

Winter 2015

Connections

A Magazine for Alumni & Friends of the School of Social Work

Behavioral Health: *Treating the Whole Person*



UNIVERSITY of MARYLAND
SCHOOL OF SOCIAL WORK

Dean's Welcome



I am pleased to welcome you to the latest issue of *Connections*. This issue lifts up our work on behavioral health. The School is working hard to ensure that we are able to meet the psychosocial needs of children, adults, and families in ways that help achieve the triple aims—better care, better health, and lower per-capita costs—of the Affordable Care Act. A new specialization in behavioral health, an expansion of our MSW program offerings at Shady Grove that focus on behavioral health, and three new HRSA grants are among the ways we are working toward this goal.

The faculty and staff of the School have also found time to advance our strategic plan in support of a range of innovations and improvements in education, community impact, research, diversity, the profession and financial resources; see: www.ssw.umaryland.edu/about-the-ssw/strategic-plan/.

We are also remain deeply committed to help strengthen the profession because we will not succeed as a school without a strong profession and the profession needs us to help lead into a more science-informed future. Part of that effort involves providing support to the American Academy of Social Work and Social Welfare's *Grand Challenges of Social Work* initiative and chapter leadership for the Network for Social Work Management. Each of these extends existing strengths of the School of Social Work.

This fall has seen an acceleration of ongoing conversations about how to best teach effective communications about diversity and to achieve our mission of improving social and economic justice at a time when there is too little racial justice. As part of this effort, we are working closely with the School of Law to integrate our efforts to achieve broader access to justice. We are also formalizing the role of our Diversity and Anti-Oppression Work Group, which is comprised of faculty, students, staff, and alumni.

This academic year has already proven to be a year of continuity—in this case continued growth in the size of our faculty and staff. This growth allows us to deliver all that we are asked, and that we promise to do, for our students, alumni, and community partners. Our growth puts pressure on all of us but also allows us to respond to opportunities that arise and deepen our pool of expertise. I am thrilled to see the deepening of our capacity and hope that the excitement this generates comes through the pages of *Connections*.

Please accept my very warmest wishes for a healthy and productive New Year!

Richard P. Barth, PhD, MSW
Dean and Professor

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Connections is published once a year by the University of Maryland School of Social Work. Send comments to:

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Born Retires After 36 Years



The guest of honor, Cathy Born, with Dean Richard Barth.

Cathy Born, Research Associate Professor and Director of the Family Welfare Research and Training Group (FWRTG) at the School of Social Work has retired after 36 years of outstanding leadership and accomplishments.

Born, a national leader in welfare research, was the first-ever Research Assistant Professor and then Research Associate Professor at the School. She created the FWRTG from scratch and developed it into an acknowledged leader in using administrative data to shape and monitor cash assistance and child support legislation and programs; key highpoints are that their work directly resulted in the first-ever legislative update to the 20-year-old support guidelines and to the form and content of welfare reform. In addition, Born and her FWRTG team brought a record-setting \$60+ million dollars in external funding to School and, more than once, have been the #1 non-physician grant-getter, ranking as high as #11 on campus.



One of her retirement gifts was a bobblehead likeness of herself.



Above & Below: Smiles all around as friends and co-workers wished her a happy retirement.



New Grants Help Establish New Centers and Programs



Marlene Matarese

The School of Social Work, in partnership with the Center for Adoption Support and Education (CASE), the lead organization, has been informed that the School has been awarded the National Adoption Competency Mental Health Training Initiative. CASE is the lead on this 5-year grant from the U.S. Department of Health and Human Services, Children’s Bureau, worth \$9M. The School of Social Work’s sub-contract is just over \$2.5M, total for those 5 years. Marlene Matarese of the School’s Institute for Innovation and Implementation is the Principal Investigator, the Institute’s Meredith Waudby is the Project Director, and Associate Dean for Research Bethany Lee is the Research Director. This National Center involves, principally, identification of treatment competencies, followed by online training, ongoing consultation, and support. Significant effort and expertise will be applied to ensure that the training is being delivered with fidelity and the adoption-competent services are being delivered faithfully.

The School has also learned that the Children’s Bureau has awarded us a five-year, \$1,250,000 grant to address child sexual trafficking victimization (CSTV) within the child welfare and juvenile justice population. Research Assistant Professor Nadine Finigan-Carr is the Principal Investigator on the project, which has drawn extensively on experiences of our staff, research faculty, and clinical faculty. The School’s Jill Farrell, Neil Mallon, and Charlotte Bright are among those who contributed to this proposal’s development based on their considerable experience with this topic.

It s worth noting that these new awards come on top of three HRSA grant awards, also received this past summer: (1) SBIRT implementation, (2) BHWISE field placement stipends



Paul Sacco, PhD



Ed Pecukonis, PhD

and support for agencies working with behavioral health interventions for young adults (both under the leadership of Paul Sacco), and (3) the rejuvenation of the HRSA funded Public Health Social Work Center which is under the leadership of Associate Professor Ed Pecukonis.

The Center for Public Health Social Work Education trains dual degree MSW/ MPH students; MSW social workers specializing in public health; provides leadership training for the next generation of public health social workers; and updates faculty knowledge and skill in public health practice. The proposed project will continue to provide a national model of social work leadership training.

The Behavioral Health Workforce Integration Service and Education (BHWISE) will recruit and train 83 advanced-year MSW students in behavioral health services for children, adolescents, and transitional-age youth through field placements in integrated care settings, coursework, and seminar content on interprofessional education, behavioral health prevention and intervention.

The University of Maryland School of Social Work seeks to train three cohorts of our Master of Social Work students in SBIRT (Screening, Brief Intervention, and Referral to Treatment) skills. These trainees represent the diversity of students pursuing social work graduate education. The School plans to train 25 students in Year 1, and nearly 40 in Years 2 and 3, for a total of more than 80 students.

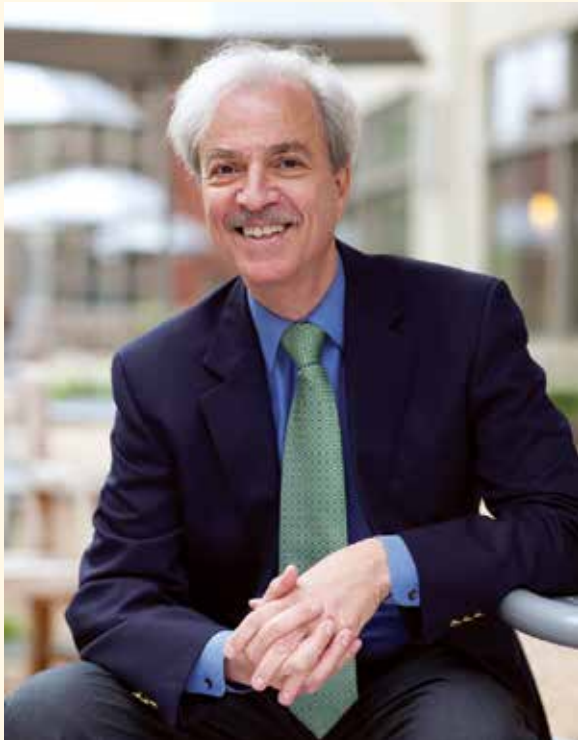
BDSRA Partners with the SSW to Develop Needs Assessment Project

Since January 2014, nine graduate students from the University of Maryland School of Social Work have been busy working with the Battan Disease Support and Research Association staff to develop a multi-faceted and comprehensive family needs assessment for Batten disease parents and primary caregivers. This research project consists of detailed interviews with parents, guardians and primary caregivers who have affected children, as well as a broader online survey for parents, guardians, and primary caregivers living in the United States and Canada. Over time, Batten Disease affected children suffer mental impairment, worsening seizures, and progressive loss of sight and motor skills.

Eventually, children with Batten disease/ NCL become blind, bedridden and unable to communicate, and, presently, it is always fatal. The nine students are Kari O’Donnell, Elizabeth Weber, Shannah Bateman, Amy Woodrum, Kristin Hinrichs, Susan Citro-Dugge, Lauren Linn, Jacinta Casey, and Jamie Englert.

The results of the interviews and survey will help shape future BDSRA programming and services, making them more relevant and timely for Batten families. The project has also helped a group of students new to Batten disease and rare disease get a clearer picture of the physical and psychosocial needs of families.

According to Karen Hopkins, PhD, associate professor at the School who is leading the study, this project is a collaboration that benefits both the non-profit being served and the graduate students. “We take very seriously the need for our students to have real-world research experience by the time they graduate from our program,” Hopkins said. “By partnering with BDSRA, nine of our most promising students have learned about Batten disease, the needs of families and helped managers better understand service delivery to families who rely on them.



REISCH PRESENTED LIFETIME ACHIEVEMENT & FOUNDER'S DAY AWARDS

Professor Michael Reisch, the School's Daniel Thursz Professor of Social Justice, received the Lifetime Achievement in Social Work Education Award from the Council for Social Work Education (CSWE) for his consistent and ongoing professional achievements and contributions to social work education, research, service, and practice. He was also recently presented with the University of Maryland, Baltimore's Teacher of the Year award.

Reisch's dedication to scholarship and service began in 1965 with his editorship of New York University's *Heights Daily News*; it has continued into the present with his 2014 publication, *Social Policy and Social Justice*. An academic star from the beginning, Reisch achieved distinction for his scholastic performance at the undergraduate, graduate, and doctoral levels.

A former Woodrow Wilson Fellow and Fulbright Senior Scholar, Reisch has authored or edited more than 25 books and monographs and published more than 100 articles and book chapters. He also has presented more than 300 papers at state, national, and international conferences including presentations on the history and philosophy of social welfare; the effect of globalization on the future of the welfare state; the relationship of social justice and multiculturalism to social policy and social work practice; radical social work; community organization theory and practice; the nonprofit sector; and contemporary policy issues, particularly welfare reform. His work is so valued internationally that it has been translated

into Bulgarian, Chinese, French, German, Italian, Japanese, Korean, Russian, and Spanish, and he has lectured widely in Asia, Australia, Europe, and Latin America.

In addition to Maryland, Reisch has held faculty and administrative positions at the University of Michigan, the University of Pennsylvania, San Francisco State University, and SUNY Stony Brook and was a visiting professor at the University of California, Berkeley; the New Bulgarian University in Sofia; and, as a Fulbright Senior Scholar, at the University of Queensland in Brisbane, Australia. He is well-known for his ability to practically apply the concepts of equality and social justice to social policy and social work practice.

