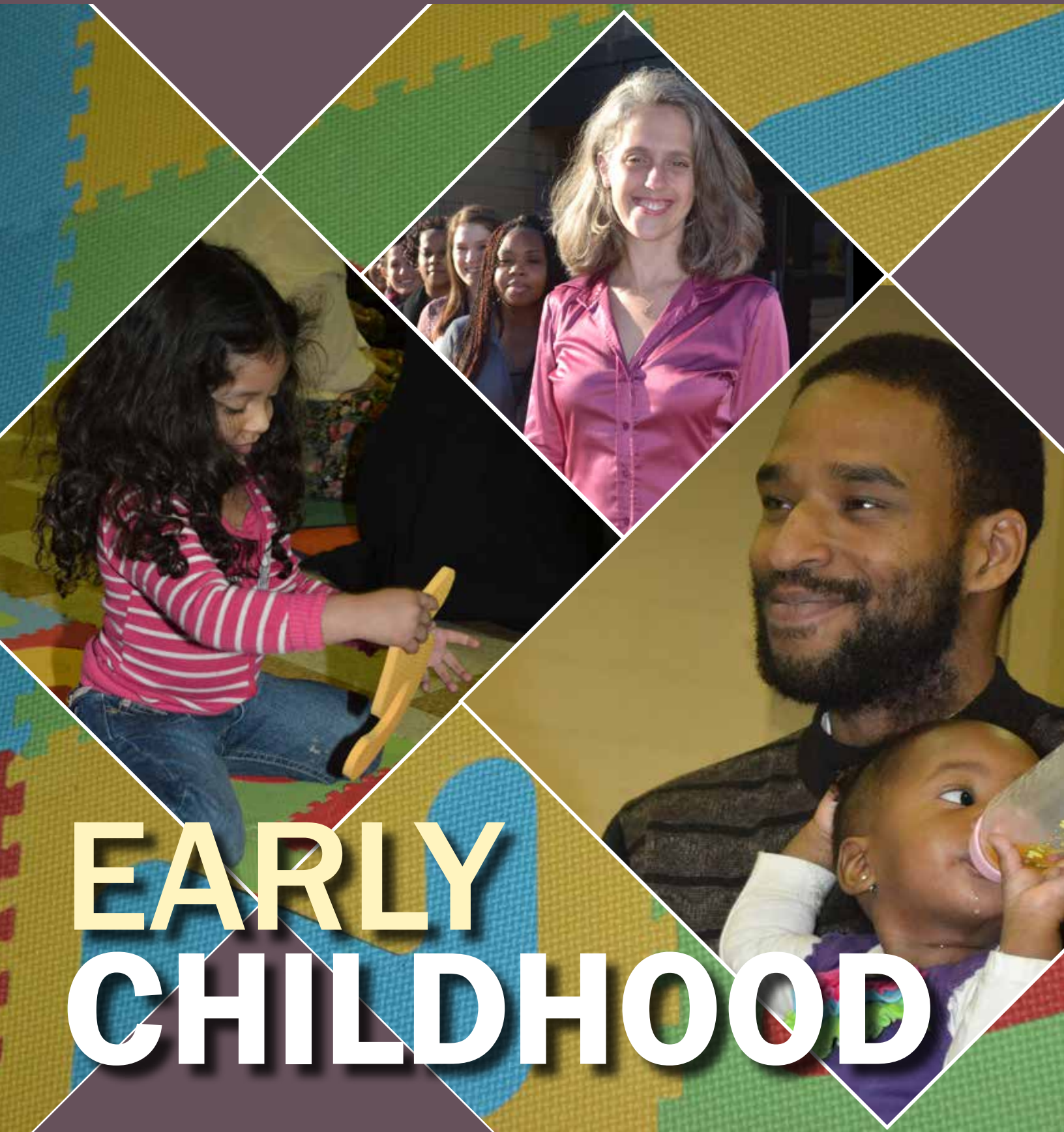


Connections

University of Maryland
School of Social Work

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

Spring 2014



EARLY CHILDHOOD



I am pleased to welcome you to the latest issue of *Connections*. This issue lifts up our work on early childhood education and services. This is a topic nearly as old as the profession—witness the historic work of the U.S. Children's Bureau to reduce infant mortality and improve baby care beginning more than 100 years ago. Social work has not ever entirely left this work but is experiencing a resurgence. The University of Maryland is a leader in the effort to promote the success of parents to provide safe, comforting, enjoyable, and developmentally enriching experiences for their children. We are delighted to be building on the nations recognition that the first years of life are hugely formative and that cognitive and social-emotional learning schema are developing fast during infancy and have lasting effects.

This academic year has already proven to be a year of continuity—we have continued to grow the size of our faculty and staff (we now have 280, in all) so we can deliver all that we are asked, and that we promise, to do. In one fortuitous week in fall of 2013 we received news of a 5-year federal grant renewal and two new grants totaling \$23 million. So, this spring has been a period of implementation of these new projects. We are making exciting progress which we hope will help make child welfare services and children's behavioral health services increasingly effective and accountable.

The faculty and staff of the School have also found time to create a strategic plan http://www.ssw.umaryland.edu/about_the_um_ssw/strategic_plan_2013/hires_June19_SSW_StrategicPlan_Final.pdf with a strong consensus in support of a range of innovations and improvements in education, research, community engagement, diversity, and financial management of the School. We are also committed to help strengthen the profession because we will not succeed as a School without a strong profession and the profession needs us to be as strong as possible to fulfill the opportunities of this era. Each of these goals extends existing strengths of the School of Social Work.

Another element of this School that became ever more clear during the strategic plan process is that our innovation plays nicely with our traditions. Our MSW program, while adding new information on neuroscience and trauma, maintains a strong community practice focus in our teaching and retains a long commitment to cornerstones of social work education like family therapy and group work. In addition, we are making advances in teaching motivational interviewing in a powerful way. We will continue to break new ground, no doubt, in the years ahead but we will preserve the values and commitments of our profession to address inequality at all levels and wherever it is found. So, amidst the continuous construction, planning, modernization, and hiring of new faculty and staff—all necessary to fulfill the innovations we envision and that arise from the vast implications of the Affordable Care Act—we all enjoy knowing that much of what we have always done remains and is part of the profound legacy of social work. Thank you for your interest in our work.

With warm regards and best wishes,

Richard P. Barth, PhD, MSW
Dean and Professor

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



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Connections

School News

43 Years is Quite a Career

Gwen Young, Building Coordinator for the School, has decided that 43 years on the job is long enough and retired at the end of 2013.

Handling everything from mailings and copying to managing building projects and just about everything in-between, Gwen leaves the School with shoes just about impossible to fill.

Few people make such a positive and lasting impact on a place that Gwen Young has. Gwen was the oil that made the gears of the School flow smoothly. The day-to-day operations appeared seamless because often it was Gwen who made it so.

Gwen has major plans for her retirement. In 2014 Gwen will be relocating to Hawaii to spend her retirement years and we wish her much enjoyment. Aloha Gwen!



