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| **Mandana R. Weirich, LSW, MSW** |
| Mandy.Weirich@mail.wvu.edu |

***Education***

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| **Masters in Social Work** | West Virginia University, Morgantown |  |
| **Graduate Certificate, Gerontology** | West Virginia University, Morgantown |  |
| **B. A. Criminology** | Saint Leo University, Norfolk, VA |  |

***Professional Experience***

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| **MSW Online Program Coordinator/Clinical Instructor,**  **West Virginia University School of Social Work** |  |
| * Provide administrative and educational leadership for the MSW Online Program. * Work closely and collaboratively with the School’s director, leadership team, faculty, and staff for the success and roll out of the program. * Academic duties include: teaching, online course development, and student advising. | |
| **Gerontology Program Coordinator**  **West Virginia University School of Social Work** |  |
| * Overall administrative leadership of the gerontology minor and program * Determine curricular modifications as needed * Schedule courses and secure instructors for courses * Advise students in the gerontology minor * Oversee the Gerontology Field Experience | |
| **Healthy Home Program Manager, Randolph County**  **Housing Authority** |  |
| * Facilitates safely aging in place for seniors while working to reduce health care costs (participants saved $70K annually in direct hospital and emergency room expenses.) * Established a Community Health Team among agencies that serve vulnerable adults and seniors. * Established local, state, and national partnerships to advance the program’s development. * Responsible for overseeing implementation of Community Health Worker program. * Recruit, train, supervise, and support program Coordinators, Wellness nurses, and AmeriCorps Vista. * Consultant on development of new local Senior Living Community. * Responsible for writing grant applications. | |
| **Adjunct Instructor, West Virginia University** |  |
| * Facilitate undergrad and masters level courses in social work and aging. * Develops syllabus for course instruction. * Develops and delivers online course work. | |
| **Trainer for Adult Protective Services**  **West Virginia Department of Health and Human Resources** |  |
| * Develop training curriculum for the classroom and online courses, based on policies utilized by field social workers. * Facilitate courses and workshops in the classroom and through online learning platform Blackboard. * Interpret Federal and State laws, regulations and policies for field staff. | |
| **Adult Protective Services Worker**  **West Virginia Department of Health and Human Resources** |  |
| * Investigate abuse, neglect, self-neglect, and financial exploitation of vulnerable adults. * Acting medical decision maker for incapacitated adults, including end-of-life. * Provided testimony and submitted petitions for action in court proceedings. | |

***Continuing Education Certifications***

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| **Stanford University Diabetes Self-Management**  **Master Trainer** |  |  |
| **Stanford University Chronic Disease Self-Management Master Trainer** |  |  |
| **Stanford University Chronic Disease Self-Management Workshop Leader** |  |  |
| **Advanced Geriatric Skill (AGES) Certification** |  |  |
| **Victim Service Instructor for the Enhanced Training and Services to End Violence Against and Abuse of Women Later Life Program** |  |  |
| **Respecting Choices Advance Care Planning Facilitator** |  |  |

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***Volunteer Activities***

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| **Pride in the Park Planning Committee** |  |  |
| **National Adult Protective Services Association National Conference Planning Committee** |  |  |
| **West Virginia Housing Conference Planning Committee** |  |  |
| **National Association of Social Workers**   * **Legislative Action Committee** | WV Chapter |  |
| **Community Connections for Vulnerable Adults and Seniors**   * **Founder and Chair** |  |  |
| **National Adult Protective Services Association**   * **Policy Committee** * **Communications Committee** | Washington, DC |  |
| **Randolph County Humane Society** |  |  |
| **Civil Air Patrol, United States Air Force Auxiliary, Senior Member** |  |  |
| **Meals on Wheels**   * **President** * **Vice President** * **Board Member** * **Volunteer Driver** |  |  |
| **Summer Institute on Aging, Committee Member** |  |  |
| **WVU Graduate Social Work Organization, Mentors for Master Students** |  |  |
| **Alzheimer’s Association, Walk to End Alzheimer’s** |  |  |

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***Awards and Honors***

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| **Karen J. Glazier Award for Social Work in Gerontology** | National Association of Social Workers, WV |  |
| **David K. Brown Scholar** | West Virginia Geriatric Education Center |  |
| **Hartford Fellow through the Mountain State Partnership Program at West Virginia University** | Certified through the New York Academy of Medicine |  |
| **Phi Alpha Honor Society** | West Virginia University |  |
| **Barry and Barbara Locke Social Work Scholarship** | West Virginia University |  |
| **Adult Protective Services Worker of the Year** | West Virginia Department of Health and Human Services, Region III |  |
| **Loss Prevention Specialist of the Year** | Lowes Home Improvement Region 21 |  |

