

CURRICULUM VITAE

CAROLYN KNIGHT

Education

Ph.D.	1985	School of Social Work, University of Maryland Baltimore
M.S.W.	1977	School of Social Work, University of Maryland Baltimore, Clinical
B.A.	1975	Goucher College, Elementary Education & Psychology

Experience in Higher Education

1993-June 2020	University of Maryland Baltimore County, Social Work
2005-	Professor
1998-2005	Associate Professor
1993-2005	Assistant Professor
1985-1993	Hood College, Department of Sociology and Social Work
1993	Associate Professor
	Assistant Professor

Experience in Other than Higher Education

2013-	Volunteer group leader, shelter for women and children
1986-	Licensed graduate social worker providing individual and group treatment to adult survivors of childhood trauma (pro bono)
1998-2002	Volunteer group leader, grief groups for children, Carroll Hospice

Honors

2010-2011	Moses Distinguished Visiting Professorship, Hunter College School of Social Work
1976	Phi Kappa Phi, School of Social Work, UMB
1975	Phi Beta Kappa, Goucher College

Fellowship

1984	NIMH Fellowship, School of Social Work, UMB
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Ph.D. Students

Alessia Owens	2014	Social Work, Howard U SSW, member
Joan Pittman	2009	Social Work SSW, UMB, chair
Lynda Sowbel	2009	Social Work, SSW, UMB, member
Jennifer Clements	2006	Social Work, SSW, UMB, chair
Marijean Berry	2004	Social Work, SSW, UMB, member
Tara Neavins	2003	Psychology, UMBC, member

Peter Musser	2002	Psychology, UMBC, member
Maureen Lagana	1998	Social Work, SSW, UMB, member

Publications

Books

- (2021) Gitterman, A., **Knight, C.**, & Germain, C. 4th edition, *The Life Model of Social Work Practice*. New York NY: Columbia University Press.
- (2019). **Knight, C.** & Borders, LD. (Eds.) *Trauma-informed supervision in a global context*. Abingdon, UK: Routledge/Taylor & Francis.
- (2016). G. Grief & **C. Knight** (Eds.) *Group work with populations at risk*. 4th ed. New York: Oxford U Press.
- (2009). *Introduction to working with adult survivors of childhood trauma: Strategies and techniques for helping professionals*. CA: Thomson/Brooks-Cole.
- (1996). *Group therapy for adult men and women sexually abused in childhood*. Holmes Beach FL: Learning Publications.

Peer-Reviewed

- **Knight, C.** & Gitterman, A. (2019). Ambiguous loss and disenfranchised grief: A critical need for social work intervention. *Families in Society*, 100, 164-173.
- (2019). Trauma-informed practice and care: Implications for field instruction. *Clinical Social Work*. 47, 79-89
- Gitterman, A. & **Knight, C.** (2018). Non-death loss: Grieving for loss of familiar place and for precious time and associated opportunities. *The Clinical Supervisor*. <https://doi.org/10.1007/s10615-018-0682-5>
- **Knight, C.** & Borders, L. D. (2018). Trauma-informed supervision: Core components and unique dynamics in varied practice contexts. *The Clinical Supervisor*, 37, 1-6.
- (2018). Trauma-informed supervision: Historical antecedents, current practice, and future directions. *The Clinical Supervisor*, 37, 7-37.
- **Knight, C.** & Gitterman, A. (2018). Merging micro and macro practice: Using group work to promote community change. *Journal of Social Work Education*, 53, 3-17.
- (2018). Trauma-informed practice and care: Implications for field instruction. *Clinical Social Work Journal*. <https://doi.org/10.1007/s10615-018-0661-x>
- (2017). Group work with homeless mothers: Promoting resilience through mutual aid. *Social Work*, 62, 235-242.
- (2017). The mutual aid model of group supervision. *The Clinical Supervisor*, 36, 259-281.
- (2017) BSW and MSW students' experiences with group work in the field practicum. *Journal of Teaching in Social Work*, 37, 133-158.
- (2017) BSW and MSW students' opinions about and responses to the death of Freddie Gray and the ensuing riots: Implications for the policy and macro practice curricula. *Journal of Teaching in Social Work*, 37, 3-19.
- Gitterman, A. & **Knight, C.** (2016). Empowering clients to have an impact on their environment: Social work practice with groups. *Families in Society*, 97, 278-286.