Gwen with former Dean and Professor Jesse Harris



Gwen with Coretta McKenzie, left, and Dean Richard Barth



Gwen and the School's Michael Lindsey



Stan Weinstein, Former Board of Advisor Chair, Gwen, Bethany Lee, Associate Dean for Research, and Paul Sacco, Assistant Professor

School Awarded Several Major Grants

by Patricia Fanning

The School's Institute for Innovation & Implementation (The Institute) has been awarded a five-year contract totaling \$17 million by the Substance Abuse and Mental Health Services Administration (SAMHSA) of the U.S. Department of Health and Human Services. Through this new SAMHSA award, The Institute serves as the lead and coordinating entity for the Technical Assistance Network for Children's Behavioral Health (TA Network), a partnership with three other universities and seven organizations.

The TA Network provides technical assistance to the Child, Adolescent and Family Branch (CAFB) of SAMHSA's Center for Mental Health Services and to grantees of the Children's Mental Health Initiative (CMHI) across the nation to support states and communities to expand and sustain their systems of care for children, youth, and young adults and their families.

Michelle Zabel, MSS, is director of The Institute, a clinical instructor at the SSW, and the principal investigator for the contract and director of the TA Network. Marlene Matarese, PhD '13, MSW, director of The Institute's training and technical assistance; and Denise Sulzbach, JD, director of The Institute's policy and strategic development, are the co-deputy directors of the TA Network.

"We are thrilled to host the TA Network," said SSW Dean Richard P. Barth, PhD, MSW. "We have excellent leadership in the person of Michelle Zabel, a terrific team of colleagues at the University of Maryland School of Social Work, and a superb, mature network already providing national leadership in critical areas of children's behavioral health services. I look forward to watching the impact of these longstanding collaborations multiply with this significant investment by SAMHSA."

Established in 2005, when it was known as Innovations Institute, The Institute has served since the outset as a Center of Excellence on Systems of Care for the Maryland Children's Cabinet, which is a subcommittee of the Governor's Executive Council and is intended to improve the structure and organization of state services to children, youth, and families.

The School has also obtained federal funding to establish what becomes the nation's first center for evidence-based practice in child welfare and to continue leadership in the National Child Welfare Workforce Institute (NCWWI).



Members of the School's Institute for Innovations and Implementation. The group has been awarded a \$17-million grant to lead and coordinate a Technical Assistance Network for Children's Behavioral Health.

The School's Ruth H. Young Center for Families and Children (RYC) has been awarded a five-year, \$5 million cooperative agreement from the Administration of Children and Families at the U.S. Department of Health and Human Services (HHS) Children's Bureau to establish the National Center on Evidence-Based Practice in Child Welfare, which is the first such center to be established.

The center, which launched operations on Sept. 30, aims to build the capacity of child welfare services staff, clinical mental health service providers, and child welfare and mental health agency leadership. The intent is to better identify and assess the effects of trauma and maltreatment on children and youth and to apply evidence-based treatments and services to enhance children's well-being.

Leslie Rozeff, MSSW, director of the RYC's Child Welfare Academy, serves as the new center's director and principal investigator; SSW Dean Richard P. Barth, PhD, MSW, is co-PI.

The HHS also recently awarded \$800,000 in funding from the Children's Bureau to clinical professor Nancy Dickinson, PhD, MSSW, to direct continuation of the NCWWI. In regard to the continuing work of the NCWWI, the subcontract to UM SSW is for Dickinson's continued project direction — she served as project director of NCWWI during an earlier five years of funding. Altogether six universities will implement activities that focus on workforce development of public, private, and tribal child welfare organizations and their leadership development.



Members of the School's Ruth H. Young Center who will help establish a National Center on Evidence-based Practice in Child Welfare and direct the continuation of the National Child Welfare Workforce Institute.

Thursz Social Justice Lecture Turns 10



Professor Patricia Hill Collins

Later this spring, the School will host the 10th Thursz Lecture on Social Justice. The spring event took place Thursday, April 3 and features Professor Patricia Hill of the University of Maryland, College Park.

Professor Collins is a social theorist whose research and scholarship have examined issues of race, gender, social class, sexuality and/or nation. Her first book, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment* (Routledge), published in 1990, with a revised tenth year anniversary edition published in 2000, won the Jessie Bernard Award of the American Sociological Association (ASA) for significant scholarship in gender, and the C. Wright Mills Award of the Society for the Study of Social Problems. Her second book, *Race, Class, and Gender: An Anthology, 8th ed.* (2013), edited with Margaret Andersen, is widely used in undergraduate classrooms in over 200 colleges and universities. *Black Sexual Politics: African Americans, Gender, and the New Racism* (Routledge, 2004) received ASA's 2007 Distinguished Publication Award. Her other books include *Fighting Words: Black Women and the Search for Justice* (University of Minnesota Press, 1998); *From Black Power to Hip Hop: Racism, Nationalism, and Feminism* (Temple University Press 2005); *Another Kind of Public Education: Race, Schools, the Media and Democratic Possibilities* (Beacon Press,

2009); the *Handbook of Race and Ethnic Studies*, edited with John Solomos (Sage, 2010); and *On Intellectual Activism* (Temple University Press, 2012). Professor Collins has taught at several institutions, held editorial positions with professional journals, lectured widely in the United States and abroad, served in many capacities in professional organizations, and has acted as consultant for a number of businesses and community organizations. In 2008, she became the 100th President of the American Sociological Association, the first African American woman elected to this position in the organization's 104-year history. Professor Collins also holds an appointment as the Charles Phelps Taft Emeritus Professor of Sociology within the Department of African American Studies at the University of Cincinnati.

Previous speakers in the series have included the School's Daniel Thursz Professor for Social Justice Michael Reisch; Amy Goodman; Donna Shalala; Benjamin Jealous; Mark Rank; Jared Bernstein; Nicholas Kristof; Lorraine Gutierrez; and John Powell.

New Matching Dollars Put Scholarships Within Reach of Donors

After achieving the School's 50th Anniversary goal of 50 scholarships, a new program is generating additional excitement to grow scholarships at the School of Social Work. "We are thrilled the UMB Foundation Board is being proactive in addressing rising student debt while continuing to attract top students to our program" notes Dean Richard Barth.

To address these issues, the UMB Foundation Board has announced a 2:1 matching program for all new funds contributed to scholarship endowments. The Board will provide these funds through unrestricted dollars.

For those who wish to create a new endowed scholarship, a \$16,667 gift over the next five years will be "matched" to create a new \$25,000 scholarship. The match continues at higher levels, too, with a gift of \$33,333 resulting in a \$50,000 scholarship, and so on.

For those with existing scholarship endowments, additions of \$10,000 or more

over the next five years will be "matched." Choosing to add \$2000 per year would yield a \$10,000 gift that will be matched with \$5000 from the Foundation, with a total contribution of \$15,000.

Scholarship donors might consider other options, including joining with friends and family to aggregate their giving. Classmates or groups can join together over the next few years and endow a scholarship while still contributing their standard annual amount to the School. UMBF funding must be committed within the next two years, and your total gift must be paid within five years.