Not only is Dr. Reisch a strong contributor to the social work knowledge base and to social work education, he also has participated in enhancing social policy and practice. He has played leadership roles in national and state advocacy and in professional and social change organizations that focus on the needs of low-income children and families, welfare recipients, and unemployed or homeless persons. He has directed or consulted on political campaigns at the federal, state, and local levels in four states and been honored for his work by numerous local and national nonprofit organizations, professional associations, and universities including the Maryland General Assembly, the San Francisco Board of Supervisors, and the National Association of Social Workers.

(article credit to CSWE)

Promotions Announced at the SSW

The SSW's Charlotte Bright, PhD, Nalini Negi, PhD, Tanya Sharpe, PhD, and Terry Shaw, PhD, have been promoted to associate professors with tenure. In addition, Haksoon Ahn, PhD, was promoted to Research Assistant Professor. Christine Callahan and Nadine Finigan have been promoted to Research Assistant Professors.

In other promotions, Matt Conn, BS, was promoted to Assistant Dean for Communications. Becky Davis, MSW, was promoted to Assistant Director of the School of Social Work's Social Work Community Outreach Service. David Flinchbaugh, BA, has been promoted to Associate Dean for Development and Special Assistant to the VP for Development.



Charlotte Bright, PhD



Nalini Negi, PhD



Tanya Sharpe, PhD



Terry Shaw, PhD



Haksoon Ahn, PhD



Christine Callahan, PhD



Matt Conn



Becky Davis, MSW



David Flinchbaugh



Nadine Finigan, PhD

Caring for the Caregivers



Kaila Williams, a recent graduate of the University of Maryland School of Social Work, specializes in aging. Also an avid yoga practitioner, she found a way to bring her two passions together. Williams created an eight-week course for people providing end-of-life care for their family members. The course blends counseling, yoga, meditation, and breathing exercises to relieve caregivers' stress, to improve their physical and mental well-being and, most precious of all, to make their final days with their loved ones more peaceful and more rewarding.

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Lee Cornelius
Recognized as
Leading Scholar



Professor Lee Cornelius, PhD, was recognized as one of the most cited African American scholars in social work, in a new analysis published in *Research in Social Work Practice*. Cornelius is listed in a tie for fifth in terms of H-Index scores, with a 12. Cornelius's book, *Designing and Conducting Health Surveys: A Comprehensive Guide*, has been cited almost 1,200 times. In addition, Oxford University Press has published Cornelius' and Professor Donna Harrington's, newest book *A Social Justice Approach to Survey Design and Analysis*.

Davitt Named
Fellow of GSA



Associate Professor Joan Davitt, PhD has been named a fellow of the Gerontological Society of America. The status of fellow - the highest class of membership within the Society - is an acknowledgment of outstanding and continuing work in gerontology. This recognition can come at varying points in an individual's career and can acknowledge a broad scope of activity. This includes research, teaching, administration, public service, practice, and notable participation within the organization. Fellows are chosen from each of GSA's four membership sections. Davitt was named a fellow from the GSA's Social Research, Policy, and Practice Section. The Gerontological Society of America (GSA) is the nation's oldest and largest interdisciplinary organization devoted to research, education, and practice in the field of aging.

Shaw Appointed to Lead
Ruth H. Young Center



Terry V. Shaw, PhD

Dean Richard Barth has named Associate Professor Terry V. Shaw, PhD, as Director of the Ruth Young Center for Children & Families (RYC). Shaw will work closely with our colleagues in the Family Welfare Research and Training Group to see that the two organizations are productively integrated during the near and longer term. In his announcement, Dean Barth thanked Deborah Linsenmeyer, Educational Director of the School's Title IV-E Education for Public Child Welfare Program, for having steered the RYC as Interim Director while Professor Diane DePanfilis was away last year. Dean Barth had high praise for DePanfilis in his announcement, "Many thanks, to Diane for her longstanding leadership of the RYC. The RYC would not be the nationally recognized entity that it is without Diane having helped to develop and recruit great faculty and staff and lending the glow of her international recognition to the RYC."

DePanfilis Named
AASWSW Fellow



Diane DePanfilis, PhD

Professor Diane DePanfilis, PhD, has been named an Academy for Social Work and Social Welfare Fellow. The Academy is an honorific society of distinguished scholars and practitioners dedicated to achieving excellence in the field of social work and social welfare through high-impact work that advances social good. DePanfilis was selected for her many years of outstanding research and practice implementation on issues surrounding family and child welfare. She is most known for her work in establishing Family Connections and replicating the successful program in cities across the country. Dean Richard Barth is also a Fellow and President of the organization. Professor Jesse Harris is a Fellow, too. In all, there are over 80 Fellows nationwide.

Four New Faculty Join the SSW Family



Sarah Dababnah, PhD



Jordan DeVyllder, PhD



Michelle Tuten, PhD



Suzanne Fields, MSW, LICSW

Joining the faculty this year were Sarah Dababnah, PhD (UNC-Chapel Hill); Jordan DeVyllder, PhD (Columbia University); and Michelle Tuten, PhD (UMB). With degrees from the University of North Carolina and John's Hopkins University, Assistant Professor Dababna is especially interested in issues surrounding developmental disabilities and families. DeVyllder has earned degrees from Columbia University and Georgia Tech. He has keen interest in the prevention of early onset mental health disorders. He joins our faculty as an Assistant Professor. A graduate of the School's PhD program, Tuten returns to us to become an Assistant Professor. She also has a

degree from Louisiana State University. Tuten comes to us from Johns Hopkins University where she worked as a substance abuse treatment researcher. Also joining the staff is Suzanne Fields, MSW, LICSW. She has joined the School as a Clinical Instructor for Health and Behavioral Health Policy and Finance. Suzanne joins the Institute for Innovation & Implementation after many years of collaborating with them under different auspices. Suzanne will be working closely with states, government agencies, and academic and research institutions by providing technical assistance, leadership, and coordination of policy and finance initiatives.

Three Join SSW Board



Tony Brandon



Barbara Brody



Joan Zlotnick

Three distinguished individuals have joined the School of Social Work's Board of Advisors. Tony Brandon, president and general manager of WYPR Radio; Barbara Brody, former co-chair of the School's Capital Campaign and Modell Domestic Violence speaker series; and Joan Zlotnick, director of the Social Work Policy Institute—a part of the NASW Foundation.

PhD Student Bartley Named
Doris Duke Fellow



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Chapin Hall at the University of Chicago named Leah Bartley, a PhD student at the SSW, a 2014 Doris Duke Fellow for the Promotion of Child Well-Being. Bartley joins the fourth cohort of the Doris Duke Fellowships for the Promotion of Child Well-Being—seeking innovations to prevent child abuse and neglect. The 15 fellows were chosen from a highly competitive applicant pool by a panel of

experts convened by Chapin Hall at the University of Chicago. These fellowships are designed to identify and develop a new generation of leaders interested in and capable of creating practice and policy initiatives that will enhance child development and improve the nation's ability to prevent all forms of child maltreatment.

FACULTY LAURELS



Dean **Richard Barth, PhD** delivered the keynote address on the School's National Center for Evidence Based Practice in Child Welfare at the 13th European

Scientific Association on Residential and Family Care for Children and Adolescents Conference held in Denmark. Barth also spoke at a U.S. Senate HELP Committee Briefing in Washington, DC. He, and three other invited panelists, discussed Changing Frames and Expanding Partnerships to Promote Children's Mental Health and Social/Emotional Wellbeing.



Associate Professor **Banghwa Casado, PhD**, has been awarded a DHHS R03 research grant to study "Help-Seeking Intentions for Alzheimer's

Among Korean Americans." The grant, which is for over \$98,000, was awarded by the U.S. Department of Health and Human Services' Agency for Healthcare Research and Quality.



Associate Professor **Kathryn Collins, PhD**, was named the SSW's Student Government Association's Exemplary Faculty Award Winner for 2014.

Professor Lee Cornelius, PhD, has been elected Vice President of the National Association of Social Workers' Maryland Chapter.



Professor **Diane DePanfilis, PhD**, opened the Association of Children's Welfare 2014 Conference in Sydney, Australia with a Plenary and presented a

Master Class. Her keynote address was titled, "Preventing Child Maltreatment: Using successful implementation strategies and tracking outcomes for children and families."

Adjunct faculty member **Roger Friedman, PhD**, delivered the keynote address at Colorado's first State-wide Strengthening Families and Communities Conference.



Assistant Professor **Geetha Gopalan, PhD**, has been awarded over \$362,000 from the National Institute for Mental Health for an R21 developmental

research grant to explore "Improving Child Behavior Using Task Shifting to Implement Multiple Family Groups in Child Welfare." Gopalan's research work will take place in New York City and here at the School of Social Work.



Bethany Lee, PhD, delivered the keynote address at the Coalition for Residential Education's 20th Anniversary conference. Her talk was titled: "Outcomes in

Residential Education: What We Know and What We Need to Know."

Debra Linsenmeyer, MSW, Director of the Title IV-E program, was inducted into the Phi Alpha Social Work National Honor Society at UMBC as an honorary member. Linsenmeyer was elected by the BSW social work Phi Alpha executive board of student officers.



Jeffrey Singer, MSW, an adjunct faculty member, received the 2014 Outstanding Practitioner Award from the Association for Community Organization and

Social Administration (ACOSA). He was honored for his many years of work as the Executive Director of Health Care for the Homeless in Baltimore.



Maryland Governor Martin O'Malley has named Associate Professor **Tanya Sharpe, PhD**, as a 2014 Governor's Victim Assistance Award winner. Sharpe was

nominated based on her research on family survivors of homicide victims.



Professor **Jennifer Swanberg, PhD**, was an invited speaker at the Alliance for Work-Life Progress (AWLP) annual Work-Life Forum, where she presented her

research on health-integrated organizations and strategies for leveraging workplace flexibility to promote employee health.

FACULTY PUBS

Professors **Lee Cornelius** and **Donna Harrington's** newest book **A Social Justice Approach to Survey Design and Analysis** has been published by Oxford University Press. The book uses the concepts of social justice, equity, health disparities and social determinants of health to provide a framework for researchers to both engage in social justice research as well as to evolve as social justice practitioners.

Michael Reisch, Daniel Thursz Distinguished Professor of Social Justice, recently published **The Routledge International Handbook of Social Justice**, which includes essays by 36 international scholars. Dr. Reisch is the editor and author of 4 essays. Contributors include **Jeff Singer**, former head of Health Care for the Homeless and a faculty member at the School of Social Work.