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***Publications***

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| **Weirich, M.R.** & Hash, K.M.(2021). The rural service network. In L.  W. Kaye (Ed), *Handbook of Rural Aging* (pp.387-390). Routledge, Taylor and Francis. |  |
| **Hash, K. M.,** & Weirich, M.R. (2020). Teaching aging through  intersectionality for MSTEM and other disciplines. *International Journal of Aging and Human Development.* 91(4), 381-394. |  |
| **Weirich, M.** & Benson, W. (2019). Rural America: Secure in a local safety net? *Generations Journal of the American Society on Aging, 43(2), 40-45.* |  |
| **Benson, W.,** Kuehn, K., & Weirich, M. (2019). Why are rural older adults turning to opioids? *Generations Journal of the American Society on Aging, 43(2), 55-61.* |  |
| **Hash, K.M**., Morrow, D.F., & Weirich, M.R. The social implications of  growing old in small towns and rural communities. In L. Kaye and C. Singer (Eds.), Social isolation in later life: Strategies for bolstering health and well-being. New York: Springer Publishing. |  |
| **National Adult Protective Services Association.** (2018) NAPSA adult  protective services abuse registry national report. Retrieved from <http://www.napsa-now.org/wp-content/uploads/2018/05/APS-Abuse-Registry-Report.pdf> |  |
| **Contributing Textbook Author,** *Connecting the Dots: Intersectionality*  *and the Understanding of Diverse Groups*, Chapter 9: *Aging*, with Kris M. Hash, West Virginia University |  |

***Interviews***

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| Glenn, L. (2019 December -2020 January). Aging in America: Need for caregivers grows as population ages. Social Work Advocates National Association of Social Workers, 22-27. |  |
| Benson, B. (November/December 2017). A day in the life of an APS worker in rural America. Aging Today. Retrieved from <https://www.asaging.org/blog/day-life-aps-worker-rural-america>. |  |

***Teaching Experience***

**West Virginia University, School of Social Work**

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| **SOWK 633, Social Policy Analysis, Advocacy, and Deliberation, 3 Hours, Online Course** | *Fall 2019*  *Fall 2020*  *Fall 2021* |
| **Clinical Instructor**: *Focus on contribution of social work and social welfare to the human condition and communities. Analyzes ideologies and values, and their impact on policy and social work practice. Students analyze social problems and issues, and reach conclusions about strategies to empower clients.* |  |
| * Monitored class participation and provided guidance as well as communicated with Information Technology Specialist to address technical issues. * Constructed lessons and discussion questions to facilitate on-line, in-class participation; grade all assignments. |  |
| **SOWK 530, Professional Identity and Social Justice, 3 Hours, Online Course** | *Fall 2019*  *Fall 2020*  *Fall 2021* |
| **Clinical Instructor:** *Provides the basic framework for generalist social work practice, theory, and profession values. Examines social work practice from an empowerment, human rights, and social justice perspective. Addresses contemporary issues in social work reflecting the unique needs of diverse populations, settings, and conditions.* |  |
| * Monitored class participation and provided guidance as well as communicated with Information Technology Specialist to address technical issues. * Constructed lessons and discussion questions to facilitate on-line, in-class participation * Graded all assignments |  |
| **GERO 491, Professional Field Experience, 1-18 Hours, Online Course** | *Fall 2020*  *Spring 2021*  *Fall 2021* |
| **Clinical Instructor:** *Prearranged experimental learning program, to be planned, supervised, and evaluated for credit by faculty and field supervisors. Involves temporary placement with public or private enterprise for professional competence development.* |  |
| * Provided guidance and oversight on field placement. * Monitored student progress in field placement and conducted site visits. * Graded all assignments |  |
| **SOWK 541, Generalist Practice 2: Rural Community Macro Practice, 3 Hours, Online Course** | *Spring 2021* |
| **Clinical Instructor:** *Students learn to identify and understand social problems in rural communities. Development of knowledge and skills in community and organizational practice to assist rural communities effectively, to enhance their empowerment through acquisition and mobilization of resources.* |  |
| * Monitored class participation and provided guidance as well as communicated with Information Technology Specialist to address technical issues. * Constructed lessons and discussion questions to facilitate on-line, in-class participation; graded all assignments * Provided guidance and oversight on community volunteer project |  |
| **SOWK 656, Financial Management and Grant Writing, 3 Hours, Online Course** | *Spring 2021*  *Spring 2020* |
| **Clinical Instructor:** *An intensive examination of the current state of the art of nonprofit financial management with attention to accountability, budgeting, cost measurement, and related topics to help students guide multi-funded nonprofit organizations.* |  |
| * Monitored class participation and provided guidance as well as communicated with Information Technology Specialist to address technical issues. * Constructed lessons and discussion questions to facilitate on-line, in-class participation; graded all assignments |  |
| **GERO 418/628, Aging Women & Cultural Issues, 3 Hours,**  **Online Course** | *Spring 2018*  *Spring 2017*  *Spring 2016* |
| ***Adjunct Instructor:*** *This course, available to both undergrad and graduate students, uses a multi-disciplinary approach to examine the impact of gender, race/ethnicity, and culture on aging, and the aging population.* |  |
| * Monitored class participation and provided guidance as well as communicated with Information Technology Specialist to address technical issues. * Constructed lessons and discussion questions to facilitate on-line, in-class participation * Graded all assignments |  |
| **SOWK 531, Social Welfare Policy and Services, 3 Hours** | *Spring 2016*  *Spring 2015* |
| ***Adjunct Instructor:*** *(Policy course) Introduction to the history, development, and implementation of social policy in the United States. Special emphasis is given to those policies which have the greatest impact on non-metropolitan areas and the Appalachian region.* |  |
| * Presented weekly Masters level lectures for approximately three hours * Constructed lectures and discussion questions to facilitate in-class participation * Graded all assignments |  |
| **Updating Your Policy Toolbox: Aging, Retirement, and Health Care, Continuing Education Course** | *Fall 2017*  *Fall 2016*  *Fall 2015* |
| **Facilitator:** *Introduction to Social Security and Medicare and how they work for today’s aging population, what does the future hold for these policies, and what was the intended impact of the these policies.* |  |
| * Introduce online learners to Social Security and Medicare * Provide support to online learners as they navigate course * Grade final assessment |  |