As you can imagine, Dean Barth has heard some wonderful comments about this new program. Since this announcement, the School of Social Work has already been honored with seven new endowed funds, and we have additional commitments from seven current scholarship donors.



Contact David D. Flinchbaugh, Assistant Dean, Development and Alumni Relations at (410) 706-2357 or email at dflinchbaugh@ssw.maryland.edu to discuss scholarship possibilities.

Students Deliver Water Purification Equipment to El Salvador

Traveling in El Salvador from Jan. 2 to 13, a group of students led by two members of the faculty at the University of Maryland School of Social Work (SSW) gained insights from residents whose stories embody Salvadorian resilience in the face of adversity as a result of a long civil war.

The 12 students are enrolled in an elective course, International Social Work, that is offered by the School in keeping with the University's strategic plan to develop local and global initiatives that address critical issues. Participating students, who completed journals and collectively took more than 1,000 photographs, are Colleen Gormanly, Jamie Frost, Shawnisha Hester, Marjorie Hatch, Michele Levy, Svetlana McLaughlin, Adriana Rodriguez, Jenny Rosen, Alicia Secada-Lovio, Meredith Slater, Cecily Staples, and Kim Woodard.



Members of the International Social Work course at the SSW pose for a group picture during their recent trip to El Salvador.



Ali-Sha Alleman



Amy Cohen-Callow

In preparation for the 11-day trip, students attended four classes last fall taught by Ali-Sha Alleman, assistant director of the SSW's Social Work Community Outreach Service (SWCOS) and by Amy Cohen-Callow, PhD, MSSW, clinical assistant professor, who together oversaw activities in the Central American nation.

After arriving in the capital, San Salvador, the SSW group met with organizations and individuals who serve El Salvador's most disadvantaged residents and with people involved in a generation-long rebuilding process following the Salvadoran civil war (1979-1992).

"Past students of this course felt strongly that we should give something back to this country which is so graciously hosting us," explains Cohen-Callow, one of the two instructors. During a previous class, Katie Januario, SSW '12, raised funds and brought a community water system. "We decided to continue the tradition and incorporate it into the 2014 course," says Cohen-Callow.

Through multiple fundraising efforts last fall, including one held at Santa Ana, a Salvadoran restaurant in the Fells Point neighborhood of Baltimore, the students raised \$1,520 toward

the cost of two water purification systems. The equipment was installed during the trip at an elementary school in a very poor, gang-afflicted area in San Salvador. The entire country faces the challenge of acquiring potable water, given that toxic waste from mining and other factors have tainted all but 3 percent of the nation's water.

The SSW group also met with community activists seeking to curtail pollution from mining and hiked on forested hillsides where combatants once fought and refugees were in hiding. Students and faculty spoke with members of the Monsenor Romero Community in Tonacatepeque who have been struggling over land rights since 2008 and continue to press for the right to electricity and running water.

Four Elected SSWR Fellows

Dean Richard Barth, Professor Emeritus Julie Oktay, Professor Diane DePanfilis, and Associate Professor Michael Woolley have been selected Society for Social Work and Research (SSWR) Fellows. Fellows are members who have served with distinction to advance the mission of the Society — to advance, disseminate, and translate research that addresses issues of social work practice and policy and promotes a diverse, equitable and just society.



Richard Barth



Julie Oktay



Diane DePanfilis



Michael Woolley

New Faces

Strategist Wendy Shaia to Lead Social Work Community Outreach Service



Wendy Shaia, EdD, MSW, has joined the School as director of the Social Work Community Outreach Service (SWCOS), bringing expertise on the national level in strategic planning and human capital management.

SWCOS, which marked its 20th anniversary last year, is a division of the School that provides capacity-building, educational and other services in Baltimore and beyond.

An alumna of the School, Shaia earned a Master's of Social Work in 2001. She earned a doctoral degree in education in human

and organizational learning at The George Washington University, Washington, D.C., and a bachelor's degree in psychology from Hampshire College, Amherst, Mass.

Shaia held positions at the U.S. Department of Defense as a strategist and leader in equal employment opportunity and diversity. At the American Red Cross, she managed planning and evaluation for the organization's Hurricane Recovery Program. She implemented programs and policies to achieve strategic goals related to Hurricane Katrina and two other devastating storms that struck in 2005.

Shaia led the national monitoring of Head Start centers under a federal contract at Danya International, Inc., a Silver Spring, Maryland, consulting firm. At the Columbia, Maryland-based Enterprise Foundation, she designed and conducted training courses nationwide under a U.S. Department of Housing and Urban Development contract.

Early in her career, she gained experience working in Brooklyn, New York, in programs for low-income housing in blighted neighborhoods, homelessness prevention strategies, reduction of stigma for those living with HIV/AIDS, and for education of homeless teen-age mothers and their children. Previously, in San Francisco, California, she served as an advocate for battered women.



Little and Chop Join Field Office

Dr. Samuel Little is the School's new Assistant Dean for Field Education. Dr. Little comes to us with 30 years of social work experience, most recently serving as Deputy Executive Director of the Philadelphia Housing Authority. Read more about him in our Faculty Profile story found later in this issue.

Denise Chop joins the School as a Field Coordinator. She received a BA in Criminal Justice from The American University and an MSW from the School in 1994. Her career has been in child welfare for almost 20 years – six years at Baltimore County Department of Social Services (DSS) and the last 13 at Carroll County DSS. Her experiences at DSS included providing continuing services to families experiencing child sexual abuse, physical abuse and neglect; training prospective foster/adoptive parents; providing adoption search, and contact and reunion services. As a supervisor, she wore multiple hats including Student Development Coordinator & Field Instructor and Supervisor of In Home Family Services.

Trouble Finding Community and Management Practice Jobs?



Then 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 Friday!

Faculty Laurels



School of Social Work **Dean Richard Barth, PhD**, was presented a Pioneer Award by his fellow Deans at the annual Council on Social Work Education Conference in Dallas, Texas, November 1. The

Award recognizes Barth's "pioneering efforts to heighten the field of development within schools of social work by creating the first-ever Deans and Chief Development Officer's Workshop."



Caroline Long Burry, PhD, an Associate Professor at the School of Social Work, was honored by the Maryland Office of the Public Defender at the Death Penalty Repeal Celebration on

October 22. Dr. Burry was recognized for her consultation and expert testimony on behalf of defendants in capital cases.



School of Social Work **Associate Professor Banghwa Casado** has been appointed to serve on the Virginia I. Jones Alzheimer's Disease and Related Disorder Council by Maryland Governor Martin O'Malley.



Professor Nancy Dickinson and **Associate Professor Karen Hopkins** are new Associate Editors for *Human Service Organizations: Management, Leadership, & Governance* journal (formerly *Administration in Social Work*).



MSW student Jessica Johnson has been awarded a Health Professions Scholarship by the United States Air Force. The Health Professions Scholarship Program is a prestigious program with the United States Air Force for individuals seeking professions in the areas of dentistry, nursing, or allied health (including clinical psychology and social work). The scholarship pays for tuition costs, books, and most fees in addition to a monthly stipend.