Marian L. Palley (University of Delaware) and Professor Emeritus **Howard A. Palley** have published a new book, **The Politics of Women's Health Care in the United States**. From the publisher Palgrave Macmillan, "In a social and political environment that has become more accepting of gender equity, women's health issues have emerged in the forefront of the social policy agenda of the United States. The organized women's movement has been successful in many of its endeavors to improve opportunities for women in society in areas such as education, business, sports and the professions. As this book shows, they also have been successful in changing the definition of women's health and placing many elements of health care needs on the nation's policy agenda."

In the book **In Our Hands: The Struggle for U.S. Child Care Policy**, alumna Elizabeth Palley and the School's **Corey Shdaimah**, Associate Professor, explore the reasons behind the relative paucity of U.S. child care and child care support. According to the publisher, "Working mothers are common in the United States. In over

half of all two-parent families, both parents work, and women's paychecks on average make up 35 percent of their families' incomes. Most of these families yearn for available and affordable child care-but although most developed countries offer state-funded child care, it remains scarce in the United States. And even in prosperous times, child care is rarely a priority for U.S. policy makers. Why, the authors ask, are policy makers unable to convert widespread need into a feasible political agenda? They examine the history of child care advocacy and legislation in the United States, from the Child Care Development Act of the 1970s that was vetoed by Nixon through the Obama administration's Child Care Development Block Grant."

Other recent faculty research publications include:

Stewart, C. J., Kum, H. C., **Barth, R. P.**, & Duncan, D. F. (2014). Former foster youth: Employment outcomes up to age 30. *Children and Youth Services Review*, 36, 220-229.

Chorpita, B. F., Daleiden, E. L., & **Collins, K. S.** (2014). Managing and adapting practice: A system for applying evidence in clinical care with youth and families. *Clinical Social Work Journal*, 42(2), 134-142.

DeVylder, J. (2014) Maximizing benefits and minimizing risks in the primary prevention of schizophrenia. *Social Work*, 59(4), 363-365.

Greif, G. L. (2014) The voices of fathers in prison: Implications for family practice. *Journal of Family Social Work*, 17(1), 68-80.

Greif, G.L. (2014) "What I learned leading fathering groups for federal detainees" in the most recent issue of *Reflections: Narratives of Professional Helping*, 18(4), 7-16.

Frey, J.J., Collins, K., Pastoor, J., and Linde, L. (2014) Social workers observations of the needs of the total military community. *Journal of Social Work Education*, 40(4), 712-729.

Lindsey, M.A., Brandt, N.E., Becker, K.D., **Lee, B.R., Barth, R.P.**, Daleiden, E.L. & Chorpita, B.F. (2014) Identifying the common elements of treatment engagement interventions in children's mental health services. *Clinical Child and Family Psychology Review*, 17(3), 283-298.

Woodruff, K., **Murray, K., & Rushovich, B.** (2014). Kinship caregiver perception of a state-supervised kinship navigator program. *Journal of Family Social Work* 17(2), 136-153.

Palley, H.A. (2013). Long-term care service policies in three Canadian Provinces: Alberta, Quebec, and Ontario — Examining the national and subnational contexts. *International Journal of Canadian Studies*, 47, 57-85.

Aparicio, E., **Pecukonis, E. V.**, & Zhou, K. (2014). Sociocultural factors of teenage pregnancy in Latino communities: Preparing social workers for culturally responsive practice. *Health & Social Work*, 39(3), 1-6.

Shdaimah, C.S., Kaufman, B.R., **Bright, C.L.**, & Flower, S.M. (2014). Neighborhood assessment of prostitution as a pressing social problem and appropriate responses: Results from a community survey. *Criminal Justice Policy Review*, 25(3), 275-297.

SWCOS Civic Warriors Fund Goes INTO ACTION!



From the left: Branden McLeod, Faculty Field Instructor; Amy Naylor, Foundation Student Intern; Tenille Patterson, CFUF's COO; Wendy Shaia, SWCOS Executive Director; Catherine Pitchford, CFUF's Client Services Manager; Yoko Stevens, Foundation Student Intern; Joseph Jones, CFUF's President/CEO; and Amy Lang, Foundation Student Intern.

Civic Warrior Fund

The Civic Warrior Fund was established to mark the 20th Anniversary of SWCOS and acknowledge the retirement of SWCOS Director Dick Cook after eighteen years of leadership. Dick's vision for the Civic Warriors Fund was to provide support for field instructors and students in unique field placement to significantly improve an issue or need in Baltimore. The Fund is endowed and supports student stipends, faculty field placement supervisors, and student professional development related to the field placement.

Additional contributions to the Civic Warrior Fund can be made by sending a check to UMBF, Inc./ Civic Warrior Fund, Attention: Sarah Wise, 525 W. Redwood Street, Baltimore, MD 21201 or online at www.ssw.umaryland.edu/giving, "fund: Other," "description: Civic Warrior Fund.

Hearing a strong call to action during a national meeting SWCOS Director, Wendy Shaia was able to use the recently created Civic Warrior Fund to address a community need. Joe Jones, President/CEO of the nationally renowned Center for Urban Families (CFUF), addressed The Campus Compact audience and put out a call for universities to work more closely to connect services and engage with low-income fathers. The Campus Compact is a coalition of colleges and universities who meet with community leaders to address social needs and advocate for social change.

Director Shaia said "The School of Social Work was challenged by this noted civic organization to address a real need in Baltimore, and the Civic Warrior Fund allowed us to step up immediately, and partner with an organization already working in the policy arena, without duplicating effort."

CFUF's particular need arose as they implement the new pilot program, Couples Advancing Together (CAT), which was signed into law by Governor Martin O'Malley in May 2013. CAT provides healthy relationship skill building, employment assistance, and case management services to

couples who receive public benefits through the Department of Social Services.

The Civic Warrior Fund at SWCOS allows each organization to play on its strengths. CFUF has strength in working with policy, and SWCOS has strength in community organizing. Shaia notes "CFUF is working to create a policy shift that stops low-income families from being separated. We know that if we can keep families together they will be economically and socially stronger. With interested students and the Civic Warrior Fund, funding was no longer a stumbling block."

Shaia engaged Branden McLeod, a faculty field instructor at the School who teaches social welfare policy. Three foundation year students are working with CFUF to provide enrollment, assessment, case management, and group counseling for fathers and their families. McLeod reports "the new partnership engages fathers in policy level change. The program's goal is to have our students connect with CFUF participants in advocacy where service learning and community engagement can come together."

The Open Society Institute (OSI)



The Open Society Institute (OSI)-Baltimore has awarded a grant to the Social Work Community Outreach Service (SWCOS) in the amount \$418,000 to support the creation of *The Center for Positive School Climate and Supportive Discipline*. The Center will work with public schools across Maryland to reduce disparities in school discipline for children of color and children with disabilities to improve student outcomes. In collaboration with Maryland State Department of Education, the Center will provide teachers, staff and administrators with the tools and resources

to create positive school climate and reduce suspensions and expulsions.

School climate refers to the quality and character of the school environment in respect to its norms and values and the relationships between students, teachers, staff, families and community members.

The four broad areas of focus of the Center are: 1) trauma-informed practice; 2) creating classrooms which build resiliency with a focus on engagement, as opposed to behavior management; 3) exploring individual and structural bias and how these biases create

policies which support disparate impact; and 4) restorative and healing practices, including the use of mindfulness for stress reduction and teacher self-care and restorative practices for conflict management.

SWCOS will develop and operate The Center as the lead organization in collaboration with several partners, including: Family Connections of the School of Social Work, C-DRUM (Center for Dispute Resolution at UM Carey School of Law), Associated Black Charities and Towson University School of Education.



Trouble Finding Community and Management Practice Jobs?

Look no further than the SSW's Social Work Community Outreach Service's Job Board!

Located online at: um.umaryland.edu/swcos/jobboard, the site has dozens and dozens of openings at community based agencies in the human service sector.

New jobs are added every week!

Global Impact

lic
service led her on the path to become
ty tor of the Peace Corps.

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The Institute for Innovation & Implementation: Supporting the Implementation of High Quality, Effective, and Sustainable Children's Behavioral Health Services in Maryland and Across the U.S.

by Deborah Harburger, MSW, Senior Policy Analyst and Michelle Zabel, MSS, Institute Director & Clinical Instructor



A recent photo of the staff of the Institute for Innovations and Implementation. The Institute's Director, Michelle Zabel, is on the far right.

The Institute for Innovation & Implementation (The Institute) at the School of Social Work supports state and local governments and organizations in implementing effective systems of care for children, youth, and families. Since 2005, the Institute has worked in Maryland and in more than 38 states and territories to sustain effective systems and clinical practices that best meet the needs of children and youth with complex behavioral health challenges and their families. The Institute is privileged to be involved with many varied initiatives that reflect current federal and state priorities with regard to children's behavioral health, including recognizing, treating, and preventing untoward effects of adverse childhood experiences (ACES) and toxic stress; developing trauma-informed systems and services; implementing and expanding evidence-based and promising practices; promoting effective treatment for first onset of psychosis; and improving the quality and effectiveness of home- and community-based services.

Over the past decade, The Institute has been fortunate to be a part of many key behavioral health initiatives in Maryland and across the nation, many of which have been supported by federal grants, waivers, and contracts from the U.S. Department of Health and Human Services' (HHS) Administration for Children and Families (ACF), Center for Medicare & Medicaid Services (CMS), and Substance Abuse and Mental Health Services Administration (SAMHSA).

The Institute is beginning its 2nd year serving as the coordinating partner of The Technical Assistance Network for Children's Behavioral Health (The TA Network), a SAMHSA-funded national technical assistance center

supporting more than 70 grantees across the country. The Institute is also the Co-Founder and lead financial agent for the National Wraparound Implementation Center, which works to ensure that states, communities, and organizations have access to comprehensive workforce development, policy, financing, and evaluation support for implementing model-adherent, high quality Wraparound. NWIC is providing significant training and implementation in Texas, Mississippi, and many other states.

At home in Maryland, The Institute is supporting the implementation of statewide systems reform initiatives, including Maryland's 1915(i) Home and Community-Based Services Medicaid State Plan Amendment and Maryland's Title IV-E Waiver Demonstration Project, both of which expand the use of

trauma-informed assessments and practices and the availability of high quality, evidence-based and promising practices for children and youth with behavioral health needs. The Institute serves as an intermediate purveyor of evidence-based practices and facilitates the implementation of evidence-based service delivery models, such as the Social and Emotional Foundations of Early Learning (SEFEL). This is done, in part, through the development of online training modules and related fidelity and outcomes monitoring systems. This workforce development capacity has translated into a new role for The Institute as the primary partner with the Center for Adoption Support and Education (CASE) to develop a national online curriculum for mental health training related to adoption under an award from HHS.