***Online Course Development West Virginia University***

*Online course development involves writing weekly content, what would be a lecture in a traditional classroom, writing objectives for each week and creating assignments to meet the objectives. Each course must meet the Quality Matters standard as well as the criteria outlined by the Council on Social Work Education (CSWE). Each course takes approximately 6 months to develop and includes working closely with iDesigners at the Teaching and Learning Commons.*

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| SOWK 680 Child Welfare Continuum (including development of syllabus) | *2020-2021* |
| SOWK 541 Generalist Practice 2: Rural Community Macro Practice | *2020* |
| SOWK 530 Professional Identity & Social Justice | *2019* |
| SOWK 656 Financial Management and Grant Writing | *2019* |
| GERO 645 Fundamentals of Gerontology | *2019* |

***West Virginia University Service***

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| **West Virginia University** |  |
| **Women’s Leadership Initiative** | *2/2021-Present* |
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| **Eberly College of Art and Science** |  |
| **Curriculum and Academic Quality Committee** | *2020-Present* |
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| **School of Social Work** |  |
| Anti-racism Committee | *2020-Present* |
| Curriculum Committee | *2020-Present* |
| Faculty Search Committee |  |
| * Chair * Member | *2021*  *2019* |
| MSW Online Committee | *2020-Present* |
| MSW Committee | *2019-Present* |
| Administrative Team | *2019-Present* |

***Presentations and Conferences***

**Social Work Distance Education Conference**

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| **Do we stay and fight? A school of social work answers the call in a rural state.** | *April 2021*  *April 2020*  *(Cancelled due to COVID-19)* |
| **Co-Presenter:** In rural America the people often have to answer one question, “Do they stay and fight for a better tomorrow, or do they go and seek better opportunities elsewhere?” This presentation discusses how our School is fulfilling their land grant mission by providing opportunities for the citizens to stay by acquiring knowledge and developing skills as social workers to address serious problems in their home communities. |  |

**West Virginia University School of Social Work Lunch and Learn Series**

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| **Contemporary Issues facing Older Adults in Small Towns** | *April 2019* |
| **Presenter:** *This presentation will address challenges faced by adults that are aging in rural communities. Using a case study to illustrate day to day challenges of seniors in rural Appalachia, attendees will learn how isolation, food insecurity, transportation and accessibility, access to health care, and a low stock of affordable housing can affect the wellness and the quality of life of our seniors.* |  |

**Commission on Aging Raleigh County: 14th Annual Elder Abuse Conference**

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| **The Social Implications of Growing Old in Small Towns and Rural Communities** | *April 2019* |
| **Presenter:** *This workshop offers insight into the context of growing older in small towns and rural areas, including the unique challenges and special strengths rural older adults encounter. Attention given to the nature of social relationships, the roles of health and human services professionals, and effective interventions and programs in the rural context. Rich discussion, case exercises, and video examples will be included* |  |
| * Discuss the nature and importance of social relationships in the rural environment * Identify interventions and programs that can benefit rural elders and their families * Apply information from this workshop to one’s own practice |  |