Assistant Professor Amanda Lehning has been named a member of the technical advisory committee for AARP Public Policy Institute's Livability Index.



Nalini Negi, PhD, Assistant Professor at the School of Social Work recently received a grant from the National Institute of Health's National Institute of Drug Abuse (NIDA) to examine Drug and HIV

Risk Among Latino Immigrant Day Laborers in Baltimore.

School of Social Work Adjunct Instructor **Adam Schneider** was honored by Baltimore's Fusion Partnership with their 2013 Social Justice Award. The ceremony recognizes his decade of work collaborating with people experiencing homelessness to achieve justice.



Professor Jennifer Swanberg, PhD, received funding for a third year of her research from the National Institute of Occupational Safety and Health via a subcontract from the University of Kentucky to study the occupational health and safety of Latino farm workers.



Shamyla Tareen, an academic coordinator in the School's Field Education Office, was presented the CHAI Be the Change Award in November for her efforts in promoting education and mental

health awareness in the South Asian community in Washington, DC. CHAI is a Washington, DC based organization that takes a holistic approach to providing proactive, culturally competent information and referrals on mental health and wellness to the South Asian population.

In the News

Rachel Abbott, a student at the **School of Social Work**, wrote the opinion piece, "We must tackle climate change," in *The Baltimore Sun*.

Dante deTablan, a clinical instructor at the School was quoted in the *Baltimore Sun* article, "Local universities lend aid, spread awareness for Philippines typhoon relief," and interviewed by *WJZ-TV*, *WEAA*, and *WMAR-TV*.

Professors Kathy Deal and **Geoff Greif** were mentioned in a *Psychology Today* story on how to build friendships with couples and members of the other sex. **Greif** was also quoted in a *Chicago Tribune* story that looks at friendships in the digital age. In addition, **Greif** was quoted in an *AARP Magazine* story on male friendships.

Michael Lindsey, associate professor, was quoted in the article, "The Worst Mental Health Myth," in U.S. editions of *Epoch Times*.

The **School** and the School's assistant dean and executive director of Promise Heights, **Bronwyn Mayden**, were featured in the article, "Making a promise to educate new parents," in the *Baltimore Times*.

Research Specialist **Julia O'Connor** was mentioned in the article "NGO organizes successful march and rally" in *Kaieleur News*.



Daniel Thurstz Professor Michael Reisch was quoted in the article, "Life expectancy declines for state's women" on wvgazette.com and in the report, "Poor Americans Die Younger," on senate.gov.

Reisch was also interviewed in a segment, "The impact of the ACA on hospitals," on WBAL 1090 AM. Professor **Reisch** and **Anne Hahn** of the School's board of advisors were co-authors of an op-ed, "Hospitals too must reform under Obamacare," in the *Baltimore Sun*. **Reisch** was interviewed for the segment, "Measuring Poverty: Does the United States Need An Update?" on WEEA's Marc Steiner Show.

Matt Quinlan, a student at the **School**, was quoted in the article "Advocates 'sleep out' for housing justice" in *The Baltimore Sun*.

The **School** was mentioned in the *Baltimore Times* article, "City initiative working to save babies."

Adjunct faculty member Jeff Singer was interviewed for the report, "On Obamacare," on WBFF-TV. **Singer** was also quoted in the story "Open Society Institute's social justice laboratory in Baltimore turns 15" in the *Baltimore Sun*.

Assistant Professor Jay Unick was quoted in the article, "How heroin abuse has become epidemic," in the *Philadelphia Inquirer*.

Faculty Publications

Ahn, H., Osteen, P., O'Connor, J., Shaw, T., & Carter, L. (2013). Developing a measurement of child welfare policy and practice: Local Supervisory Review Instrument. *Administration in Social Work*, published online November 13, 2013.

Aparicio, E., Michalopoulos, L., & Unick, J. (2013). An Examination of the Psychometric Properties of the Vicarious Trauma Scale in a Sample of Licensed Social Workers. *Health and Social Work*, 38(3), 1-8.

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.

Bernotavicz, F., McDaniel, N., Brittain, C., & **Dickinson, N.S.** (2013). Leadership in a changing environment: A leadership model for child welfare. *Administration in Social Work*, 37(4), 401-417.

Childress, S. (2013, September). A Meta-Summary of Qualitative Findings on the Lived Experience among Culturally Diverse Domestic Violence Survivors. *Issues in Mental Health Nursing*, 34(9), 693-705.

Dickinson, N.S., & Barth, R.P. (2013). Lessons learned and the way forward. In K. Briar-Lawson, M. McCarthy, & N.S. Dickinson (Eds.), *The Children's Bureau: Shaping a century of child welfare practices, programs, and policies* (pp. 1-19). Washington, DC: NASW Press.

Greeno, E. J., Bright, C. L., & Rozeff, L. (2013, September). Lessons from the courtroom: Perspectives from child welfare attorneys and supervisors. *Children and Youth Services Review*, 35(9), 1618-1624.

Harburger, D. S., Stephan, S. S., & Kaye, S. (2013, October). Children's Behavioral Health System Transformation: One State's Context and Strategies for Sustained Change. *Journal of Behavioral Health Services and Research*, 40(4), 404-415.

McLeod, B. & Nelson, R. (2013). Bolstering CAPTA funding: Incremental approach to fully funding the Child Abuse Prevention and Treatment Act. *Social Policy: Organizing for Economic and Social Justice*, 43(3).

McLeod, B. S., & Nelson, R. (2013, November). Bolstering CAPTA Funding: An Incremental Approach to Fully Funding the Child Abuse Prevention and Treatment Act. In *Social Policy*.

Murray, K. W., Haynie, D. L., Howard, D. E., Cheng, T. L., & Simopns-Morton, B. (2013, August). Adolescent Reports of Aggression as Predictors of Perceived Parenting Behaviors and Expectations. *Family Relations*, 62(4), 637-648.

Negi, N. J., Cepeda, A., & Valdez, A. (2013). Crime victimization among immigrant Latino day laborers in post-Katrina New Orleans. *Hispanic Journal of Behavioral Science*, 35(3), 354-369.

Woolley, M. E., Rose, R. A., Orthner, D. K., Akos, P. & Jones-Sanpei, H. (2013). Advancing Academic Achievement through Career Relevance in the Middle Grades: A Longitudinal Evaluation of CareerStart. *American Education Research Journal*, 50, 1309-1335.

Rose, R. A., **Woolley, M. E., & Bowen, G. L.** (2013). Social capital as a portfolio of resources across multiple microsystems: A latent profile analysis measurement strategy. *Family Relations*, 62, 4, 545-558.



“Ms. Kyla always has her happy face on, even when she’s not feeling well”

“It is truly a humbling experience,” she adds, “to watch parents who are faced with so many challenges such as unemployment, poverty, and community violence to take that time to give 100 percent to their children.”

Linda Kees, a participant in Parent University who now works with the program as its parent coordinator, says Liggett-Creel “is a wonderful person.”