The Institute includes faculty and staff from numerous disciplines, including psychology, criminology, law, and social work. The Institute's faculty and staff include many SSW alumni and current students, including Ari Blum, MSW '96, Emily Bradshaw, MSW '06; Emily Goldman, MSW '03; Therese Hackford, MSW '12; Deborah Harburger, MSW '04; Mark Lardner, MSW '05 and current doctoral student; Rebecca (Bertell) Lieman, MSW '12; Jennifer Lowther, MSW '99; Neil Mallon, MSW '06; Marlene Matarese, PhD '13, MSW; Sarah Nativ, MA, current MSW student; Meredith Waudby, MSW '10 and current doctoral student; Lisa McGarrie, MSW '10; Ryan Shannahan, MSW '11; Mathew Uretsky, MSW, MPH and current doctoral student; and, Melissa Watson-Clark, MSW '02.

To learn more or to join The Institute's listserv, please send an e-mail theinstitute@ssw.umaryland.edu. Visit The Institute online at theinstitute.umaryland.edu.

Three Faculty, One Focus—Scholarly Excellence

We recently asked faculty members **Bethany Lee, Associate Dean for Research and Associate Professor (BL)**; **Ed Pecukonis, Associate Professor (EP)**; and **Paul Sacco, Assistant Professor (PS)** their thoughts on teaching, research, behavioral health and how all those fields are changing and the challenges that lie ahead. Here is a recap of our conversation.

Q: Where do you see the future of social work behavioral health in teaching?

EP: Health science is on the verge of the genetics revolution where the brain and behavior will become inseparable. Our profession needs to carve out a role in this evolving field of health care delivery. We need to bring the brain and the central nervous system more fully into our curriculum. We must position ourselves for roles in this system or we will make ourselves irrelevant and antiquated. Yes, we are social workers but perhaps we need to redefine our roles as being a bio-psychosocial worker.

PS: I look forward to the integration of mental health and substance abuse approaches into a unified approach that recognizes the interrelatedness of health, mental health, and behavioral health. When I was an MSW student, I informed another student that I wanted to work with people with mental health concerns, but not with people who have substance abuse problems. He informed me that was the most ridiculous thing he ever heard. He was right. In behavioral health, I hope to support students to utilize approaches that integrate our understanding of health and behavioral health and prepare them to work in systems of care where that is quickly becoming the standard of practice.

BL: Many social workers practice in behavioral health settings, so we need to prepare students for success in this arena. Students will need skills in working with interdisciplinary teams and communicating effectively with professionals from different perspectives. Behavioral health needs for children, youth, and young adults are a key area where President Obama has called for workforce expansion. Social workers can be prepared to respond to these needs.

Q: What do you hope your students leave your class with at the end of a semester?

PS: In every class, I would like students to remember that a relationship is the foundation of effective clinical practice. The most elegant and sophisticated evidence-based practice is useless without it.

BL: In teaching research to MSW students, I hope students are surprised to find themselves interested in research and hopefully some consider pursuing a PhD someday. For my PhD students, I want them to feel equipped to conduct independent research as they embark on their dissertation work.



Ed Pecukonis, Associate Professor; Bethany Lee, Associate Dean for Research and Associate Professor; and Paul Sacco, Assistant Professor

EP: Besides being exhausted from the rigorous curriculum I employ, I want students to leave feeling that they have learned something and are now better prepared to provide social work services within the community. To me, teaching remains both an art and science that needs to instill both self-reflection but also evidence based competencies.

Together, the three are involved in three exciting, new grant projects at the School. “I am delighted to be working with Ed and Bethany on two projects that focus on Behavioral Health, says Sacco. “Our SBIRT Training Project will train students in a model of care designed to screen individuals for at-risk drinking, drug use, and other risk behaviors, providing brief time-limited interventions to those at moderate risk, and referring persons with more severe problems to formal treatment. We are fortunate that our SBIRT Training efforts coincide with a large state initiative to implement the SBIRT approach at Federally Qualified Health Centers and other health related settings.

The Behavioral Health Workforce Integration, Service, and Education (BHWISE) Fellows Program will provide stipends to advanced students interested in pursuing a career working with children, youth, and emerging age adults in integrated behavioral healthcare settings. We are happy to work with the SSW Field office to develop field placements in this area, and we will be developing a series of monthly seminars to support the learning of our fellows.”

Ed Pecukonis is serving as the PI of the New Center for Public Health Social Work Education which trains dual degree MSW/MPH students and MSW social workers specializing in public health; provides leadership training for the next generation of public health social workers; and updates faculty knowledge and skill in public health practice. The Center continues the school's long history providing a national model of social work leadership training.

Verl Lewis Society for Planned Gift Donors to be unveiled in Spring, 2015!

Named for the School's Founding Dean, the Lewis Society will recognize and bring together alumni, faculty and friends who have included the School in their Estate Plans. Look for further info online and in mailings this spring, and watch for the Society's inaugural event in May!

Bliss Gifts Create Substance Abuse Student Scholarship and Planned Gifts for MSW's and PhD's



Donna Leigh Bliss, MSW '91, PhD '05

Donna Leigh Bliss is passionate about social work and the School of Social Work. Convinced she was not smart enough to get a college degree, let alone a master's degree, Bliss is now teaching and leading the social work program at the University of Wyoming. Recently, we talked with her about her life, her work, and her new scholarship for current students at the School of Social Work.

“I entered the School of Social Work in 1989,” says Bliss, “after receiving a BA in Psychology from the University of Maryland, College Park. One of the many aspects I like about the SSW was the opportunity to choose from several different concentrations. Given I was interested in both clinical and administration areas, I chose the Clinical/Macro concentration. It's hard to remember all my professors, but one of my favorites was Tom Vassil. When I first saw him I thought he looked like a high school gym coach, but I really was impressed with how smart and genuine he was. I found him to be quite inspiring. As a matter of fact, he encouraged me to get a PhD in social work, which I eventually did. I wasn't initially thinking about getting a social work degree. My original plan was to get a PhD in clinical psychology. In talking with some of my fellow students during my senior year, I mentioned the things I wanted to do career-wise. When one of them mentioned that I would be able to do all of that in two years with an MSW versus in five years with a PhD, something shifted in my thinking. At that point, social work became the direction for me to go.”

After earning her MSW in 1991, Bliss worked in the substance abuse field in a variety of roles. “At the time, I was working as the director of a halfway house for women who just got out of substance abuse treatment and their children. Something inside me said it was time to get my PhD in social work so I entered the doctoral program in the fall of 2002,” recalls Bliss. She finished the program in 2005 and moved to Georgia to begin her career as an assistant professor of social work at the University of Georgia in Athens. Much like Tom Vassil motivated her before, others were pointing Bliss in a new direction. “After several years there, some current and former Deans of Schools of Social Work encouraged me

to become one myself so I started investigating opportunities in 2012. I wanted to come to a place where I could make a difference. I was also interested, as an east coast girl, to live out west. In 2013, I moved to Laramie, Wyoming where I am now the Director of the Division of Social Work at the University of Wyoming.”

Ever passionate and driven, Bliss is mindful of where it all started for her. “I think it's hard to understand why I have such strong feelings unless you understand that I never thought I was smart enough to get a college education. I was a non-traditional student when I went to college and never believed I could make it. Also, I was the only person in my family to get a college education. To be able to go beyond getting an undergraduate degree was something that I never thought could ever happen; yet it did. To this day I am grateful for the educational experiences I had at the School of Social Work in getting my MSW and PhD degrees. I felt both programs had dedicated faculty that put up with me and inspired me to go far beyond what I thought I was capable of. To this day, I look at where I am and wonder how all of this was possible. In a nutshell, I think many people take being able to get a college education for granted. To be able to then go on and get a graduate and doctoral education at such a prestigious school as the UM SSW is even more of an honor.”

Now Bliss is giving back to her alma mater through a \$2,000 scholarship awarded each year. “I was the recipient of a great gift that I can never repay. I have a special place in my heart for non-traditional students in general, and especially those that want to work in the substance abuse field as I have. My hope is that I might be able to give that extra bit of encouragement that someone needs to keep on working to get his or her degree. I have also established planned gifts to create scholarships for MSW and PhD students at UM SSW in addition to one for undergraduate non-traditional students at the University of Maryland, College Park. The legacy of being able to give back what I received is very important to me so I am glad there are opportunities to give in this manner as well.”

“For me, Bliss concludes, “giving to the School is both a way to express gratitude for what it gave me and a way to support the current generation of students. Our world is filled with many social problems that need to be addressed. I believe social workers will remain at the front lines of dealing with these issues and the School of Social Work will continue to be at the forefront of providing an outstanding education experience for students and service to the state of Maryland, the nation, and the world. If you truly want to make a difference in the world, giving to the School is a great way to make an actual difference.”

Six Decades of Behavioral Health Experience at the Table

Recently, Dean Barth pulled together a cadre of faculty who taught or teach mental/behavioral health at the School of Social Work. Some taught from early on in the School’s history while others are brand new to the faculty family. At the table with **Dean Barth (DB)** were Professor Emeritus **Harry Chaiklin (HC)**, retired professor **Len Press (LP)**, former board president, mental health practitioner, and alum **Stan Weinstein (SW)**, and current faculty members **Jay Unick (JU)**, **Melissa Edmondson Smith (MES)**, and **Michelle Tuten (MT)**. Here is a recap of their engaging and lively conversation.

Our history of teaching mental/behavioral health.

SW: The School began shortly after the institutionalization movement in the country but it was President Kennedy’s Community Mental Health Act that moved us for the first time into outpatient treatment. We moved into community mental health centers when it became big in the 1960s.

HC: At the beginning of the School there were some people in the state that were upset that the head of the Public Welfare Agency, a Mr. Lazarus, was not appointed dean. Basically, the School was then frozen out of most of the mental hospitals for field placements, except Crownsville. Which was still segregated at the time. Other places would not take our students. Crownsville provided wonderful field placements for our students. Wonderful support. Crownsville was a real community.

LP: Eventually, we had students at all the major mental hospitals. Springfield, Eastern Shore, Western Maryland. We had a broad student involvement in public mental health facilities.

DB: Where did substance abuse fit in?

HC: It didn’t.