**National Association of Social Workers (NASW) Conference**

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| **An Overview of Adult Protective Services** | *April 2016* |
| **Presenter:** *Workshop illustrates who, when, and how you should report suspected abuse and neglect of vulnerable adults in West Virginia.* |  |
| * Developed and presented presentation to providers working with older adults. * Used videos depicting abuse situations in a hospital setting to generate conversation. |  |

**Summer Institute on Aging**

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| **The Social Implications of Growing Old in Small Towns and Rural Communities** | *June 2018* |
| **Co-Presenter with Dr. Deana Morrow and Dr. Kris Hash:** *This workshop will offer insight into the context of growing older in small towns and rural areas, including the unique challenges and special strengths rural older adults encounter. Attention will be given to the nature of social relationships, the roles of health and human services professionals, and effective interventions and programs in the rural context. Rich discussion, case exercises, and video examples will be included.* |  |
| * Worked collaboratively to design and prepare workshop * Presented 1.5 hour workshop to multi-discipline service providers |  |
| **A Lot of Life Left to Live: Innovative and Supportive Housing Models for Older Adults** | *June 2018* |
| **Co-Presenter with William Benson:** *In this workshop, participants will learn about supportive housing models that are improving the lives and wellness of seniors in congregate housing sites. We will explore how support systems help prevent abuse of our seniors and help survivors cope. Participants will also learn about what policies exist to support innovation in senior housing, what new policies are being proposed, and what practitioners in the aging field can do in their own communities!* |  |
| * Worked collaboratively to design and prepare workshop * Presented 1.5 hour workshop to multi-discipline service providers |  |
| **Dynamics of Abuse Later in Life** | *June 2017* |
| **Presenter:** *Workshop explores the dynamics of abuse in later life. Topics discussed include caregiver stress, financial exploitation, abuse and neglect among the aging population. Participants will learn some of the many ways vulnerable adults fall victim to these crimes and how they can recognize the signs and report suspected abuse.* |  |
| * Designed and prepared workshop * Presented 3 hour workshop to multi-discipline service providers |  |
| **Community Connections: Working Together to Improve Health Outcomes** | *June 2017* |
| **Co-Presenter with Diana Patella and Madalyn Humphrey:** *Explores collaborations among rural community providers to improve health outcomes for older adults and their families. Explores the role each of us play in serving our community members, how to avoid duplication of services, using a team approach to best meet the needs of a client or patient, and how Community Health Teams can streamline the referral process.* |  |
| * Worked collaboratively to design and prepare workshop * Presented 1.5 hour workshop to multi-discipline service providers * Used an interactive format by modeling meeting format |  |
| **Promising Practices to Identify, Remedy and Prevent Elder and Vulnerable Adult Abuse** | *June 2016* |
| **Co-Presenter with William Benson:** *Highlighted promising practices that have been developed or that are being developed around the country to address abuse/neglect/financial exploitation of older/vulnerable adults.* |  |
| * Use of scenarios to depict typical situations APS workers may be called on to investigate or providers may report. * Discussed how agencies could work together to develop new ways to address issues in the state. * Promising practices include elder fatality review teams, referrals to the civil bar, APS workers stationed in emergency rooms and other locations for immediate response. |  |
| **An Overview of Adult Protective Services** | *June 2016* |
| **Presenter:** *Workshop illustrates who, when, and how you should report suspected abuse and neglect of vulnerable adults in West Virginia.* |  |
| * Developed and presented presentation to providers working with older adults. * Used videos depicting abuse situations in a hospital setting to generate conversation. |  |
| **Elder Abuse: A Call to Action** | *June 2015* |
| **Panel Presentation:** *Panel presentation to respond to remarks by Captain James Sizemore on risks of abuse, neglect, and financial exploitation faced by the elderly and the challenges of protecting and serving this population.* |  |
| * Prepared and presented remarks on elder abuse and the challenges faced by Adult Protective Service Workers * Responded to questions from audience of providers |  |
| **Granny’s Got a Gun** | *June 2015* |
| **Presenter:** *Workshop explored the steps that professionals can take to improve gun safety in the homes of older adults and their families.* |  |
| * Developed presentation for hour and a half workshop * Presented workshop to providers that serve older adults * Created an activity to allow practitioners to practice assessing for gun safety in the home * Provided assessment tool to use in their practice with older adults |  |
| **Abuse Later in Life: A Coordinated Community Response** | *June 2014* |
| **Co-Presenter:** *Workshop to explore the dynamics of abuse in later life. Topics include caregiver stress, institutional abuse and neglect and sexual abuse among the aging population. This workshop promotes collaboration and communication among victim service providers to ensure that resources in the community are utilized to promote the safety of victims of elder abuse.* |  |
| * Designed and prepared workshop * Presented 3 hour workshop to multi-discipline service providers |  |