“Ms. Kyla always has her happy face on, even when she’s not feeling well,” says Kees. “When we were working on anything and I felt like I couldn’t do it, there she was, always building my self-esteem up, telling me that I can do it. And at the end of the day everything turned out to be all right.”

Janel Nelson-Graves, another participant in the parenting program, remembers that Liggett-Creel was “very perky, warm, and friendly” when they met a couple years ago.

“I thought to myself, ‘This won’t last long,’” Nelson-Graves says. “I was wrong.”

A Coppin Heights resident, Nelson-Graves says Liggett-Creel “helped me to see my flaws without ever saying I have them. She has promoted my integrity and my ability to grow into a confident and competent mother. Ms. Kyla has opened my eyes to information that has not only bettered my family but my community as well.”

Liggett-Creel, whose education includes a bachelor’s degree in family studies from the University of Maryland’s College Park campus, says she chose to enroll in the School of Social Work’s doctoral program because of its “commitment to research and scholarship.”

“I had a solid history in program development, implementation, and clinical work, but felt that I was lacking the scholarly experience and knowledge to be able to interpret this work into the language of academia,” she says. “The doctoral program has taught me not only how to conduct research and analyze data, but how to bridge the gap between research and implementation in the community.”

That and her time spent with the Parent University, Liggett-Creel says, will serve her well as she continues after graduation to help families with children under age 5 that live in poverty-stricken communities.

“I believe the parents in Parent University are truly teaching me about the realities of parenting in an environment that has so many daily struggles,” she says. “As social workers, we have to remember there is real life outside of therapy, group, schools, and clinics. I plan to take this experience with me throughout my professional career.”

By Ronald Hube

“I grew up with drug dealers on my front steps, crack pipes on the playground, and violence in the community,” says doctoral student Kyla Liggett-Creel, MSW, whose family moved from Hong Kong to a troubled neighborhood of Washington, D.C., when she was 2 years old. “I went to schools where fights, stabbings, and property destruction were part of the daily experience.”

“Through these experiences,” she says, “I did not grow up thinking that something was wrong or bad about my community. I only saw the strength of the extended family and how it truly did take a village to raise a child. I carried these lessons with me into my professional career.”

While completing the dissertation phase of the social work PhD program, Liggett-Creel, who was earlier a social worker at the School of Medicine’s Center for Infant Studies and at the Kennedy Krieger Family Center in Baltimore, is serving as a clinical instructor at the School of Social Work and a supervisor in the Parent University program. Part of the School of Social Work’s Promise Heights initiative, Parent University is a 10-week parenting-skills program for West Baltimore mothers, fathers, and caregivers. Liggett-Creel was among a group of faculty, staff, and students who developed the program in 2011.

“This has truly been one of the most satisfying experiences of my career so far,” she says of her work with Parent University, a successful and popular program with a waiting list for participants. “The ability to combine research, clinical practice, and community organizing is an unusual combination.”



Assistant Dean For Field Education

“There could not be a better place to be. I think field education is where it all comes together. It is where what we learn in practice, policy, and research seem to germinate in a way that make students say ‘ah-ha’ and the light bulbs go on.”

PhD '86 alum Dr. Samuel B. Little is the School's new Assistant Dean for Field Education. Dr. Little comes to us with 30 years of social work experience, most recently serving as Deputy Executive Director of the Philadelphia Housing Authority.

Dr. Little has extensive experience in planning, fiscal management, preparation of grants, program evaluation, formation of corporate partnerships, and coordination of intergovernmental services. He has a distinguished background in affordable housing initiatives. One of his many roles was preparing testimonies for congressional hearings and roundtable discussions with foundations on housing policies and redevelopment principles.

Dr. Little served as Director of Resident Services for the District of Columbia Housing Authority in Washington, D.C. from 2004 to 2008, Associate Deputy Director of Housing Authority of Baltimore City from 2000 to 2004, Executive Director of The Empowerment Network Foundation from 1999 to 2000 and Director of STEP-UP Program for the Housing Authority of Baltimore City from 1989 to 1999.

He holds a bachelor's degree from Morgan State University, a master's in social work from University of Pennsylvania and a doctorate in philosophy from University of Maryland School of Social Work.

Little takes over for Wanda Bair, who served exceptionally in the position as an Interim while a permanent replacement to Barbara Brown, who retired in 2012, was found.

“This is a real exciting point in the profession with increased emphasis and appreciation for field education and the opportunity to be a part of a preparing students for a diversity of careers in social work that are different in many instances in the last 20 years,” says Little. Who adds, “There could not be a better place to be. I think field education is where it all comes together. It is where what we learn in practice, policy, and research seem to germinate in a way that make students say ‘ah-ha’ and the light bulbs go on. This is an opportunity to build upon the excellence already established at the University and expand that. Take field education in new directions consistent with the growth of the profession. We also need to better connect with communities, institutions, agencies and neighborhoods--not only in Baltimore but also in the larger region and internationally.”

Dean Richard Barth says of Little, “We are delighted to have Sam Little return to the campus. He brings significant expertise as an administrator, a great knowledge of Baltimore and surrounds, and a terrific appreciation of how to help a strong unit continue to evolve to meet ever-increasing demands. As an added bonus, Samuel also brings extensive knowledge of areas of practice to which we might expand our field placements (e.g., public housing).”

The Field Education Office at the School of Social Work annually places over 600 students with field internships. These sites cover a broad area in the Mid-Atlantic region with locations available not only in Maryland, but Virginia, Pennsylvania, West Virginia, Delaware, and Washington, DC.



“The grant money helps in our work to ensure that all children are ready to be successful in school at kindergarten entry.”



By Ronald Hube

During the past four years, Wells Fargo Bank, NA, has awarded more than \$70,000 in grants to support efforts by the School of Social Work’s Promise Heights program to aid children in the struggling Upton neighborhood of West Baltimore. The funds have been put to good use in a variety of ways, including renovation of the Fuhrman L. Templeton Preparatory Academy and the adjoining Robert C. Marshall Recreation Center, and to support early-childhood education.

“The grant money helps in our work to ensure that all children are ready to be successful in school at kindergarten entry,” says Bronwyn Maiden, MSW, executive director of Promise Heights and assistant dean of continuing professional education at the School of Social Work.

But Wells Fargo’s willingness to help goes beyond giving money. On Saturdays, volunteers from the company help Templeton students prepare to take the Maryland School Assessment test of reading and math achievement. And hundreds of Wells Fargo employees have painted and made repairs at the school and recreation center. They also helped make the Promise Heights Garden of Hope a reality by tilling soil, planting flowers and vegetables, and creating a walkway.

“Our team members have found deep satisfaction helping in this community,” says Andrew Bertamini, president of Wells Fargo’s Maryland region. Bertamini has helped lead the volunteer work and is a member of the Promise Heights community advisory board.

He says the bank started working with youths in Upton in 2009, when Wells Fargo participated in a United Way of Central Maryland project to improve Baltimore’s recreation centers.