LP: I don’t remember any content in the foundation human behavior courses early on. In the School’s 1985 catalog we had a policy course, a practice course and an elective course on substance abuse issues but there was not a specialization. I don’t remember having placements in substance abuse agencies either.

SW: I don’t think substance abuse programs evolved until the early 1960s. We didn’t

see it. It was folded under mental health in some vague way like referrals to Alcoholics’ Anonymous. It was not targeted as a specialty.

What should our educational strategies be?

LP: In 1968, I taught the first family therapy course offered at the School. Sometime in the 1970s they added a marital counseling course and we had some specialized advanced courses in social work in relation to physical illness. In foundation courses, we always had it. I don’t think behavioral health is a new model. It is an integration of services that requires significant additions to curriculum. I believe strongly in a bio-psycho-social model.

HC: Absolutely. But the social does not get very much play. That’s where I think social work has to put its oar. This is absolutely nothing new. This is where we need to put our heads because I think the profession is under great stress from a lot of sources.

JU: I think from the policy end most things are driven from the financing. Financing doesn’t pay for, in most cases, social rehabilitation. I am pessimistic about what we call behavioral health. The current reality is that we see no integration of public services and we see this on the agency level. There are pretty firm dividing lines between different agencies. If you ask clients, they want help with the social. Whether it is mental health or substance abuse, those are barriers to having meaningful interactions. The kinds of remedies are not available, not funded by the NIH at a research level because it is not enough of a medical model, they are not funded by Medicare or Medicaid or even state agencies because it does not fit into the notion of quick service delivery and it’s not particularly sellable to the public.

LP: Does that mean we shouldn’t teach it?

JU: If we teach things our students can’t get employed for we are not doing our students or the community at large much good. We should have an interest in moving things in the direction we wish them to go but there is also a reality that a student leaves here in debt and will need a job to pay for that.

SW: I think they are both right. I think the rhetoric is there but how do we make it work. I agree that so far we’ve seen from the federal

government that it talks a good game on integration but I have not seen an integrated model. I think our goal is to not only try and see if we can go beyond the rhetoric but to also prepare leaders for the implementation of the future.

MES: I think this gives us a great opportunity to think about how we teach our Macro level students. The issue is really top-down so how do we integrate the issues into the Macro curriculum and talk about how we organize and deal with policy implementation from that side as well. So we are not only bringing it from the Clinical side but also teaching our Macro students about system-level change.

Is there a sense that there will be more opportunities for substance abuse social workers with the focus now on integration of services?

MT: The whole concept of behavioral health is a little elusive to me. What is the definition and what will the impact be. It has been something in substance abuse treatment we have been talking about for a while. What will mental health/substance abuse treatment look like and what impact will it have on providers are still unclear. Certainly, there is going to be more roles for social workers in primary care settings and the need for social workers to be more informed about health issues in general. That can be a good thing. Substance abuse is not going to go away by treating it more often in primary care. The issues are still going to exist. The need for case management and more behavioral treatment will continue to exist.

Have social workers lost their advocacy edge when it comes to integration of services and solutions?

JU: Do we like talking about integration because it is a wonderful way for us to spin our wheels and not actually solve any problems? Take lead exposure. It is linked to teen pregnancy, drug use, and we know how to solve this problem. Why aren’t we as social workers on the front lines? We can solve this problem and dramatically reduce human misery without any of this medicalized intervention. But, there is no reimbursement there.

SW: Where is the advocacy among the profession? I think we’ve given it up to lawyers who do class-action lawsuits. I have not seen social workers unite.

Other thoughts on the subject?

HC: I think one course missing from the curriculum is learning how to work with clients who are in mandated treatment.

MES: That definitely comes up. Students, I think, struggle a lot with being able to use social work values and ethics along the lines of a client who has to be there and has to do things they don’t want to do. I think it is a challenge in the classroom to talk about how you work with starting where the client is at, what are the client’s goals, and do they conflict or align with the treatment.

LP: Is there any doubt that behavioral health will be something more than just a process and we will have truly integrated services?

SW: It depends on funding mechanisms that will drive it. There will be people who resist it and we are seeing that now. They really do not want to make the switch. I very much believe if we can do it, first with substance abuse, then integrated into primary care and rethinking how we interact with people we can be successful, but I really don’t know.

IN CONCLUSION

There was a lot more discussion that took place on a lot more topics. To listen to the entire one and half hour conversation, please visit www.ssw.umaryland.edu/lunch



Pictured, left to right, are alum Stan Weinstein, retired professor Len Press, and associate dean David Flinchbaugh.

Leonard Press Teaches Generations at SSW

“Len Press has touched generations of UM SSW graduates with his wit and professional insight, and it s wonderful that he remains actively involved in the life of the School and the profession” notes Dean Richard Barth. “Len was our speaker at the first Homecoming after I became dean, and the luncheon was packed and we were all mesmerized and informed. Len was one of the first retired faculty members to greet me when I arrived at the School, and he and his wife Brenda remain constant in supporting our many lectures and events.”

With the announcement of the scholarship matching program at the School, an anonymous donor has seeded a scholarship in Len Press’ honor. “The Scholarship came as a wonderful surprise” notes Press. “And I look forward to when it might reach endowed level so I can meet the first Len Press Scholar!”

At many School events, Press is surrounded by former students who continue to enjoy his insights and wisdom. Yet for Press, his road to the School, and his many roles at the School, have been a circuitous journey.

Press graduated Phi Beta Kappa from the Johns Hopkins University and earned his MSSA (MSW) degree from the School of Applied Social Sciences of Western Reserve University in 1957.

Returning to his native Baltimore in 1965, Press was appointed Assistant Professor and Director of Psychiatric Social Work in the Department of Psychiatry, University of Maryland School of Medicine. He was also named a part time lecturer at the School of Social Work, thus beginning his long association. Press joined the faculty of the School full-time in 1969 and was appointed Assistant Dean for Field Instruction and Assistant Professor.

Former Dean Jesse Harris took the Case Work class from Press in 1966, and former UM SSW Board of Advisors Chair Stan Weinstein took Family Therapy with Press in 1968, the first time he taught the course.

Press also chaired the Dean’s Search Committee which hired Ruth Young in 1976. While attending a Seder at the Eutaw Place synagogue, Lewis Kaplan, former Regent and the person for whom the current East Wing of the School is named, carried the Torah, and stopped by Press’s pew and via whisper, asked for an update on the Dean Search at SSW!

Throughout his career at the School, Press was widely regarded as an outstanding teacher who made the classroom a lively laboratory for experiencing and integrating the cognitive, affective and action dimensions of clinical social work practice. His teaching was manifestly enriched through his ongoing involvement in part-time private practice.

As a central feature of his career, Press provided staff development programs and consultations to a very large number and a very wide range of private and public social service, mental health agencies and hospitals. Throughout his career, he emphasized community involvement and brought an understanding of social work curriculum to the organizations he served.

In a citation that accompanied his 1983 Social Worker of the Year award (Maryland Chapter, NASW), he was recognized “as the personification of the union between social work, academia, and the practice community. A decade latter in 1993, Press was honored as Clinician of the Year by the Maryland Society for Clinical Social Work.

He retired from the School in 1987 to work full time in his clinical practice, from which he retired in July of 2010. In his private practice, his first patient in 1966 paid a fee of \$10 an hour. Len Press’s “Alumni Association Speech” of 2006 was titled “The First Fifty Years of Practice are the Hardest.

Additional contributions to the Leonard Press Scholarship Fund can be made by sending a check to UMBF, Inc./Press Scholarship, Attention: Sarah Wise, 525 W. Redwood Street, Baltimore, MD 21201 or online at www.ssw.umaryland.edu/giving, “fund: Other,” “description: Press Scholarship.



Behavioral Health: *Treating the Whole Person*

University of Maryland School of Social Work steps up to prepare social workers for dramatic changes in behavioral health policy and practice.

By Wanda Haskell

“Social workers are the largest providers of mental health services in the country, but that hasn’t been as true of substance abuse,” adds Barth. “We are really committed to developing our capacity there.”

The cycle is heartbreakingly familiar. Mental disorders, addictions and somatic health conditions feeding and exacerbating each other. Consider a 50-year-old man who suffers from clinical depression. Maybe he turns to alcohol or drugs as he struggles with his state of mind. In turn, substance abuse and stress contribute to physical risk factors like high blood pressure. Before long, he’s rushed to the hospital with a heart attack.

Researchers estimate that anywhere from 20 to 50 percent of people who suffer from a mental disorder also battle some type of substance abuse problem, and those with serious behavioral health problems die on average 20 years earlier than those without.

By the same token, the cycle that reveals the inextricable ties in these three areas, can work toward positive outcomes. If a smoker with an anxiety disorder quits nicotine and starts a regular exercise regimen, she will benefit physically and likely experience reduced anxiety.

Clinicians and researchers have long been aware of these links, and social workers, in particular, have argued for years that close attention to the relationship between the three results in better outcomes for clients. Nevertheless, substance abuse, mental health disorders and somatic health have, largely, remained separate in both policy and practice.

However, changes are in the works that encourage, incentivize and in some ways even require the integration of care and a more inter-professional approach to the delivery of that care. Policies, most prominently the Affordable Care Act (ACA), and administrative mergers on the state and local levels demonstrate that integration is a major development.

As anyone involved in the helping professions knows, implementation of substantive change takes time, is challenging, and often worrisome. But the overwhelming view of scholars, practitioners, and administrators is that these shifts are in line with the social work ethic of treating the whole person and are creating enormous opportunities for the profession of social work and the University of Maryland School of Social Work (UM SSW).

Roles are in the process of being redefined and an increased demand for what is now being termed “behavioral health” services, which include prevention, screening, treatment and recovery support relating to all mental and substance use disorders, is creating a need for qualified social workers to step up in areas that may be somewhat

unfamiliar to them, most notably, in substance abuse.

“Social workers will have to be much more comprehensive in their care,” says Professor John Belcher who chairs the specialization in behavioral health at the University of Maryland School of Social Work.