**West Virginia Department of Health and Human Resources**

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| **Primary Trainer for Adult Services Statewide:** *Responsible for writing curriculum, scheduling and teaching courses for tenured and new workers. Classes include continuing education for professional development, policy content and application, navigation of and documentation in FACTS computer database system, development and facilitation of Blackboard online learning courses.*  **Continuing Education Workshops:**   * Basic Interviewing * Interviewing Persons with Disabilities * Documentation * Person Comes First (an Alzheimer’s training) * Ethics for the Adult Services Social Worker * Ethics, Values and Cultural Competency in Adult protective Services * Mandatory Reporting   **Policy Trainings and Data Base Skills Training:**   * Intake and Assessment * Case Management * Intake for Centralized Intake Supervisors and Adult Services Supervisors * Assessing Clients Capacity * Working with Self Neglecting Adults * Voluntary and Involuntary Case Management   *Policies: Adult Protective Services, Adult Residential Services, Health Care Surrogate, Adult Guardianship, Homeless, Information and Referral, Unclaimed Deceased Adult Bodies, Youth Transitioning, and Legal Requirements and Processes.*  **Blackboard Online Learning System**   * Adult Services Intro to FACTS (Family and Children Tracking System) * Introduction to Adult Services * Adult Services Intro to Case Management * Transitioning Youth * Homeless Program Policies Course |

**Advanced Geriatrics Skills Training (AGES)**

Certification course that increases geriatrics competency of all health professionals that work with or around the aging community.

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| **Psychosocial Aging (Part 2)** | *March 2015* |
| **Presenter: (***Filled in for scheduled presenter)*Presented information on the following objectives: |  |
| * Discuss social and health care policies and programs relevant to older adults and their families. * Discuss timely topics, including caregiving, mental health issues, advance care planning, and patient self-determination. * Appreciate the role of the geriatric social worker in the interdisciplinary geriatric team. |  |

**West Virginia Geriatric Society**

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| **West Virginia 11th Annual Scientific Assembly, “A Tragic Story of Elder Abuse and Addiction: The Case of Lila Perkins”** | |
| * **Panel Presenter:** Case presentation designed for healthcare providers that work with older adults who have complex medical issues. Attendees provided information on elder abuse and neglect. | *September 2015* |
| **West Virginia 10th Annual Scientific Assembly, “Care Across the Continuum: One Family’s Journey”** |  |
| * **Poster Presentation:** “A New Approach to Senior Housing for West Virginia: Experiencing Rural gerontology” | *September 2014* |

**National Adult Protective Services Association Annual Conference**

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| **Granny’s Got a Gun** | *August 2016* |
| **Presenter:** *Workshop explores the steps that professionals can take to improve gun safety in the homes of older adults and their families.* |  |
| * Developed presentation for hour and a half workshop * Presented workshop to providers that serve older adults * Created an activity to allow practitioners to practice assessing for gun safety in the home * Provided assessment tool to use in their practice with older adults |  |

**West Virginia Housing Conference**

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| **Aging at Home with Support and Services** | *September 2017* |
| **Presenter:** Exploring the importance of housing and supportive services working together to improve the lives of seniors. This session covered the challenges and successes of the West Virginia supportive housing model, Healthy Home. |  |
| * Designed and presented workshop * Incorporated various media methods, visuals to convey information |  |
| **Adult Protective Services and You** | *September 2016* |
| **Presenter:** Promote public awareness on issues of abuse, neglect, and financial exploitation of our older citizens. Looking at the role that housing plays in health and safety and how to report concerns to Adult Protective Services (APS). |  |
| * Designed and presented workshop * Incorporated the use of videos to provide examples for large group discussion |  |

**Alzheimer’s Association, WV Chapter**

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| **Preserving Dignity** | *May 2017* |
| **Presenter:** *This workshop looks at how abuse, neglect, and financial exploitation rob older adults with dementia of their dignity. It also discusses the importance of caregiver self-care in protecting others.* |  |
| * Developed and presented hour workshop * Audience included informal and professional caregivers * Handouts used to provide practical information on definitions and how to report to the APS Hotline |  |