“Wells Fargo believes in supporting the communities where we are present,” Bertamini says. “Experiencing the joys helping this community has not only benefited the residents, but also my team members who often express excitement about the different projects we have supported.” Bertamini shares in that excitement.

Soon after Wells Fargo’s work in Upton began, the Fuhrman L. Templeton school transitioned from a standard elementary school to a charter school.

“The school was looking for business leaders to serve on its operating board, and I was elected the board president,” says Bertamini, who is also the operator of the school. “I have a personal passion regarding education, so this is a perfect fit for me.”

Dean Barth praises Bertamini’s enthusiasm and accomplishments as head of the school board. “In this capacity, he has led efforts for the school to use effective business practices and to conduct performance measures to examine student outcomes,” he says. “Andy is a tireless advocate for our school,” says Barth, who also serves at The Fuhrman L. Templeton school board.

Bertamini feels a personal connection to Upton, he says, which makes all of his work there very satisfying.

“I grew up in a single-parent household and can relate to some of the challenges the Upton community faces, since many of the households are single-parent, female-head-of-household,” he says. “It’s been great over the past few years to become familiar with the residents and students.”



Families That Took Part in the SSW's Parent University



Where hope
takes root

EARLY CHILDHOOD

By Ronald Hube

When Congress introduced the Strong Start for America's Children Act of 2013, a bill to strengthen early-childhood learning, early-childhood developmentalists used the opportunity to point out deficiencies in learning opportunities among young American children. Two decades of impressive scholarship shows that the language development of children in low-income communities rapidly loses ground to their more advantaged peers and these early language disadvantages are often never made up leading to disparities in school readiness and performance. Physiological research is also available to support the longer term consequences of early childhood trauma on children's growth and learning. Thus, new initiatives are emerging to enhance positive social and emotional aspects of parenting but also have a renewed focus on getting parents to engage in very regular verbal interactions with their children.

The result is a growing, but still patchworked, array of early childhood programs such as Early Head Start, early intervention services funded by No Child Left Behind, and State of Maryland programs like the Judith P. Hoyer Early Child Care and Family Education Satellite Centers. A lack of learning opportunities is just one of the challenges that many young children face, and just one that is addressed by early-childhood services developed and implemented at the School of Social Work.

"The School is doing so much in early-childhood education, and this exciting work ties together research, practice, and policy," says Bronwyn Mayden, executive director of the Promise Heights

initiative. Dean Richard P. Barth, PhD, MSW, says the growing recognition by the public and by President Barack Obama of the importance of early-childhood education aligns with the School of Social Work's capacity to provide leadership in this area.

"Recent federal, state, and foundation grants to faculty show that our work is positioned in important settings and powered by creative and rigorously trained faculty, staff, and students," Barth says. "Our grasp of the community context, family dynamics, and the social and emotional needs of young children qualifies us to provide leadership in this rapidly evolving service sector."



Bronwyn Mayden

RESEARCH AND TRAINING

The School of Social Work's ongoing research agenda in children's services, with a special focus on young children, trauma, and evidence-based practices, is considered a strength of the School.

Lisa Berlin, PhD, associate professor, is the principal investigator of a five-year project to evaluate home-based Early Head Start services that have a supplemental 10-week evidence-



Lisa Berlin

“We believe that we have been able to offer something to providers and caregivers that was missing: the opportunity for high quality, accessible, relevant, and free training and resources.”

— Michelle Zabel MSS



Members of the School's Institute for Innovations and Implementation

based parenting program (Attachment and Biobehavioral Catch-up) in comparison to those that do not. Professor Berlin is teaming with Brenda Jones Harden, MSW, PhD, at University of Maryland at College Park. The study, funded by the US DHHS Administration for Children and Families, is “one of a national group of well-funded and rigorously conducted studies that will help look at the learning, behavior, and physiological changes that result from using evidence-based practices to strengthen parent-child relationships,” says Barth.

“The Early Head Start program should not just be expanded to reach more than the small percentage of eligible families that it now reaches but also deepened by increasing its support for the crucial infant-parent relationship,” says Berlin. Her research is intended to help support the Early Head Start program’s commitment to delivering continuously improving developmental outcomes for children.

The School of Social Work’s Institute for Innovation and Implementation (The Institute), which conducts workforce development, program and grants management, and strategic fiscal and policy technical assistance, also works with faculty to conduct research and evaluation programs that include the Early Childhood Mental Health Consultation Outcomes Monitoring Project. A collaboration with the Maryland State Department of Education, the project studies the effectiveness of consultation services that support young children’s social and emotional development and their readiness for school.

The Department of Education also provides funding for the Institute’s development of a



Play time and learning go hand in hand at a recent Parent University session.

Maryland-specific website for the Social and Emotional Foundations of Early Learning (SEFEL), a national teaching pyramid model for supporting social and emotional competence through a conceptual framework of evidence-based practices for children ages birth through 5 and their caregivers. The website, now available at theinstitute.umaryland.edu/sefel, includes resources and online training. A data system to analyze fidelity and outcomes where SEFEL is implemented will be added.

“It is really gratifying to see that, in the short time that the Maryland SEFEL website has been live, hundreds of early-care and education providers have completed the first training module,” says Michelle Zabel, MSS, director of the Institute and clinical instructor at the School of Social Work. “We believe that we have been able to offer something to providers and caregivers that was missing:

the opportunity for high quality, accessible, relevant, and free training and resources.”

The Institute also partners with Frontiers of Innovation, an initiative at Harvard University’s Center on the Developing Child, on a new project to improve screening of adults for Adverse Childhood Effects (ACEs). The team has developed an ACE screening instrument for children that is being tested by thousands of families throughout the U.S. in an effort to understand the intergenerational effects of trauma.

“We are excited to be a part of this endeavor and to have the opportunity to help determine if these instruments are useful in triaging families to more appropriate services, with the goal of leading to better outcomes for children and families,” says Sarah Nadiv, MA, early-childhood research supervisor at the Institute for Innovation and Implementation

and a master's-degree student at the School of Social Work.

The Family Welfare Research and Training Group (FWRTG), led by Catherine Born, PhD '82, MSW '73, School of Social Work alumna and research associate professor at the School, also informs policies and programs affecting young children and families.

"Two-thirds of all cash-assistance recipients are children, many of them preschoolers, and child support serves the interests of several hundred-thousand children in Maryland — and millions across the country," Born says. Through the efforts of the FWRTG, the School is helping the state legislature make sure that child custody support policies are pertinent and precise, and that they help families successfully raise their young children.

The School of Social Work is conducting an evaluation of Maryland LAUNCH, a five-year project funded by the Substance Abuse and Mental Health Services Administration (SAMHSA) — part of US DHHS — to improve and coordinate key child-serving systems and to integrate behavioral and physical health services. The program, says Pamela Clarkson Freeman, PhD, MSW, research assistant professor, is intended to help ensure that children are able to thrive in safe, supportive environments and enter school ready to learn. Freeman says Maryland LAUNCH will enhance collaboration among state and local agencies; increase the use of early screenings, assessments, and mental health consultations; improve integration of behavioral health and primary care; enhance home visiting; and provide family-strengthening and parent-skills training.