- Gitterman, A. & **Knight, C.** (2016). Promoting resilience through social work practice with groups: Implications for the practice and field curricula. *Journal of Social Work Education*, 52, 2-14.
- Gitterman, A. & **Knight, C.** (2016). Curriculum and psychoeducational groups: Opportunities and challenges. *Social Work*, 61, 103-110.
- (2015). Social work students' use of the peer-reviewed literature and engagement in evidence-based practice. *Journal of Social Work Education*, 51, 250-270.
- (2015). Trauma-informed social work practice: Practice considerations and challenges. *Clinical Social Work Journal*, 43, 25-37.
- (2014). Students' attitudes towards and engagement in self-disclosure: Implications for supervision. *The Clinical Supervisor*, 33, 1-19.
- Goodman, H., **Knight, C.**, & Khuododov, K. (2014). Graduate social work students' involvement in group work in the field and classroom. *Journal of Teaching in Social Work*, 34, 2014. doi:10.1080/08841233.2013.866615.
- **Knight, C.** & Gitterman, A. (2014). Groups for bereaved individuals: The power of mutual aid. *Social Work*, 2014, 59, 5-12.
- (2014). Teaching group work in the generalist practice curriculum: Core concepts and principles. *Social Work with Groups*, 37, 23-35.
- (2014). Teaching group work in the generalist practice curriculum: Case examples, teaching strategies, and assignments. *Social Work with Groups*, 37, 36-47.
- (2013). Indirect trauma: Implications for supervision, the organization, and the academic institution. *The Clinical Supervisor*, 32, 224-243.
- (2013). Social workers' use of the peer-reviewed professional literature: The evidence base. *Journal of Teaching in Social Work*, 33, 177-195.
- Gitterman, A. & **Knight, C.** (2013). Evidence-guided practice: Integrating the science and art of social work. *Families in Society*, 94, 70-78.
- (2012). Social workers' attitudes towards and engagement in professional self-disclosure. *Clinical Social Work*, 40, 297-306.
- (2012). Therapeutic use of self in contemporary social work practice: Theoretical and evidence-based considerations for clinical practice and supervision. *The Clinical Supervisor*, 31, 1-24.
- Belcher, J., Pecukonis, E. & **Knight, C.** (2011). Where have all the teachers gone? The selling out of social work education. *Journal of Teaching in Social Work*, 31, 2, 195-209.
- (2010). Indirect trauma in the field practicum: Secondary traumatic stress, vicarious trauma, and compassion fatigue among social work students and their field instructors. *Journal of Baccalaureate Social Work*, 15, 31-52.
- (2009). The use of a workshop on group work for field instructors to enhance students' experiences with group work in the field practicum. *Social Work with groups*, 32, 230-242.
- (2006). Agency and school response to the terrorist attacks of September 11th: BSW and MSW students' views. *Journal of Baccalaureate Social Work*, 12, 143-164.
- (2006). Groups for individuals with traumatic histories: Practice considerations for social workers. *Social Work*, 51, 20-30.
- (2006). Working with survivors of childhood trauma: Implications for clinical supervision. *The Clinical Supervisor*, 23, 81-105.

