT, Library, Registration and Student Records, Office of Multicultural Affairs, and Academic Success Center
- Mentor and support directors of Field Education and Career Counseling, Library services, and Academic Success
- Mentor and support adjunct and new faculty
- Teach courses in the Master's program (Currently Children, Family, and the Law in collaboration with Loyola University School of Law)
- Facilitate peer supervision of the faculty team teaching Social and Emotional Development
- Consult with student committees
- Work on faculty and administrative teams to assist with accreditation processes
- Serve on the Compliance committee
- Serve as a Title IX officer and coordinate Title IX training for students
- Serve on Admissions Committee

COORDINATOR OF SERVICES FOR STUDENTS WITH DISABILITIES, Erikson Institute for Advanced Study in Child Development (June 2014 to present):

- Co-ordinate services for students with disabilities and students who have other challenges to learning and academic success
- Work with faculty to design appropriate accommodations for students with disabilities
- Facilitate a multi-disciplinary working committee exploring issues of accessibility across the Institute
- Work closely with HR to address accessibility issues
- Foster an accessible environment across the institute

DIRECTOR, CHILD DEVELOPMENT PROGRAM WITH CONCENTRATION IN CHILDREN'S LAW

AND POLICY (June 2016 to present):

- Direct and administer the Child Development program for students in the children's law and policy concentration, including mentoring students and ensuring high quality programming
- Collaborate with MSW director to mentor MSW students completing a concentration in Children's law and policy.
- Collaborate with faculty at Loyola Civitas ChildLaw Center to oversee the concentration and provide courses in children's law and policy.
- Coordinate appropriate field placements with Loyola child law faculty and Erikson's Director of Field Education.

DIRECTOR, MS IN CHILD DEVELOPMENT/ MJ IN CHILDREN'S LAW AND POLICY DUAL DEGREE PROGRAM (June 2016 to present):

- Direct and administer the Child Development program for students in the children's law and policy concentration, including mentoring students and ensuring high quality programming
- Collaborate with faculty at Loyola ChildLaw Center to oversee the program
- Coordinate appropriate field placements with Loyola child law faculty and Erikson's Director of Field Education.

CO-CHAIRPERSON, CURRICULUM DESIGNER, AND COORDINATOR, Steering committee for developing an MSW program, Erikson Institute for Advanced Study in Child Development (August 2010-June 2013):

- Researched social work curricula across the nation
- Facilitated bi-weekly discussions with an MSW steering committee regarding overall goals and philosophy, program design syllabus design, and course content
- With ongoing input from steering committee members, designed a unique, developmentally-informed, social work curriculum aimed at preparing social workers with deep knowledge of child development
- Worked closely with co-chair, Vice President for Planning and Enrollment, on complying with accreditation requirements for relevant state, federal and professional bodies and on co-writing relevant documents for submission for

approval

- Worked closely with faculty to integrate existing courses into a new MSW program
- Designed syllabi to integrate child development knowledge across the social work curriculum and presented these for faculty approval
- Oversaw submission of syllabi by faculty members
- Coordinated input from members of the steering committee regarding documentation and record-keeping
- Met with, and advised on, applicants for the position of Director for the new MSW program
- Worked as a member of a search committee to hire an MSW Field Director

SENIOR INSTRUCTOR, Erikson Institute for Advanced Study in Child Development (September 1996 to June 2014):

- Taught Human Development/Social and Emotional Development for Masters level students, enrolled in both on-line and on-campus programs (until June 2013).
- Co-facilitated with Loyola University's Child Law Center a yearly Summer Institute and week-long course exploring social justice issues that impact children and families in the child welfare and juvenile justice systems (continue to do so).
- Co-directed Dual Degree program for Masters level Child Development/Social work students (Until June 2013).
- Worked as part of an MSW program-planning team (until June 2017).
- Facilitated Supervision Seminar for internship students completing Dual Masters degree in Child Development/Clinical Social Work (Until June 2013).
- Facilitated Integrative Seminar for students pursuing a Masters degree in Child Development. Supervised and mentored students completing Dual Masters degrees in social work and child development (until June 2013).
- Served as individual advisor for Masters level students completing internship year.

CONSULTANT to VOA Architectural Associates of Chicago (2004 to 2005): Provided developmental/mental health consultation to VOA project/pre-design teams on projects requiring sensitivity to clinical/developmental factors.

CONSULTANT, Ada S. McKinley Center of Chicago (2004 to 2006): Consulted with senior staff to help them re-evaluate supportive services for children aging out of the foster care system.

CONSULTANT AND STAFF TRAINER, YWCA of Chicago (2000 to 2002): Consulted with senior staff and conducted in-service training days for agency staff working with infants and toddlers and their parents.

SUPERVISOR, Virginia Frank Child Development Center (August 1995 to July 1997):

Supervised therapeutic work with 16 children and their families in Therapeutic Nursery Program. The program serves children, aged 2 and a half to 6 years, who have social-emotional, developmental, psychiatric, familial, and communication problems.