DIRECT COMMUNITY IMPACT

Perhaps the most concentrated service effort on behalf of families with young children is the School's Promise Heights initiative. In 2012, the School became the first school of social work in the U.S. to win a prestigious Promise Neighborhoods planning grant through the U.S. Department of Education. UMB's program targets the high-need West Baltimore communities of Upton and Druid Heights with the goal of improving educational outcomes for youth, and ensuring that families are healthy and successful, says Bronwyn Mayden, executive director of Promise Heights. The program performs work in four public schools.

"A strong early-education pipeline is the foundation of the work done in Promise Heights," she says.

Healthy child development begins with healthy births. Since 2010, Promise Heights

has implemented B'more for Healthy Babies, a program that fosters improvement in birth outcome and health status for both mothers and infants. Funded by CareFirst BlueCross BlueShield, the Baltimore City Health Department, and the Family League of Baltimore, B'more for Healthy Babies is the first in a pipeline of coordinated services that are offered — in partnership with the School of Medicine — through the Promise Heights program and that serve Upton and Druid Heights.

Providing one of the first opportunities for community residents to have contact with Promise Heights programming, B'more for

**"Of babies born to women enrolled in B'more for Healthy Babies, 96 percent were at term or near term,"
— Bronwyn Mayden**



Members of the Parent University Team



Catherine Born, PhD '82, MSW '73



Parents are encouraged to get involved in all the Parent University activities

Healthy Babies takes an active role in education and outreach, Mayden says, by helping women connect with resources and support regarding prenatal care, adequate housing, substance abuse treatment, mental health counseling, and assistance with domestic abuse.

The program's activities include Mom's and Dad's Clubs, created in response to requests by parents for a way to meet other mothers and fathers in their community. A citywide initiative led by the mayor's office, the Baltimore City Health Department, and the Family League of Baltimore City, B'more for Healthy Babies

succeeded in lowering the city's infant mortality rate to 9.7 per 1,000 live births in 2012 — the lowest number ever.

"Of babies born to women enrolled in B'more for Healthy Babies, 96 percent were at term or near term," Mayden says.

"The success of the program is due to strong partnerships with families, community members, providers, and other stakeholders," says Stacey Stephens, LCSW-C, director of the School of Social Work's B'more for Healthy Babies initiative and a clinical instructor at the School. "We have a common interest in



ensuring optimal health, well-being, and a promising future for babies and children."

Promise Heights' Parent University — the result, says Mayden, of candid discussions with residents of the McCulloh Homes housing development about their needs — is a highly original semiannual 10-week program for mothers, fathers, and caregivers. The program, which provides instruction to support parent-child interaction and to increase parents' knowledge of developmental and social-emotional functioning of children ages infant to 3, emphasizes increasing responsive parenting through group interaction and home visits. Interactions are supported through interventions based on evidence-based approaches and measurements such as the Nursing Child Assessment Teaching Scale and the 1-2-3 Magic child discipline program. Yet the program is remarkable in its reliance on working with multi-family groups (often including more than one parent figure) and because of the high level of involvement of parents as program leaders.

Parent University's fourth session will begin in spring 2014; parents who graduated from previous classes now help lead the groups. Also in the spring, the Parent University II curriculum, which is based on the Deborah Gross's well-evinced Chicago Parent Program, will address parenting issues for children ages 3 to 5.

"The goal of Parent University is to have the experts on parenting in Upton/Druid Heights — the parents themselves — be those who actually end up leading the parent programs," Mayden says. "Social workers are fading into the background — ready to help if needed but allowing parents to share their expertise with their peers." Alum Kyla-Liggett Creel, LCSW and PhD student, and clinical faculty member Claire Meringolo, LCSW, have been leading and, then, co-leading the groups while supporting ever-increasing parent leadership.

Promise Heights has also worked with elementary schools in the neighborhood to strengthen their kindergarten and prekindergarten work. The School of Social Work also facilitated the opening of two "Judy Centers," provide central locations for early-childhood education and support services to help children up to kindergarten age achieve school readiness. Claire Meringolo serves as



Circle time is fun and interactive at Parent University

a mental health consultant and is available to families as well as teachers and school staff.

Promise Heights' C-WEST program, supported by a two-year demonstration grant awarded by the HHS Administration for Children and Families, helps develop policies, increase access to high quality practice, and provide workforce development in order to improve children's lives in various ways, including mitigating the effects of childhood trauma. C-WEST also engages community partners to build infrastructure capacity to help ensure that infants and young children who are at risk of entering into foster care have access to comprehensive, high-quality early care and education services. C-WEST's work is performed in partnership with the Ruth H. Young Center and the Institute.

ACADEMICS

The School has long had one of the largest and strongest Families and Children's academic programs in the country. This year in partial recognition of the growing importance of working of the importance of early childhood and developmental services we are offering a new course on parenting. "Probably every school of social work has a course on family therapy, a hallmark of social work. Yet, these courses, aimed at helping families with older children, have rarely been complemented by courses on parenting interventions which are so needed by families with younger children," says Dean Barth.

Therefore, in addition to the usual clinical, human behavior, and policy course offerings

at the University of Maryland (UM) School of Social Work that address early childhood, the School has added an innovative course on parenting. Lisa Berlin teaches this new course offering, assisted by Kyla Liggett-Creel. The course helps students recognize the important characteristics of evidence-based parenting interventions and conduct evaluation research on them.

FULFILLING WORK FOR STUDENTS

School of Social Work students praise the School's early-childhood programs, including the fieldwork—which they say is very rewarding. Amanda Malone, a master's-degree student and an intern with the Promise Heights program, says that through her internship work she has "become a part of the lives of more than 100 pre-kindergarten and kindergarten students, their families, and the community."

"The work that we do as social workers is an essential part of providing at-risk children with the social and emotional skills to cope with trauma, build healthy relationships, and succeed in life," Malone says. "Early interventions are critical in promoting more positive outcomes for our children. The successes and skills that our children acquire in their early years will travel with them and influence them through the rest of their lives. The children and families that I work with motivate and inspire me every day, and I could not feel more fortunate to work with such an amazing group of individuals."

Britney Pitts, a master's-program student and a Promise Heights intern at the Judy Center at the Samuel Coleridge-Taylor Elementary



A father has his hands full as he takes part in Parent University



A Mom reading to her baby at Parent University

School in Upton, says she sees "so much potential and promise" in the children there.

"They're more eager to discover than you would believe," Pitts says. "The excitement and pride they experience when they conquer new skills is amazing to be a part of."

"Our young ones," Pitts says, "deserve and are entitled to the greatest learning experience they could have."

Clearly the future of social work is also going to be more expansive and more effective as we continue to develop new policy, program, practice, and research skills in the area of early childhood services.