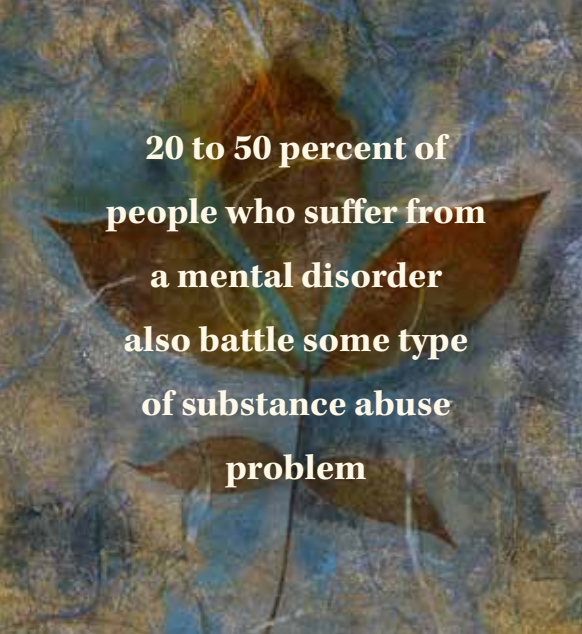
That’s where the UM SSW comes in. As one of the largest and most respected schools of social work in the country, the School has the privilege and responsibility to take the lead in adapting to the changing behavioral health landscape.



John Belcher, PhD

“The School is very committed to working with our alumni and educating our students so that they are optimally prepared to operate in this evolving policy and funding environment,” says UM SSW Dean Rick Barth. “That means that our students and alumni will have all the coursework and skills they need to become leaders under the Affordable Care Act in the area of behavioral health.”

“Social workers are the largest providers of mental health services in the country, but that hasn’t been as true of substance abuse,” adds Barth. “We are really committed to developing our capacity there.”



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Already, the process is well under way at the School, with the recent renaming of the mental health specialization to behavioral health and the hiring of additional faculty with expertise in substance abuse. The name change represents the current rethinking of course content and field placements, which is resulting in coursework that integrates the teaching of mental health and substance abuse policy and practice, along with an increased inter-professional approach that also recognizes the importance of somatic care in the whole wellness picture. Meanwhile, the School's field placement office is busy securing new practicum opportunities for students with organizations that are committed to an integrated behavioral health approach. A recent influx of behavioral health-related grant funding, exceeding three million dollars a year from HRSA, is enabling the School to offer training to students and continuing education opportunities to field instructors and other currently practicing social workers. And in response to increased demand, the School will soon offer the entire behavioral health specialization at the Universities at Shady Grove in Montgomery County.

Faculty and administrators at the SSW agree that social workers are uniquely suited to fill roles in this growing market, and take a valued place at the table with other health professionals who are shaping a new paradigm for the delivery of care.



Megan Meyer, PhD



Stanley Weinstein, PhD

"It's an opportunity for our students to be well positioned to take jobs in the new administrative structure as well as fill the expanded roles that are going to be necessary to serve people," says Associate Dean for Academic Affairs Megan Meyer. "In some ways, the policy environment is shifting to be more in line with what we've always done because with our person-in-environment perspective, we've always addressed health conditions holistically...we as a profession have the opportunity to help contribute to the broader discourse on health in our society and to advance individual, community and policy interventions that have this holistic orientation."

POLICY PICTURE

On March 23, 2010, President Obama signed the Affordable Care Act, a law that puts in place sweeping health insurance reforms. As a result, millions of Americans who previously did not have health insurance are now covered. Moreover, some key features of the ACA affect demand for services offered by social workers, as the legislation includes prevention, early intervention and treatment of substance abuse and/or mental disorders.

According to the federal Substance Abuse and Mental Health Services Administration (SAMHSA) website (<http://beta.samhsa.gov>), the ACA, in conjunction with the Mental Health Parity and Addiction Equity Act (MHPAEA) of 2008, "has already provided an opportunity for new or expanded behavioral health benefits to approximately 60 million Americans and has created programs designed to help states and communities prevent illness and promote health. Under the Affordable Care Act, most health plans must also cover certain preventive services without a co-payment, co-insurance, or deductible. MHPAEA has also contributed to expanding health coverage. The law required health insurers and group health plans to provide the same level of benefits for behavioral health services as they do for primary care."

"What the Affordable Care Act has done," notes Stanley Weinstein, PhD, MSW '68, executive director of the state Board of Social Work Examiners, "is created an outline for what kinds of services should be available to all people...It means that insurance companies have to include mental health and substance abuse services."

In Belcher's opinion, these federal policy changes are going to lead to the increased placement of social workers in a variety of health care settings, who will assess mental health and addiction problems, and in many cases, treat them.

"It's going to mean the employment of more social workers in primary care and hospital settings," says Belcher, "because under the Affordable Care Act, hospitals are going to be rewarded if they keep patients out of the hospital."



"It's an opportunity for our students to be well positioned to take jobs in the new administrative structure as well as fill the expanded roles that are going to be necessary to serve people," says Associate Dean for Academic Affairs Megan Meyer.

This is where the social worker's strength in intervention and "treating people where they are" comes into play. Persistent follow-up after a patient is released from the hospital, explains Belcher, is key to avoiding re-admittance.

In response to the ACA, progressive organizations are cropping up, such as Maryland's Evergreen Health Co-op, founded in 2010 by physician and public health visionary Peter Beilenson, which views the ACA as an opportunity to develop a new model for health care, featuring a team approach and an emphasis on prevention and overall wellness.

"I think the role of social work in primary care is going to blossom," says Weinstein, pointing to Evergreen's commitment to treating the whole person. "Evergreen uses social workers at the front door," he says. "They do assessments, they are looking to screen for depression, for other kinds of mental problems, for suicide, but they are also looking toward finding out more about physical illnesses."

INTEGRATING SYSTEMS

"Maryland has fully embraced the ACA," says Kathleen Rebbert-Franklin, MSW '82, deputy director, population-based behavioral health, Behavioral Health Administration, Maryland Department of Health and Mental Hygiene.

This is reflected in the state's decision to merge the mental health and alcohol and drug administrations to create the new Behavioral Health Administration, which became official on July 1, 2014. The complicated integration involves combining the two administrations' structures, fiscal operations and regulations.

"You've got two systems that grew up very differently...and have different priorities within their administrations. Working to combine them is a challenge," notes Rebbert-Franklin. "It's in the best interest of the system, so we're all committed to making it happen," she adds.

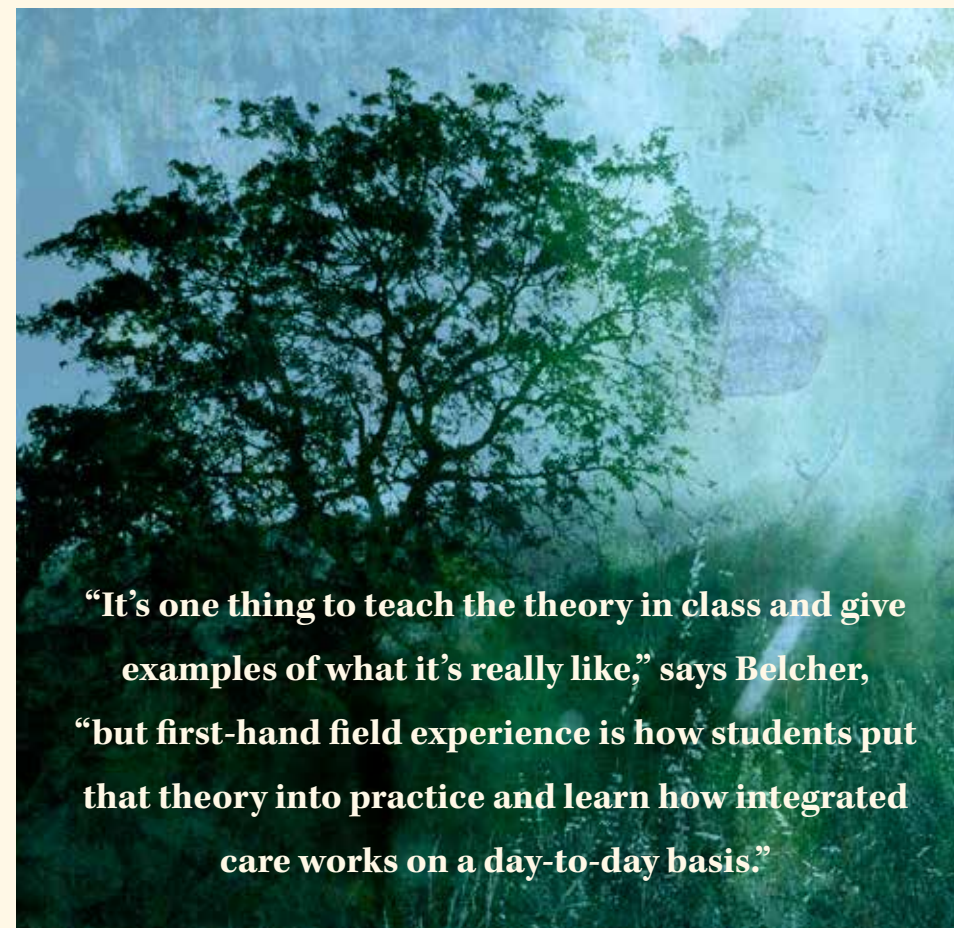
Barth notes that the movement of funding for substance abuse treatment under the ACA, rather than the previous funding model, which was dominated by block granting, means that licensed practitioners—including social workers—will be needed to sign off on, and provide, a much higher proportion of substance abuse treatment services.

Referencing a historical reluctance in the field of social work to engage with substance abuse, Rebbert-Franklin asserts that social workers "need to become equipped to screen for substance abuse disorders and know what to do when someone shows as having a problem. They need to become competent in addressing substance use disorders from a clinical perspective." This, she emphasizes, is well within a social worker's scope of work. It does not require additional certification, just, in many cases, additional competency training.

With such a high prevalence of co-occurring disorders, the deputy director points out, "if they've got a private practice or they're operating in a mental health facility, 20 to 50 percent of the people who walk through their doors also have a substance use disorder, and that is going to impinge upon anyone's mental health recovery. And you can't do one without the other."

The city of Baltimore has also concluded that "you can't do one without the other," as exemplified by another merger. In 2013, Baltimore Substance Abuse Systems and Baltimore Mental Health Systems joined forces to form Behavioral Health System Baltimore (BHSB), with the goal of providing leadership in developing innovative approaches to prevention, early intervention, treatment and recovery.

Mark Slater, MSW '05, BHSB's associate director of rehabilitation and treatment, says that the merger is exciting but that there's a "learning curve" for administrators who need to familiarize themselves with services and funding structures that until now had been separate and are very different.



"It's one thing to teach the theory in class and give examples of what it's really like," says Belcher, "but first-hand field experience is how students put that theory into practice and learn how integrated care works on a day-to-day basis."

"It's a big change for everybody and there are going to be a lot of bumps in the road," remarks Slater, "but in the end, there will be a better system, especially for people who need the services."