- (2006). Integrating solution-focused principles and techniques into clinical practice and supervision. *The Clinical Supervisor*, 23, 153-173.
- (2003). Incorporating principles of solution-focused intervention into the generalist social work practice curriculum. *Journal of Baccalaureate Social Work*, 8, 69-84.
- (2002). Teaching effectiveness in the social work methods class: BSW students' views. *Journal of Baccalaureate Social Work*, 8, 97-120.
- (2002). Teaching generalist social work practice: Students' perceptions of the importance of the instructor's own practice experience. *Journal of Baccalaureate Social Work*, 7, 93-112.
- (2001). The skills of teaching social work practice in the generalist/foundation curriculum: BSW and MSW students' views. *Journal of Social Work Education*, 37, 507-522.
- (2001). The process of field instruction: BSW and MSW students' views of effective field supervision. *Journal of Social Work Education*, 37, 357-380.
- (2000). Engaging the student in the field placement: BSW and MSW students' perceptions. *Journal of Teaching in Social Work*, 20, 173-201.
- (2000). Critical content on group work for the undergraduate social work curriculum. *Journal of Baccalaureate Social Work*, 5, 93-112.
- (1999). The implications of BSW students' experiences with danger in the field practicum. *Journal of Baccalaureate Social Work*, 4, 133-149.
- (1999). MSW and BSW students' perceptions of their academic preparation for group work. *Journal of Teaching in Social Work*, 18, 133-48.
- **Knight, C. & Lagana, M.** (1999). The use of a teaching practicum for doctoral students in social work. *Journal of Teaching in Social Work*, 18, 13-22.
- (1997). Therapists' affective reactions to working with adult survivors of child sexual abuse: An exploratory study. *Journal of Child Sexual Abuse*, 6, 17-42.
- (1997). A study of MSW and BSW students' involvement with group work in their field practicum. *Social Work with Groups*, 20, 31-49.
- (1997). Critical roles and responsibilities of the leader in a therapy group for adult survivors of child sexual abuse. *Journal of Child Sexual Abuse*, 6, 21-38.
- (1997). The use and evaluation of a writing lab for undergraduate social work students. *Journal of Baccalaureate Social Work*, 2, 103-113.
- (1997). The use of self-disclosure by the therapist in the treatment of adult survivors of child sexual abuse. *Journal of Child Sexual Abuse*, 6, 65-82.
- (1996). The impact of a client's diagnosis of AIDS on social workers' clinical judgments. *Social Work in Health Care*, 23, 35-50.
- (1996). A study of MSW and BSW students' perceptions of their field instructors. *Journal of Social Work Education*, 32, 1-16.
- (1996). A study of BSW students' perceptions of and experiences with risk to their personal safety in the field practicum. *Journal of Baccalaureate Social Work*, 2, 91-108.

- (1993). A comparison of advanced standing and regular master's students' performance in the second-year field practicum: Field instructors' assessments. *Journal of Social Work Education*, 29, 309-317.
- (1991). Gender-sensitive curricula in social work education: A national study. *Journal of Social Work Education*, 27, 145-155.
- (1990). Use of support groups with adult female survivors of child sexual abuse. *Social Work*, 35, 202-208.

Encyclopedia entries

- (2017). Gitterman, A., **Knight, C.** & Germain, C. The ecological framework. In T. Mizrahi & L. Davis (Eds.) *Encyclopedia of Social Work*, 21st ed. New York: Oxford University Press.
- (2009). Group work with adult survivors of trauma. *Encyclopedia of Social Work Practice with Groups*, A. Gitterman & R. Salmon (Eds.). New York: Routledge.
- (2009). Group work with adult survivors of childhood sexual abuse. *Encyclopedia of Social Work Practice with Groups*, A. Gitterman & R. Salmon (Eds.). New York: Routledge.
- (2009). Group work with children. *Encyclopedia of Social Work Practice with Groups*, A. Gitterman & R. Salmon (Eds.). New York, Routledge.

