

**DANIEL RHODES, PhD, LCSW (C003430)**

*Curriculum Vita*  
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**Education**

- 8/04 – 8/08     Doctorate of Philosophy in Cultural Studies. (Department of Educational Leadership and Cultural Foundation) University of North Carolina at Greensboro. Focus on Ecopsychology, Engaged Buddhism, Community Building, Peace and Conflict Studies, and Social Justice issues.
- Graduate Certificate in Women and Gender Studies. University of North Carolina at Greensboro. Focus on Ecofeminism and Postcolonial Theory. Completion date 5/08.
- 5/95 – 5/96     Master of Social Work. University of North Carolina at Chapel Hill. Major concentration: Community Mental Health, Community Studies.
- 8/91 – 5/94     Bachelor of Science in Social Work. University of North Carolina at Greensboro. Minors in Anthropology and Classical Studies. Graduated with honors (*Cum Laude*).
- 8/88 – 5/91     Associate of Applied Science in Criminal Justice. Davidson County Community College.

**Academic Experience**

- 8/15 – Current University of North Carolina at Greensboro, North Carolina. Academic Professional/Assistant Professor. Director of the Social Work undergraduate program (BSW) in the School of Health and Human Sciences.
- School of Health and Human Sciences Representative for the Lloyd International Honors College
  - Steering Committee, LGBTQIA Education And Research Network
- 1/15 – 7/15     University of North Carolina at Greensboro, North Carolina. Lecturer in the Department of Social Work. Teaching two sections of Social Work Methods II and Social Work with Groups (graduate course).

1/15 – 2/15 Guilford College, Greensboro, North Carolina. Adjunct in the Peace and Conflict Studies program. Co-taught a course with Jeremy Rinker (Professor in the Peace and Conflict Studies program) on *Exploring Buddhism in the Community: Meditation as Peace Practice in the Triad and Beyond*. This was an intensive, experiential January Term course where we introduced the fundamentals of Engaged Buddhism to students, facilitated a four-day meditation retreat/class/team building exercise, then after the retreat we took students to six different Buddhist communities and temples in the area (both serving American practitioners and Buddhist temples serving immigrant and refugee populations) so students could have an understanding of the different schools of Buddhism, how some Buddhist temples become cultural centers, how these communities struggle integrating peace practices (*Ahimsa*) in their community activities, and how monks and nuns in these communities become community workers and social workers.

5/10 – 5/14 Visiting Assistant Professor, Department of Justice and Policy Studies, Guilford College, Greensboro, North Carolina. In this position I taught a variety of courses in the Community and Justice Studies major of the Justice and Policy Studies Department and advised students for both majors in the department. I also served as a Judicial Advocate for Student Life and was the academic advisor for three student run groups, The Greenleaf, The Buddhist Fellowship Club and Student Senate. As academic advisor of these three groups I had to work closely with students in the managing of their activities, dealing with conflicts that would arise with students and help them negotiate administrative duties required for the groups.

My duties as a judicial advocate were an integral part of my teaching and advising in community justice and at Guilford College. The judicial component of student life was based on a restorative justice model. My primary responsibility as a judicial advocate was to help orient students to the restorative nature of the judicial process, help them navigate through the judicial process and advocate on their behalf. I also helped train students who were interested in becoming judicial advocates and worked with student life on improving the overall judicial process on campus. While teaching restorative justice, I integrated my experiences as a judicial advocate and connected students in my classes to student life and the judicial procedures. Students were also to attend CAP (community action plan) training and sit in on CAP hearings as a requirement of my restorative justice classes. CAP hearings were part of the judicial process where students who had engaged in minor infractions met with a group of Guilford College community members to discuss the infraction, and where the infraction was not serious enough to warrant potential suspension or expulsion.

1/09 – 5/10 University of North Carolina at Greensboro. Adjunct Professor, Department of Social Work. In this position I taught a variety of graduate level courses.