Organizations like Family Services, Inc. (FSI), an affiliate of Sheppard Pratt, are on the front lines of care integration in Maryland. The century-old non-profit houses more than 35 programs, providing mental health/substance abuse, community support, early childhood, school-based, and victim and domestic violence services.

In 2010, FSI received a \$1.9 million SAMHSA grant to integrate primary care with behavioral health services for people with severe and persistent mental illness. As FSI's division director for behavioral health services, part of Arleen Rogan's, PhD '01, MSW '87 job has been to manage the grant.

A big step toward integration was the physical and administrative joining of a Montgomery County federally qualified health center and an out-patient mental health clinic. Visitors to the new Community Clinic, Inc. can now get care, which was previously offered separately, under one roof.

"We decided to use some of that money from our grant," says Rogan to "build out

space... and expand to put [somatic] clinicians over here so that our psychiatrist or therapist could walk the patient down the hall" to meet with a medical professional.

This puts into action the "warm hand-off" that has become a hallmark of the emerging model of coordinated care, in which a practitioner physically delivers a patient to a partnering clinician instead of just writing a referral, helping to ensure that the recommended additional care actually happens. This approach not only emphasizes professional teamwork, but it also takes into account barriers that can get in the way of patients taking steps toward their own wellness.

Last year, two students from the SSW did their internships with Family Services, Inc. where they were exposed to how primary care and behavioral health care can work together, including participation in daily "huddles," in which clinicians from different disciplines get together to discuss clients' needs. This year, 11 students are interning in Rogan's division.

IN THE FIELD

A critical piece of preparing students for the changing behavioral health environment depends on field placements with innovative providers like Family Services, Inc.

Making change within the School is, relatively speaking, the easy part, notes Weinstein, compared with “expecting all the health systems in Maryland and in the country to also make the shifts and change in the ways that services are delivered.”

“It’s one thing to teach the theory in class and give examples of what it’s really like,” says Belcher, but first-hand field experience is how students put that theory into practice and learn how integrated care works on a day-to-day basis.

That’s why SSW’s field education coordinator Laura Loessner is thrilled to share the recent news that the School received a Behavioral Health Workforce Integration Service and Education (BHWISE) grant to place advanced MSW students in agencies that provide behavioral health services to children, youth and young adults and their families who are at-risk for or have been diagnosed with a behavioral health disorder. Additionally, all BHWISE agencies, some of which include the Family Center at the Kennedy Krieger Institute; Catholic Charities Child and Family Services: Outpatient Clinics; and Mosaic Community Services, were approached as potential partners because they promote collaborative opportunities between behavioral health and primary care that will allow fellows to participate in an inter-professional team environment. Students will train in a wide array of prevention and early intervention services, including screening and treatment of behavioral health concerns.

“The BHWISE grant gives us a tremendous opportunity to explore where inter-professional behavioral health experiences exist—formal and informal—and then offer generous support to students learning from those experiences through their field placements,” says Loessner. “It enriches field opportunities in behavioral health.”

Participation in the program ensures experience in this area and includes a pledge by students to further pursue behavioral health as they move forward in their careers.

TRAINING

Training a work force prepared for shifts in behavioral health requires the delivery of continuing professional education for current

practitioners and field instructors. The School’s Continuing Professional Education office provides a variety of Continuing Education Unit (CEU) programs for behavioral health professionals, with training topics running the gamut from general ethics trainings to instruction of specific intervention techniques for a variety of populations to a recent series on using neurofeedback in clinical work.

And another game-changing grant for the School will enable the SSW to deliver Screening, Brief Intervention and Referral to Treatment (SBIRT), an evidence-based practice, training to Master of Social Work students and field instructors. SBIRT is a comprehensive, integrated public health approach to the delivery of early intervention and treatment services for folks with substance abuse disorders (and those at risk of developing these disorders). Faculty are in the process of developing a stand-alone SBIRT course for MSW students, which will be followed by the integration of SBIRT training into other courses at the foundation and advanced clinical levels. Through this combination of standalone and infusion, approximately 800 students will receive training over the next three years.

Faculty and field instructors will benefit through train-the-trainer courses with the expected result that field instructors will incorporate SBIRT into their current practice and act as ambassadors for the SBIRT model, thus further shifting the organizational climate toward evidence-based practices at their agencies.

“Training field instructors,” says Assistant Professor Paul Sacco, who co-chairs the clinical concentration, gives them the ability “to reinforce the skills education that the students receive,” as well as apply SBIRT in their own practice.

The training will incorporate sophisticated educational strategies, including standardized client simulation for training and evaluation, distance learning, including online and live

webinars, and video simulations tailored for social work practice. Students will obtain the knowledge, attitude and behaviors to use SBIRT effectively in a variety of social work practice settings in healthcare.

COURSE CONTENT

Training and practicum experience must be supported by coursework that features the latest research in order to give students the foundation in theory and best practices that will prepare them for the shifting behavioral health environment. That’s why faculty have been reviewing and revising course offerings and syllabi to ensure that content in behavioral health is changing along with policy and practice, as well as anticipating future shifts so that graduates have the knowledge and skills to be leaders in the field. The curriculum transformation that’s currently in process involves an infusion of content into current courses and some altogether new courses.

Assistant Professor Jay Unick, an expert in the health consequences of heroin use and mental health services to persons with serious mental illness, teaches a policy course that previously covered only mental health policy issues. Now, he guides students in the exploration of linkages between mental health and substance abuse policy and investigates integration issues, such as different models for integrating social workers into primary care settings.

“I’ve been spending a lot more time in the course talking about those kinds of issues and how they relate to the changes in funding through the Affordable Care Act,” says Unick, “and other pieces of legislation that have recently changed how and what is available through these private or public funding sources.”

Clinical Associate Professor Kelley Macmillan, who chairs the aging specialization, is offering a new course on integrated health care policy as part of a grant through the

national Council on Social Work Education. The course “steps back a little further and talks about how do we integrate these systems of primary care, mental health care and substance abuse care,” says Macmillan, “and where does the Affordable Care Act fit into all this.”

On the clinical side of coursework, Belcher says he and his colleagues are injecting a greater emphasis on the links between mental health, addictions and somatic health. For example, in his psychopathology course, Belcher integrates how a patient’s depression can affect addictions and vice versa and teaches students to include physical health concerns into a client interview.

New faculty member Assistant Professor Michelle Tuten, author of “Reinforcement-based Treatment for Substance Use Disorders” (2011), teaches a course in clinical social work with addictive behavior patterns. Tuten brings her wealth of experience in substance abuse treatment to the School and emphasizes that it is a piece of the wellness puzzle that needs more attention from social workers.

“Substance use is a factor—and often a primary factor—affecting clients in many of the contexts in which social workers deliver services—from child welfare to employee assistance and everything in between,” says Tuten. “Social workers have historically been reluctant to take a lead role in treating individuals with substance use disorders. Under the behavioral health umbrella the hope is that individuals with substance use problems will no longer be separated out from those with mental health issues and that this will lessen the stigma they face as well as reluctance on the part of health professionals to treat this isolated population. In fact, social workers should be at the forefront of treating individuals that have substance abuse problems.” Social workers are well positioned to do it, adds Tuten. “Our understanding of the person in the environment, how that environment sustains drug use and the need to actually intervene in the person’s environment is critical to treatment.”

Curricular changes are also being represented in the health specialization, chaired by Associate Professor Mel Bellin.

“Several shifts in the health specialization curriculum have occurred in recent years,” says Bellin, “including greater emphasis on prevention science, treatment adherence strategies and the use of motivational interviewing to address behavioral health needs in medical populations.”

Additionally, faculty members are considering other new courses for the curriculum. One is expected to focus exclusively

on integrated behavioral health. The class, which could be offered as soon as next year, was also developed by the Council on Social Work Education, in collaboration with practitioners who work in behavioral health settings. Content includes skills, such as how to conduct a brief interview, looking at mental health and substance abuse together, and working collaboratively with medical professionals.

EXPANDING PROGRAM AVAILABILITY

In response to an increased demand for behavioral health education, the University of Maryland School of Social Work will offer the entire behavioral health specialization at the Universities at Shady Grove in Montgomery County beginning in fall 2015.

“More agencies will be required to provide behavioral health services,” says Clinical Assistant Professor Joan Pittman, who has been hearing from the Department of Health and Human Services in Montgomery County that numbers suggest job vacancies and a shortage of master’s-level candidates.

Pittman is pleased about the expansion, in part, because it means increasing field placements in settings like the Mercy Health Clinic, where one UM SSW student is currently placed. Mercy is a primary care setting where

physicians see patients who don’t have insurance. The clinic also employs a social worker who provides behavioral health services, such as screening for depression and substance abuse.

GROWING PAINS

There is no denying that integration, as illustrated by forward-thinking health care providers like Mercy Health Clinic, Evergreen Health and Family Services, Inc., is the wave of the future; and the University of Maryland School of Social Work is fully committed to meeting the needs of the evolving behavioral health care work force.

“We are just beginning,” says Weinstein, who was asked by Dean Barth in 2013 to write a report outlining recommendations for the School on curricular changes necessary to prepare social workers for the changing behavioral health environment, “but I think the School has taken a lot of positive steps to make this happen.”

Making change within the School is, relatively speaking, the easy part, notes Weinstein, compared with “expecting all the health systems in Maryland and in the country to also make the shifts and change in the ways that services are delivered.” But, he adds, “I’m optimistic that we can do it, that it will happen.”



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MSW '82 *
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Ms. Eva G. Kaplan, MSW '82 @
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Up to \$99

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2012

\$100 to \$249

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Scholarship Recipients

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Lisa Felber
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Improving Young Lives

Bronwyn Mayden, executive director of Promise Heights, an academic partnership in one of Baltimore’s neediest communities, works to improve the lives of thousands

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Promise, bring meaningful improvement to the quality of life of children and their families in West Baltimore.

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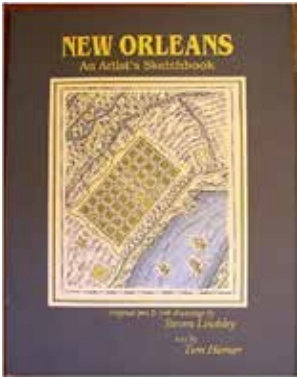
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class of 1972



Steven Lindsley, MSW

I retired from social work in 1999 and have been an artist in New Orleans since then. I have a book out of 50 pen and ink drawings of the history of New Orleans.