PSYCHOTHERAPIST, Virginia Frank Child Development Center (March 1987 to August 1989; June 1991 to July 1997)

- Provided intake evaluations and weekly ongoing psychotherapy for adults and children in a family-oriented and community-based setting.
- Was responsible for intake and screening of potential clients.
- Led and co-led psychotherapy groups and prevention groups for parents and children.
- Provided on-call support to four therapists facilitating daily therapy groups for children with social/emotional and developmental challenges.
- Consulted to nursery and child care facilities, assessing emotional and developmental difficulties, delays, or traumas among enrolled children.
- Provided support and training to parents and staff at consultation sites.
- Presented methodology and outcomes of group psychotherapy work to professional conferences.

CONSULTANT, University of Chicago, Dept. Child and Adolescent Psychiatry (September 1989 to September 1991): Provided part-time services, completing psychological and educational testing and formulating treatment recommendations for children and adolescents with developmental and educational problems. Participated in ongoing research studies through providing psychological and psycho-educational assessment.

COUNSELOR, Crisis Center for South Suburbia (March 1987 to August 1987): Provided weekly psychotherapy sessions for adults and children who were victims of domestic violence. Was also responsible for emergency telephone intake and counseling.

DEVELOPMENTAL AND EDUCATIONAL PSYCHOLOGIST, Belfast Education and Library Board, Northern Ireland (September 1979 to August 1985):

- Provided psychological services to adults and children (Birth to 21 years) in an area known for violent political strife: Referrals came from parents, schools, hospitals, clinics, and other community settings.
- Provided psychological intervention for children and families struggling with learning and developmental challenges; depression; child abuse; fetal alcohol syndrome; genetic disorders; physical challenges; injury/trauma caused by political violence and

domestic violence; drug and alcohol abuse; anorexia; bulimia; attempted suicide; self mutilation; teenage pregnancy.

- Led therapy group for adolescents with emotional and behavioral problems related to developmental, familial, and civil unrest.
- Worked with parents of children referred as a result of marital difficulties; domestic violence; problems caused by civil unrest; communication difficulties; and/or problems related to poverty, unemployment, and overcrowding.
- Supervised field instruction of masters level students in developmental psychology.

CONSULTANT, Northern Ireland Committee Examining Educational Provisions for the Hearing Impaired (May 1984 to March 1985): Was appointed by the Northern Ireland Education Board to investigate provisions for the education of the hearing impaired in England, Scotland, Wales, and the Republic of Ireland. Wrote final report and presented it to the Northern Ireland legislature.

LECTURER, Queen's University (Belfast) (January 1983 to April 1985): Provided developmental knowledge to postgraduate classes in social work. Co-facilitated "Introduction to Group Process", a course for professionals in social services, education, and industry, aimed at providing an experiential understanding of group behavior.

TEACHER OF CHILDREN WITH HEARING IMPAIRMENTS, Holy Trinity Primary School, Belfast (September 1976 to September 1977): As teacher in charge of a unit for children with hearing impairments located within a regular school, created and maintained a natural, individualized learning environment for children aged 3 to 12, most of whom had multiple learning challenges. Emphasized development of internal and spoken language and social skills; assisted other teachers in integrating hearing impaired students into mainstream classrooms; and provided emotional support for the children and their families.

TEACHER OF SPANISH, Belfast Education and Library Board Adult Education Division (September 1982 to September 1984): Taught Spanish to adults in evening program at Rupert Stanley College.

RESEARCH

Completed and defended comprehensive paper for admission to candidacy to a Ph.D. degree in Clinical Psychology, Northwestern University (1992). This comprehensive literature review examined clinician factors in substance abuse treatment. Completed dissertation research on Clinician Factors in Substance Abuse Treatment, June 1995.

Completed a master's level dissertation at Queen's University Belfast as part-requirement for admission to the Master's Degree in Developmental and Educational Psychology (1979).

Examined teacher attitudes toward speech-impaired children integrated into regular classrooms.

Served on a professional team researching and evaluating educational and psychological provision for hearing-impaired children in Northern Ireland, England, and Scotland (1983). The team reported its findings to the Northern Ireland Legislature and made recommendations for future educational and psychological provision for children and their families.

As part of an initiative to develop an MSW program for Erikson Institute, researched the literature on social work education; examined program plans, curricula, field education, and syllabi for social work programs across the country; and consulted with the CSWE social work accreditation body.

EDUCATION

Ph.D. Clinical Psychology, Northwestern University Medical School, June 1995.

Master of Science, Developmental and Educational Psychology. The Queen's University (Belfast, Northern Ireland), 1979.

Postgraduate Teaching Certificate, Audiology and Education of the Hearing Impaired, University of Manchester (Manchester, England), 1976.

Bachelor of Arts, Hispanic Studies, University of Manchester (Manchester, England), 1975.

Training in Gestalt Psychotherapy through the Gestalt Institutes of London and Chicago.