- 1/07 – 5/08 University of North Carolina at Greensboro. Teacher Assistant. In this position I taught an undergraduate class in the Department of Education titled, *The Institution of Education*. I designed this class with an emphasis on race, class and gender. The capstone project for students in this class included a media project and presentation illuminating the media's influence on education and society.
- 8/07 – 5/08 University of North Carolina at Greensboro. Graduate Assistant. In this position I worked as a graduate assistant to my committee advisor, conducting research and assisting in writing.
- 5/07 – 7/07 University of North Carolina at Greensboro. Research Assistant. Awarded a stipend from the school of Educational Leadership to conduct independent research for the summer of 2007. I conducted research on religion and ecology in relation to community building.
- 5/06 – 7/06 University of North at Carolina Greensboro. Research Assistant. Awarded a stipend from the Graduate School to conduct independent research for the summer of 2006. I conducted research on ecology and green anarchism.

### **Courses Taught**

#### **UNC-Greensboro**

- SWK 412 Social Work Methods II
- SWK 623 Social Work with Groups
- SWK 624 Social Work Practice and Human Diversity
- SWK 633 Social Welfare Policy and Analysis II
- SWK 642 Social Work with Families and Youth II
- ELC 381 The Institution of Education

#### **Guilford College**

- PECS 250 Exploring Buddhist Community: Meditation as Peace Practice in the Triad and Beyond (Co-taught January-term course)
- REL 250 The Experience of Theravada Buddhism (Co-taught study abroad course in Myanmar)
- JPS 220 Community Building Fundamentals
- JPS 244 Conflict Resolution Strategies
- JPS 262 Restorative Justice
- JPS 270 Interpersonal Communication
- JPS 271 Organizational Communication and Teamwork
- JPS 323 Diversity at Work
- JPS 336 Understanding Oppressive Systems
- JPS 339 Research Methods

- JPS 424 Trust and Violence
- JPS 425 Family Violence

### **Community and Work Experience**

- 8/14 – 2/15      Chùa An Lạc Buddhist Temple, High Point, North Carolina. My time at Chùa An Lạc (*Chùa* is Vietnamese for temple and *An Lạc* means peace and togetherness) was spent training as a Buddhist monk. Since this is a Vietnamese Buddhist temple serving the community, I had various duties which included working with the youth of the temple, helping with tutoring and education. I also was applying my background as a social worker to help serve the community in issues that would come up.
- 9/09 – 6/10      Center for New North Carolinians, Assistant Program Director and Training Coordinator for the AmeriCorps ACCESS (Accessing Cross Cultural Education Service System) program, University of North Carolina at Greensboro. In this position I coordinated and periodically presented for required monthly trainings for the AmeriCorps ACCESS members, ensuring that members provided culturally sensitive human services to newly arrived immigrants and refugees. I conducted site visits with AmeriCorps members and their site supervisors and engaged in various administrative and supervisory duties with AmeriCorps members, which included helping to manage a federal grant that funded the program. I also facilitated Center Fellows meetings, which brought together academics and professionals in the field that had a focus on issues important to immigrant and refugee communities.
- 5/06 – 9/09      Catholic Social Services, Regional Clinical Supervisor. Greensboro, North Carolina. In this position I was the Regional Clinical Supervisor for the Piedmont Triad Office of Catholic Social Services for the area of Greensboro, Winston Salem and High Point. I supervised all clinical staff and interns. I was responsible for ongoing supervision with this staff, chart review and licensing issues. I also worked as a clinical social worker and provided direct psychotherapy with adolescents, individual, couples and families on a variety of issues that needed to be addressed in a clinical setting. Catholic Social Services is a not-for-profit agency that served clients in the community regardless of their ability to pay or documentation status.
- 3/04 – 6/06      Rockingham County Mental Health, Crisis/Emergency Services Social Worker, Wentworth, North Carolina. In this position I conducted bio-psycho-social assessments for individuals and worked towards abating conflicts or crisis/emergencies with individuals and families. I also provided clinical supervision for individuals working on obtaining their clinical license and supervised interns.
- 4/03 – 4/05      Guilford County Area MH/DD/SA Program, Crisis/Emergency Services Therapist, Greensboro, North Carolina. In this position I conducted bio-psycho-

social assessments for individuals and worked towards abating conflicts or crisis/emergencies with individuals and families.