Book Chapters

- (2016). Chapter 1. The context of contemporary group work practice. In G. Greif & C. Knight (Eds.) *Group work with populations at risk*. New York: Oxford University Press.
- (2016). Chapter 2. Tasks and skills of the group worker across phases of group development. In G. Greif & C. Knight (Eds.) *Group work and populations at risk*. New York: Oxford University Press.
- (2016). Hartley-Bangs, L. & **Knight, C.** Group work with older individuals with substance use disorders. In G. Greif & C. Knight (Eds.) *Group work and populations at risk*. New York: Oxford University Press.
- (2016). Chapter 15. Group work with adult survivors of childhood trauma. In G. Greif & C. Knight (Eds.) *Group work with populations at risk*. New York: Oxford University Press.
- (2016). Chapter 24. Group work with homeless parents. In G. Greif & C. Knight (Eds.) *Group work with populations at risk*. New York: Oxford University Press.
- (2014). Chapter 5. Training and supporting field instructors. In C. Hunter, J. Moen & M. Raskin (Eds.) *Social Work Field Directors: Foundations for Excellence*. Chicago IL: Lyceum, 105-129.
- (2010). Group work with adult survivors of childhood trauma. In G. Grief & P. Ephross (Eds.) *Group work and vulnerable populations*. New York: Oxford U Press.
- (2010). Chapter Seven: Child maltreatment. In N. Heller & A. Gitterman (Eds.). *Mental health and social problems*. NY: Routledge.
- (2005). Healing hearts: bereavement groups for children. In Gitterman, A. & Shulman, L.. (Eds.) *Mutual Aid Groups, Vulnerable and Resilient Populations, and the Life Cycle*. Columbia University Press.

- (2005). Group work with adult survivors of childhood sexual abuse. In Gitterman, A., & Shulman, L. (Eds.) *Mutual Aid Groups, Vulnerable and Resilient Populations, and the Life Cycle*. Columbia University Press.
- (2004). Modeling and supervising student interns. In Austin, M. & Hopkins, K. (Eds.) *Supervision as Collaboration in the Human Services: Building a Learning Culture*. Thousand Oaks, CA: Sage, 110-124.

Manuscripts Accepted for Publication/in Press

- **Knight, C.** & Gitterman, A. Shared trauma and its implications for group work practice. In A. Goelitz (Ed) *Meeting in the middle: Social workers and clients sharing mass trauma*. Submitted March 2021. To be published by Routledge in 2022.
- Trauma-informed supervision. (Book chapter). In O'Donoghue, K. & Engelbrecht, L. (Eds.) *International Handbook of Social Work Supervision*. Abingdon UK: Routledge/Taylor & Francis.
- Trauma-informed field instruction from an international perspective. (Book chapter). In Baikady, R., Sajid, S.M., Gal, J. & Nadesan, V. (Eds). *The Routledge International Handbook of Field Work Education in Social Work*. Abingdon UK: Routledge/Taylor & Francis.
- Gitterman, A. & **Knight, C.** (Encyclopedia entry). The life model of social work practice. In Rapp-McCall, L., Corcoran, K. & Roberts, B. (Eds). *Social Workers Desk Reference, 4th ed*. New York NY: Oxford University Press.
- **Knight, C.** & Gitterman, A. (Encyclopedia entry). The mutual aid model of group work. In Rapp-McCall, L., Corcoran, K. & Roberts, B. (Eds). *Social Workers Desk Reference, 4th ed*. New York NY: Oxford University Press.
- Gitterman, A. & **Knight, C.** The ecological model. (Encyclopedia entry). Bailey, D. & Mizrahi, T. (Eds). *Encyclopedia of Macro Social Work*. New York, NY: Oxford University Press.

Manuscripts Submitted for Publication

- Belcher, J. & **Knight, C.** Financialization, the COVID19 pandemic, and income inequality: A call to action for social work. *Journal of Social Work Education*, Revised and resubmitted July 2021.

Current Research

- Social work students' reactions to online and virtual learning and the COVID pandemic

Recent Professional Activities

Invitational Papers, Continuing Education Workshops, and Institutes

- Integrating trauma-informed principles into field instruction. Social Work Month Conference Sponsored by Marist College Department of Social Work and The New York State Chapter, NASW, March 2021.
- Adopting a trauma-informed lens in field instruction. Council on Social Work Education Annual Program Meeting, Pre-recorded workshop, November 2020.
- Integrating trauma-informed content in the generalist and foundation practice curriculum. Council on Social Work Education Annual Program Meeting, Pre-recorded workshop, November 2020.