His book is listed at: <http://www.amazon.com/New-Orleans-An-artists-sketchbook/dp/188482403X>.

class of 1991



Daniel Kavanaugh, MSW

Dan is combining his acting and healthcare background as a cast member with the Center for the Application; Scholarship of Theater (CAST). Housed at George Washington University School of Medicine, CAST engages healthcare professionals with artistic plays and interactive curriculums on diverse issues in medicine. Although based in Washington, DC, CAST has taken its plays on the road to medical schools including Yale and Wake Forest as well as healthcare conferences across the country. Complete information can be found at charlessamenowmd.com/medicaltheater.

class of 1993



James Walker, MSW

James Gibbons Walker received the Master of Arts in Theology degree from the Ecumenical Institute of Theology of St. Mary's Seminary and University, Baltimore, on May 15, 2014. A Dean's List student for the past two years, James also received the Maryland Bible Society Award for Outstanding Achievement

in Biblical Studies. Following a career as a psychiatric social worker, James has engaged in theological education at the EI and in service to the Unitarian Universalist Fellowship of Southern Maryland as their Chaplain. James lives in Leonardtown Maryland with his spouse, Deborah C. Priest, and their two cats, Ms. Kitty Fantastica and Jasper the Cat.

class of 1997

Elizabeth Palley, MSW



Elizabeth Palley published a book with the School's Corey Shdaimah. It is titled In Our Hands: The Struggle for U.S. Child Care Policy.

The book includes data from interviews with twenty-three prominent child care and early education advocates and researchers who have spent their careers seeking expansion of child care policy and funding and examines the legislative debates around key child care bills of the last half century.

The characterization of child care as a problem to be solved by individual families has gone largely unchallenged by the public and by policymakers. Palley and Shdaimah analyze the vested interests that have formed around existing child care programs. These have created policy feedback, which has limited the possibility for more expansive government involvement in child care. Ultimately, the authors conclude, we do not need to make minor changes to our existing policies; we need a revolution.

class of 2001



Jesse Vazzano, MSW

Jesse K. Vazzano, LICSW is the new Director of the HUD-VA Supportive Housing (HUD-VASH) Program. Most recently Ms. Vazzano served as the Network Homeless Coordinator for the VA Capitol Health Care Veterans Integrated Service Network 5. She was responsible for overseeing a full continuum of VISN5 homeless programs including homeless outreach, Health Care for Homeless Veterans

contract residential services, transitional housing Grant & Per Diem programs, the prison outreach Health Care for Re-entry Veterans Program, the HUD-VASH permanent housing program, the Veterans Justice Outreach initiative, the Homeless Veteran Supported Employment Program, and the development of a Community Resource and Referral Center in Washington, DC.

class of 2003

Lisa Rothstein Goldberg, MSW

Lisa Rothstein Goldberg and husband Matt announce the birth of Rachel Erica Goldberg on January 5, 2014.

class of 2007

Katrina Catherman Aulenbach, MSW

Katrina Catherman married Zachary Aulenbach on April 26, 2014. The couple resides in Lewisburg, PA.

class of 2009



R. Anna Hayward, PhD

Hayward has been named a Fulbright Scholar. She will travel to the University of West Indies-Mona, Jamaica to help set up a social work doctoral program there and to research environmental justice in the caribbean.

Nikki R. Wooten, PhD



Nikki R. Wooten, PhD, LISW-CP, Assistant Professor of Military Social Work Research & Practice at the University of South Carolina has been awarded a 5-year grant for \$740,375 from the National Institute on Drug Abuse, Behavioral Health Care in Army Warrior Transition Units (NIDA 1K01DA037412), to identify military-related risk and protective factors associated with behavioral health problems and use of behavioral health services among Army service members

assigned to Warrior Transition Units (WTUs) and to identify gender-sensitive and racial-specific treatment targets with the potential to inform military health policy. This will be the first study to utilize Department of Defense Military Health System data to characterize Army service members assigned to WTUs. The findings will provide empirical evidence to increase our understanding of mental health and substance abuse problems among Army service members assigned to WTUs and provide actionable data to guide the development of gender-sensitive and racial/ethnic-specific behavioral health interventions for military members with behavioral health problems. Dr. Wooten is the principal investigator and will work with a team of colleagues from the University of South Carolina, Brandeis University, Boston University, and the Defense Health Agency. Dr. Wooten is also a lieutenant colonel in the District of Columbia Army National Guard with over 25 years of military service.

class of 2010

Jessi Collins, MSW

Married on April 27, 2013 at Grey Rock Mansion in Pikesville, MD to Dan Collins, an executive sales manager with Coinmach Corporation. The couple honeymooned at Caneel Bay on St. John, USVI and currently reside near Annapolis, MD. Jessi is an adult psychotherapist working at Key Point Health Services in Baltimore County and Baltimore Washington Counseling Center in Anne Arundel County.

class of 2012

Lisa Marah Nitsch, MSW

Lisa has worked at House of Ruth Maryland since 1998 and is now proud to serve as Director of Clinical Services & Education. Lisa is responsible for oversight of adult therapeutic services, children's therapy, residential childcare, intervention programs for perpetrators of intimate partner violence, and the agency's Training Institute. Lisa oversees the day-to-day operation of these programs and coordinates new program initiatives to improve the quality and scope of services.



ALUMNI BOARD SEEKS NEW MEMBERS

BOARD OF DIRECTORS 2014-15

- Steve Howe, MSW '80, President
- Kerri Socha, MSW '09, Vice President
- Michael Lynch, MSW '06, Secretary
- Patricia Wilson, MSW '88, Treasurer
- Eugene Bartell, MSW '72
- Patricia Bennett, MSW '93
- David Brainerd, MSW '79
- Devon Hyde, MSW '12
- Nailah Lee, MSW '07
- Aaron Milton, MSW '07
- Adrianna Overdorff, MSW '12
- Wayne Swartz, MSW '68
- Denise Wheatley-Rowe, MSW '99
- Jamie Wilson, MSW '06

**GOALS OF THE
ALUMNI ASSOCIATION:**
Alumni & Student Engagement
Professional Development
Networking

MISSION

The UM SSW Alumni Board Association is dedicated to serving alumni, the profession, the School, students, and the community. The association provides professional, educational and social activities for alumni and students and participates in networking and career advising student activities throughout the year.

BOARD MEMBER SELECTION PROCESS

The Nominations Committee reviews candidates and provides a recommendation to the Board for approval at the March Alumni Board meeting. The volunteer position will begin on July 1 of the year you are elected with a three year term.

EXPECTATIONS

Board members have four primary expectations:

- ☐ Attend Board meetings—Typically four meetings per year starting at 6:15pm and lasting for approximately 1½ hours.
- ☐ Serve on one or more of the board committees:
- ☐ Recognition Committee
- ☐ Outreach & Networking Committee
- ☐ Professional Development Committee
- ☐ Make an annual gift.
- ☐ Attend annual Alumni Association events.

ALUMNI ASSOCIATION EVENTS & OPPORTUNITIES

Board members actively participate in:

- Resume Review for Current Students
- Job Talks and Career Development Seminars for Students and Recent Graduates
- Awarding Scholarships
- Hosting Alumni Events

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- Meadow Lark Washington, Chair
- Howard L. Sollins, Vice Chair
- Jane B. Rodbell, Secretary
- Timothy D. Armbruster
- Dorothy Boyce
- Barbara Brody
- Anthony Brandon
- Richard W. Friedman
- Myrna Goldberg
- Adam Kane
- Leslie King-Hammond
- Gail L. Manza
- Katherine O'Donovan
- Joy Paul
- Alison L. Richman
- Jane Baum Rodbell
- Meg Woodside
- Joan Levy Zlotnick

Ex Officio Membership

- Richard P. Barth, PhD, Dean
- Karen Hopkins, PhD, Chair, Faculty Executive Committee
- Steven Howe, MSW '80, Vice-President,
- The Children's Guild

UMB President

- Jay A. Perman, MD
- President

SSW Administration

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- Megan Meyer, PhD, MSW
- Associate Professor, Associate Dean for Academic Affairs
- Carolyn Tice, DSW, MSW
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- Professor and Director, Doctoral Program
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- Assistant Dean for Informatics
- Gene Severance, MS
- Director of Finance and Operations
- Marianne Wood, MSW '74
- Assistant Dean for Admissions

Tell Us What's Happening in Your Life!

The School of Social Work wants you to share your news, not only with us, but with your fellow alumni. This news could include a new job or promotion, a birth or marriage announcement, new grandchildren to brag about, or almost any other news you care to share. Please fill out the form and return it to us, and it will be published in a "Class Notes" section of a future edition of Connections. We also encourage you to send pictures!*

If you have moved, changed jobs, or changed your name, help us keep our records up to date. Please fill out the form with your new information and send it to us. You may send the form to:

University of Maryland School of Social Work
Office of Development & Alumni Relations
525 West Redwood Street
Baltimore, MD 21201-1777

You can also e-mail your "Class Note" to us at alumni@ssw.umaryland.edu or submit it online at ssw.umaryland.edu/alumni_and_development.

*Photos may be sent to the address above or if sending by E-mail, we prefer photos be saved in a tif format at 300 dpi. Images sent below that resolution may not be printed. Please include your name and mailing address on all photos sent. All photos will be returned.

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Maiden Name _____

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Concentration/Specialization _____

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Homecoming Friday, March 6, 2015

Spring 2015 Thursz Social Justice Lecture Thursday, April 23, 2015



"The Spring 2015 Daniel Thursz Social Justice Lecture will be held on Thursday, April 23, at 5:00 p.m. in the School of Social Work Auditorium. Heather McGhee, President of Demos, will speak on the relationships between political, economic, and racial inequality. Ms. McGhee is an influential voice in the media and frequent contributor to MSNBC, the Wall Street Journal, USA Today, National Public Radio, the Washington Post, and the New York Times. She is the co-author of a chapter on retirement insecurity in the book *Inequality Matters: The Growing Economic Divide in America and its Poisonous Consequences* (New Press, 2005).

In 2009, she co-chaired a task force within Americans for Financial Reform that helped shape key provisions of the Dodd-Frank Wall Street Reform and Consumer Protection Act. In 2008, she served as the Deputy Policy Director in charge of Domestic and Economic Policy with the John Edwards for President Campaign, where she crafted a domestic policy platform that was widely praised for being the most ambitious and detailed in that election cycle. She holds a B.A. in American Studies from Yale University and a J.D. from the University of California at Berkeley School of Law. She serves on the boards of Public Campaign, the Center for Working Families and Consumer Reports."