- 5/01 – 4/04     Elon Specialized Foster Care, Therapeutic Foster Care Clinical Social Worker, Greensboro, North Carolina. In this position I provided clinical support and worked closely with children, foster families, Department of Social Services, school systems, mental health therapists, and all others involved with each child with an aim to help establish a continuity of care in the child's treatment. I would at times have to intervene on behalf of the children and foster families in relation to conflicts with school systems and other support agencies, mediating between these systems and establishing a resolution to issues.
- 8/00 – 8/01     AmeriCorps ACCESS Project, Community Worker, Greensboro, North Carolina. AmeriCorps is a project working in cooperation with the UNC-Greensboro Social Work department to help provide services to the refugee and immigrant community in North Carolina. My site was located at a Vietnamese Buddhist Temple in High Point that serves the Vietnamese immigrant and refugee population in that area. At this position I was helping in grass roots organizational development assisting Temple members to do things such as apply for their 501 – (c) – 3 non-profit status, search for foundations and grants and overall maintenance of the Temple. I was also teaching an English as a Second Language (ESL/ESOL) class and a Citizenship class. This position was based on a one-year commitment.
- 8/98 – 6/00     Guilford County Area MH/DD/SA Program, Clinical Social Worker/Team Leader, Greensboro, North Carolina. In this position I supervised a multidisciplinary team consisting of therapists, case-managers, nurses and an employment specialist, as well as interns and individuals working on their clinical license. I was also part of the Acute Stabilization Team (AST) where a group of us worked with individuals that were in need of intensive therapy as well as case management.
- 10/96 – 8/98    Alamance-Caswell Area MH/DD/SA Program, Crisis/Emergency Services Social Worker, Burlington, North Carolina. This job consisted of providing crisis intervention for individuals in the community that needed immediate services. I worked with substance abusers in need of detoxification and counseling, mentally ill and/or developmentally disabled individuals in need of crisis services, commitments and any individual that needed to talk to a crisis counselor.
- 9/95 – 5/96     Moses Cone Hospital, Intern, Greensboro, North Carolina. This was an internship experience related to my graduate studies in social work. The social work staff had expressed to hospital administrators for the need to have social work services in the Emergency Department (ED) and the Out-Patient Clinic; I worked in these areas and recorded data to help substantiate that need. Based on this work I developed a proposal, which consisted of literature review and personal experiences that was to be presented to the hospital to help demonstrate the need

for a social worker in the ED. Because of the work and research that I conducted, a social work staff position was approved for the ED.

5/94 – 5/95 Triad Health Project, Case Manager, Greensboro, North Carolina. This job consisted of case management work with individuals who are HIV+ or had AIDS. I worked with an average of 60 clients and their family members or significant others in dealing with the issues that arise due to being HIV+. I conducted bio-psychosocial assessments, counseled clients and family members in dealing with their HIV status, and coordinated services between clients and other social services agencies. In this position I also provided education and training outside the agency about HIV/AIDS as well and community outreach.

11/86 – 11/91 United States Army/Reserves. Began training at the US Army Infantry School, Fort Benning, GA. Assigned to the 4<sup>th</sup> Infantry Division. Trained at the Basic Non-commissioned Officer Course at Fort Jackson, SC. Attended the Leadership Academy (Drill Sergeant School) at Fort Jackson, SC and assigned to the 108<sup>th</sup> Training Division in the US Army Reserves.

### **Scholarly Publications**

- Hunnicutt, G. and **Rhodes, D. T.** (June, 2015). *Meditation Practices and the Reduction of Aggression and Violence: A Gender-Sensitive, Humanitarian, Healing-Based Intervention*. In Janelle Joseph and Wesley Crichlow (Eds) Alternative Criminal Rehabilitation: Arts & Physical Engagement.
- M. F. Taylor, & **Rhodes, D. T.** (2011). *Unforeseen Implications of Regulation to Authenticity in Clinical Practice*. Clinical Social Work Practice. Vol. 39, Issue 3, September 2011.
- Rhodes, D. T. (2010). *Boy Soldier, Toy Soldier: The Media, Body Image and the Militarization of adolescent males*. In S. R. Steinberg, & M. Kehler (Eds.), Boy Culture: An Encyclopedia. Westport, CT: Greenwood Publishing.
- Rhodes, D. T. (2007). *Emma Goldman*. In J. L. Kincheloe & R. A. Horn Jr. (Eds.), The Praeger Handbook of Educational Psychology (pp. 94 – 102). Westport, CT: Praeger Publishers.