- Trauma-informed group work. In-service zoom training for staff, Marian House transitional Housing Program. September 2020.
- Trauma-informed supervision. International Conference on Clinical Supervision, Invitational Preconference Webinar. July 2020.
- Trauma-informed supervision. Week-long training, Conference on Supervision, Singapore, September 2019.
- Resilience and group work practice: Core concepts and teaching strategies. Accepted curriculum workshop, Annual Program Meeting, CSWE, October 2014 (with A. Gitterman).
- Indirect trauma in social work practice: Curriculum content for social work students. Accepted curriculum workshop, Annual Program Meeting, CSWE, October 2014.
- Core group work principles for field instructors. Continuing education workshop, UMBC, April 2014.
- Indirect trauma: Implications for social work practice, supervision, and education. Continuing education workshop, James Madison University, Harrisonburg VA, April 2013.
- Social workers' experiences with and attitudes towards the peer-reviewed literature. Paper accepted for presentation, Annual Program Meeting, Council on Social Work Education, November 2012.
- Tasks and skills of the field instructor across stages of the relationship. Invited presentation to field instructors, School of Social Work, University of Texas, Austin, August, 2012.
- Ten things that all supervisees need to know about group work. Invited Plenary Speaker, Clinical Supervision Conference, Adelphi University School of Social Work, June 2012.
- The implications of indirect trauma for the field practicum. Board sponsored presentation, Baccalaureate Program Directors Meeting, Portland OR, March 2012
- Working with patients with histories of childhood trauma. Three hour continuing education workshop, Spring Grove Hospital Center, January 2012.
- Working with clients who are HIV positive and survivors of childhood trauma. Three hour continuing education workshop, University of Maryland School of Medicine HIV Clinic Social Work Department, March 2010.
- Promoting resilience and recovery: Group work with adult survivors of childhood trauma. Six hour continuing education workshop, Adelphi University School of Social Work, March, 2008.
- Working with clients with histories of childhood trauma: Managing intense affect. Six hour continuing education workshop, University of Maryland School of Social Work, October 2008.
- Ethical considerations associated with working with adult survivors of childhood trauma. Three hour continuing education workshop, University of Maryland School of Social Work, November, 2007.
- Group work practice with adult survivors of childhood trauma: A mutual aid approach. Six hour continuing education workshop, University of Maryland School of Social Work, September 2007, September 2006, November 2005, and November 2004. School of Social Work, SUNY Buffalo, September 2004, November 2003.

- Working with clients with histories of childhood trauma: Considerations for practice and supervision. Three-hour keynote address and workshop, Adelphia University School of Social Work, April 2006.
- Understanding and working with adolescents with histories of trauma: Implications for probation officers. Nine-hour continuing education workshop, Pennsylvania Department of Juvenile Justice, April 2007, September 2005, Harrisburg, PA, State College, PA.
- Engaging and working with the hard-to-reach adolescent: Interactional and solution-focused approaches. Nine-hour continuing education workshop, Pennsylvania Department of Juvenile Justice, May, 2005 and October 2004. Various locations.
- Understanding and managing vicarious traumatization in work with survivors of trauma. Six-hour continuing education workshop, University of Maryland School of Social Work, April 2005, June 2004, October 2003. Leading Edge Seminars, November 2004, Toronto Canada.
- Engaging and working with mandated clients: An interactional and solution-focused approach. Six-hour in-service training for Philadelphia Child Welfare Intake Supervisors, March, 2005. State-wide continuing education training for Pennsylvania child welfare social workers and supervisors, October 2003-June-2004. Various locations.
- Building self-awareness: Transference, countertransference, and therapeutic use of self. Six-hour continuing education workshop, School of Social Work, SUNY Buffalo, November 2003.
- Promoting resilience through group work with adult survivors of trauma. Invitational paper, Annual Symposium, Association for the Advancement of Social Work with Groups, October 2003. Boston, MA.
- Thriving- not just surviving- in our work with adult survivors of childhood trauma: Understanding and managing indirect trauma. Practice workshop, International Conference for the Advanced Professional Practice of Social Work, July 2009, San Francisco, CA.