### **Articles in Development**

- M. Floyd & Rhodes, D. T. *Fostering a supervisory relationship that allows for mistakes*.
- Rhodes, D. T. & Floyd, M. *Are Radical Social Work and Clinical Social Work Compatible?*
- Rhodes, D. T. & Rinker, J. *Engaged Buddhism and Peace Practice with Immigrant and Refugee Buddhist Communities*.

- Rhodes, D. T. *Application of Engaged Buddhism and the Development of Social Work in Southeast Asia*.
- Rhodes, D. T. *Engaged Buddhism in the South: The role of Buddhist Monastic's as Social Workers and Community Builders in Immigrant and Refugee Communities*.

### **Book Reviews**

- Rhodes, D. T. (2010). Review of Radical Social Work in Practice: Making a Difference, by Iain Ferguson & Rona Woodward. *Sociological Inquiry*, Vol. 80, Issue 2, May 2010.
- Rhodes, D. T. (2007). Review of Ecofeminism, Globalization, and World Religions, by Rosemary Radford Ruether. *Sociological Inquiry*, Vol. 77, Issue 1, February 2007.

### **Community Presentations and Invited Talks**

- Forum Facilitator (September, 2015). *Disability Gain Forum: A Conversation about Disability and Inclusive Communities*. Forum Members: Buck Cochran, Ed Dickerson, Ann Fox, **Daniel Rhodes**. Peacehaven Community Farm, Whitsett, NC.
- Rhodes, D. T., Rinker, J. (October, 2015). *Buddhist Peace Praxis: Pedagogical Interconnections between Buddhist Communities and Peace Theory*. Peace and Justice Studies Association Annual Conference. Harrisonburg, VA.
- Rhodes, D. T. (March, 2015). *English, Buddhist Kamma and Merit Making*. Class taught for children studying English from the GEE English Academy. Taught at Wat Chedi Luang (Buddhist Temple), Chiang Mai, Thailand.
- Rhodes, D. T. (March, 2015). *English and Buddhist Ethics*. Class taught for children studying English from the GEE English Academy. Taught at Wat U-Mong (Buddhist Temple), Chiang Mai, Thailand.
- Rhodes, D. T. (October, 2014) *Immigrant and Refugee Buddhist Communities & Engaged Buddhism*. New Garden Friends School, Greensboro, NC.
- Hunnicutt, G., **Rhodes, D. T.** (March, 2014). *Meditation Practices and the Reduction of Aggression and Violence: A Gender-Sensitive, Humanitarian, Healing-Based Intervention*. 85<sup>th</sup> Annual Meeting of the Pacific Sociological Association. Portland, OR.
- Rhodes, D. T. (November, 2013). *Conflict Resolution and Peace Building*. National Association of Social Workers (North Carolina Chapter) Annual Fall Conference. Asheville, NC.

- **Rhodes, D. T.**, Marwah, S. (October, 2103). *Student Perceptions of Research and Scholarship: Challenges and Improvements*. International Society for the Scholarship of Teaching and Learning Annual Conference. Raleigh, NC.
- Panel Member (March, 2013). *Self and Community Care*. Panel: Kembra Howdeshell, **Daniel Rhodes**, James Lamar Gibson, Helen Mandalinic. Quaker Leadership Scholars Program Annual Conference. Greensboro, NC.
- Rhodes, D. T. (April, 2013). *Engaged Buddhism and Community Building*. Program for World Religions for the Adventures in Learning Program of Greensboro's Shepherd's Center, First Baptist Church. Greensboro, NC.
- Floyd, M., & **Rhodes, D. T.** (July, 2012). *Protecting Authenticity while still Protecting your Practice*. National Association of Social Workers (North Carolina Chapter) 15<sup>th</sup> Annual Clinical Social Work Summer Institute. Wilmington, NC.
- Panel Member (September 11, 2011). **Ten Years Later: Academic Reflections on 9/11**. Moderator: Max Carter, Friends Center Director. Presenters: Ken Gilmore, Political Science, *International Politics and 9/11*; Zhihong Chen, History, *The Pacific War and 9/11*; Bob Williams, Economics, *Economics Consequences of 9/11*; Eric Mortensen, Religious Studies, *Why do they hate us? 9/11 as Star Wars*; **Daniel Rhodes, Community and Justice Studies, Structural Racism and 9/11: Impact on Immigrant Communities**; Parveen Hasanali, Religious Studies, *Islamophobia*; Jeremy Rinker, Peace and Conflict Studies, *Lessons from 9/11 for Conflict Transformation*. Joseph Bryan, Jr. Auditorium, Guilford College.
- Floyd, M., **Rhodes, D. T.** (July, 2011). *Fostering a Supervisory Relationship that Embraces Fallibility*. National Association of Social Workers (North Carolina Chapter) 14<sup>th</sup> Annual Clinical Social Work Summer Institute. Wilmington, NC.
- **Rhodes, D. T.**, Floyd, M. (November, 2010). *Protecting a Spiritually and Philosophically Balanced Understanding of Ethics in a Litigious Society*. Closing Keynote Presentation, National Association of Social Workers (North Carolina Chapter) Annual Fall Conference. Asheville, NC.
- Floyd, M., Beerman, D., **Rhodes, D. T.** (April, 2010). *Social Work and Ethics*. UNC-Greensboro/NC A&T Joint Masters of Social Work Alumni Luncheon. Greensboro, NC.
- **Rhodes, D. T.**, Toney, S. (July, 2009). *Working with Cluster B Personality Disorder*. National Association of Social Workers (North Carolina Chapter) 12<sup>th</sup> Annual Clinical Social Work Summer Institute. Wilmington, NC.
- Rhodes, D. T. (November, 2008). *Ecopsychology and Social Work*. National Association of Social Workers (North Carolina Chapter) Annual Fall Conference. Asheville, NC.