Papers

- Contemporary practice with adult survivors of childhood trauma: The theoretical and empirical foundation. Practice workshop, International Conference for the Advanced Professional Practice of Social Work, June 2008, Cancun, Mexico.
- Integrating content on psychological trauma into the generalist/foundation social work practice curriculum. Curriculum workshop, CSWE Annual Program Meeting, October, 2007, San Francisco, CA.
- Teaching group work in the generalist practice curriculum. Baccalaureate Program Directors Meeting, October 2004, Detroit, MI; October 2003, Reno, NV. (with Professor Lawrence Shulman, School of Social Work, SUNY Buffalo); October 2002, Pittsburgh, PA.
- Teaching group work in the foundation and generalist practice curriculum. Annual Program Meeting, Council on Social Work Education, February 2005, New York, NY; March 2004, Anaheim, CA (with Professor Toby Berman-Rossi); March, 2003, Atlanta, GA. (with Professor Toby Berman-Rossi).

- Integrating principles of solution-focused therapy into treatment with adult survivors of childhood sexual abuse. Annual Conference, Solution-Focused Brief Therapy Association, Fort Lauderdale FL, November 2005; Park City, UT, November 2004.
- Supervision of student trainees: Modeling professionalism and encouraging autonomy in the supervisory relationship. Fifth International Conference on Knowledge, Culture, and Change in Organizations, Rhodes Greece, July 2005.
- Understanding and managing dissociation in group work with adult survivors of childhood sexual abuse. European Group Work Annual Symposium, London, England, July 2004.

Service Activities

School of Social Work, UMBC & UMB

2019-2020	Masters Program Committee, UMB
2014-2017	UMBC University Faculty Review Committee
2007-2009	
2007- 2010	Member, Appointment, Promotion, and Tenure Committee, UMB
2006-2008	Chair, Department Self-Study Committee for Reaffirmation, UMBC
2003-2014	Member, Faculty Executive Committee, UMB
2003-2010	Facilitator, SOWK 837, Doctoral teaching practicum
2002-2010	Group psychotherapy supervisor, School of Medicine, UMB
2008-2013	Chair, Department Promotion and Tenure Committee, UMBC
1993-2002	Member, Admissions Committee, UMB
1998-2001	Member, Field Committee, UMB
1997	Chair, Self-Study Committee for Re-accreditation, UMB
2009-2010	Member, University Faculty Review Committee
2007-2009	Member, Faculty Grievance Committee
2007-2009	Member, Writing Board
2005	Member, Promotion and Tenure Committee for Dr. Bruce Walz
1997	Member, Faculty Salary Equity Committee
1996-2001	Member, Nominating Committee

Professional

2016-2017	Guest reviewer, Special Edition, Trauma-informed Practice, <i>Advances in Social Work Practice</i>
2016-2017	Guest editor, Special Edition, Trauma-informed Supervision, <i>The Clinical Supervisor</i>
2016-	Reviewer, <i>Journal of Teaching in Social Work</i>
2014-	Reviewer, <i>Groupwork</i>
2014-	Reviewer, <i>Traumatology</i>
2013-	Reviewer, <i>Clinical Social Work</i>
2012	Professional consultant, trauma issues, <i>30 Women, 30 Stories</i> , Publication and DVD produced by Marian House
2012-	Reviewer, <i>Families in Society</i>
2009-	Editorial Board, <i>Journal of the Society of Social Work and Research</i>
2009-	Reviewer, <i>Social Work with Groups</i>

2009-2014	Associate Editor, <i>The Clinical Supervisor</i>
2008-2009	Co-Chair, Professional Development Committee, Maryland Chapter, NASW
2006-2008	Editor, Encyclopedia of Social Work Practice with Groups
2004-	Reviewer, <i>Families in Society</i>
2001-	Reviewer, <i>The Clinical Supervisor</i>
1998-	Reviewer, <i>Journal of Baccalaureate Social Work</i>
1995-	Reviewer, <i>Social Service Review</i>
2000-2005	Chair, Commission on Group Work in Social Work Education
1997-2007	Member, Executive Committee, Association for the Advancement of Social Work with Groups (AASWG)
1997-2000	Vice-President, AASWG
1997-2000	Chair, Practice Committee, AASWG