- Rhodes, D. T. (November, 2006). *Acculturation vs. Assimilation vs. Syncretistic: A Look at a Vietnamese Buddhist Community in the U.S.* American Educational Studies Association Annual Meeting. Spokane, WA.
- Rhodes, D. T. (November, 2005). *Democracy and Anti-Intellectualism.* American Educational Studies Association Annual Meeting. Charlottesville, VA.
- Rhodes, D. T. (November, 2004). *Growth through Mindfulness: Using Eastern Philosophical Techniques in Education.* American Educational Studies Association Annual Meeting. Kansas City, MO.
- Rhodes, D. T. (June, 2001). Panel Member. *The New North Carolinian: Service Delivery to Immigrant and Refugee Families.* Greensboro Area Health Education Center Training Session. Greensboro, NC.

### **Other Publications**

- Rhodes, D. T. (2011). Social Vs. Lifestyle Anarchism (interview). <http://www.avantgreensboro.com/category/news/social-vs-lifestyle-anarchism-an-interview-with-dr-daniel-rhodes.html>
- Rhodes, D. T. (2013). *Haiku Journal.* (Issue # 14).

### **Licensure, Certifications and Trainings**

- North Carolina Licensed Clinical Social Worker (C003430 issued in 1999)
- Certified Clinical Supervisor. Training conducted and certification issued by the North Carolina chapter of the National Association of Social Workers (2009)
- Certified Dialectical Behavioral Therapy (DBT). Linehan Training Group from the University of Washington. Seattle, Washington (1999)
- Trained in Brief, Solution Focus Therapy
- Trained in Network Intervention by John Edwards, Ph.D. Intense, solution focused therapy concentrating on conflict resolution and restorative practices for families
- Certified Disaster Mental Health training through the American Red Cross
- Certified Basic Law Enforcement Training, Davidson County Community College, Lexington, NC (1990)
- Leadership Academy, US Army, Fort Jackson, SC (1989)
- Basic Non-Commissioned Officers Course, US Army, Fort Jackson, SC (1987)

## **Honors and Awards**

- Self Fellowship, 2007 – 2008
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- Stern-Ruskin Scholarship, 1993 – 1994
- Senior Scholar, for Academic Excellence, School of Human Environmental Sciences, University of North Carolina at Greensboro, 1994
- Lambda Alpha, National Anthropology Honor Society, April 1994
- Alpha Rho Chapter of Alpha Delta Mu, National Social Work Honor Society 1993
- Junior Scholar, for Academic Excellence, School of Human Environmental Sciences, University of North Carolina at Greensboro, 1993.
- Outstanding Departmental Service Award by the Department of Social Work in 1993

## **Professional Memberships**

- Social Welfare Action Alliance
- Peace and Justice Studies Association
- National Association of Social Workers
- Buddhist Peace Fellowship
- Fellowship of Reconciliation
- Association for Contemplative Mind in Higher Education