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Marybeth Conlon

Alison Bujanovich

Homecoming and Alumni Awards Luncheon

The School recently held its annual Homecoming and Alumni Awards Luncheon. This year, the topic for the morning session was Integrated Behavioral Health and Primary Care. The keynote speaker was Arleen Rogan, MSW '87, PhD '01. Rogan is director of the Division of Integrated Health Services with Family Services, Inc., an affiliate of Sheppard & Enoch Pratt Foundation. An alumni panel discussion followed with panelists Adrianna M. Overdorff, MSW '12, Evergreen Health; Kathleen Rebbert-Franklin, MSW '82, Maryland Alcohol and Drug Abuse Administration; Mark R. Slater, MSW '05, Behavioral Health Systems; and the panel was moderated by Clinical Assistant Professor Kelley Macmillan, PhD.

The day was capped with our annual alumni awards luncheon. Honored this year for their outstanding contributions to social work were: Imam Hassan A. Amin, MSW '00 - Alumni of the Year Award; Patricia Baker, LCSW-C, MSW '82 - Emeritus Award; Susan Futeral, MSW '82, PhD - Outstanding Contribution to Social Work Award; Lisa Klingenmaier, MSW '12 - Outstanding Recent Graduate Award.



Homecoming Speaker and Panelists from left to right: Kathleen Rebbert-Franklin; Dean Richard Barth; Arleen Rogan; Kelley Macmillan; Adrianna Overdorff; and Mark Slater.



Alumni Award Winners from left to right: Lisa Klingenmaier; Imam Hassan Amin; Patricia Baker; and Susan Futeral.

2013-2014 Alumni Board

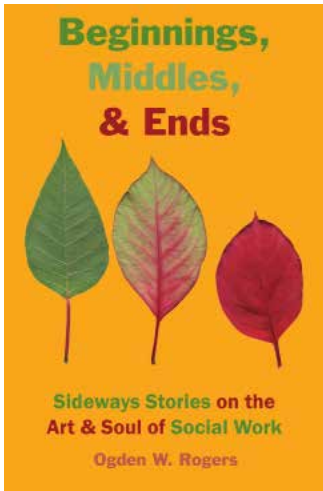
Eugene P. Bartell '72, Patricia G. Bennett '93, Tanya N. Bryant '08, George L. Carlson, Jr. '89,
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Jamie N. Wilson '06, Patricia A. Wilson '88

Connections

Alumni News

class of **1981**

Ogden Rogers, MSW, PhD '93



White Hat Communications recently published my new book: *Beginning, Middles & Ends: Sideways Stories on the Art & Soul of Social Work*. I wrote this book for colleagues, social work students and their teachers, and to be very honest, for myself. In the seasons of studying social work, students have to read a lot of textbooks and professional literature. I know, I've had to read a lot of those things, and they are

good to read...but sometimes, it's good to take a break and just read something that's just a little off center and not in APA style! Something to read, well, just for the heck of reading. The initial reviews have been encouraging!

class of **1982**

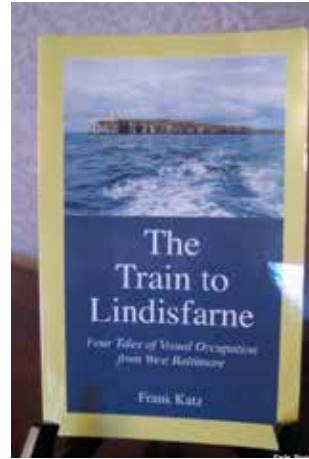
Denise Nooe, MSW '82

Nooe, Director of United States Senator Barbara Mikulski's Annapolis office and long-time staffer for the Senator, retired at the end of December after 30 years of government service. Mikulski said of Nooe, "Throughout these wonderful 30 years, Denise has been an invaluable member of my staff. Not only has she helped me immensely in my work as a U.S. Senator, but she has also stood sentry with me and served the people of Maryland with distinction for three decades."

Nooe now serves as the Outreach Coordinator at Maryland Department of Veterans Affairs, Office of the Secretary.

class of **1991**

Francis Ross Katz, MSW (have image)



Dr. Katz taught in the public and private schools of Baltimore City for 25 years before receiving his MSW in 1991. He then worked in the addiction/recovery program of the Baltimore VA Medical Center for 18 years before retiring in 2008. From then until 2011, Dr. Katz was a family counselor for the Renaissance Christian Counseling Center in Baltimore before moving to Miami. *The Train to Lindisfarne* is a personal

exploration of the effects of racism throughout the history of Baltimore City. He received a Doctor of Education degree from Columbia University and is currently a licensed social worker in Florida, volunteering in the addiction/recovery program of South Miami Hospital as well as the Miami/Dade School System's Listeners/Oyentes program. He can be contacted at 6401 SW 109th Court, Miami, FL 33173.

class of **1992**

Leslee S. Hecht, MSW

After 20 years of practice in adoption/international adoption at Catholic Charities, Baltimore and 4 years at Montgomery Hospice, in June I fulfilled my dream to move to Colorado. I am working with Innovage Greater Colorado PACE and get to see the mountains every day!

class of **1999**

Karen Franklin, MSW

Franklin is Manager of EAP Services for Cracker Barrel Old Country Store, Inc. Karen is a Licensed Clinical Social Worker and has worked for Cracker Barrel in the EAP area since 2004.

class of **2009**

Erin Bryan, MSW, LICSW

Erin has taken a position as an Intensive Outpatient Program Therapist at MedStar Washington Hospital Center in Washington, DC. Among her many duties, she develops and facilitates 15 psychotherapy groups a week for the Center's Mental Health Intensive Outpatient Program; assesses and documents effectiveness of interventions in resolving psychological barriers toward improved functioning and discharge; and provides direct supervision to an Advanced Standing MSW intern from the SSW.



Lucy Graves Buckley, MSW

Tilly Michelle Buckley was born on 08/15/13 to parents Jonathan and Lucy Buckley.

Anne Hughes, PhD

Hughes earned honorable mention honors in the Journal of Social Work Education's list of 2013 award winners. Her article, "Being the Diversity Hire: Negotiating Identity in an Academic Job Search," (Vol. 48(2)) was honored in the Journal's Best Empirical Article (Qualitative) category.

IN MEMORIAM

Harriet Douglas, MSW, LCSW

A longtime faculty member at the School, Douglas specialized in teaching courses on psychotherapy and family counseling with an emphasis on clinical skills. Retiring in 2008, Douglas served the School for 21 years. She died in July at the age of 73.

Clementine Lazaron Kaufman, MSW '73, PhD '79

A former social worker and volunteer who served for years on numerous boards throughout the Baltimore region and worked tirelessly for social justice died in September at the age of 89.

Everett H. Wilson, MSW '64

A Social worker and state official was the second black student to enroll at St. John's College in Annapolis. He passed away in October at the age of 79.

2014 REGENTS FACULTY AWARDS UNIVERSITY SYSTEM OF MARYLAND

TEACHING EXCELLENCE AWARD

**Congratulations to the School's Megan Meyer,
Associate Dean for Academic Affairs.**



Meyer earned a prestigious Faculty Teaching Award from the University System of Maryland's Board of Regents. Regents' Faculty Awards publicly recognize distinguished performance on the part of faculty members. This award is the highest honor presented by the Board of Regents to exemplary faculty members.

Connections is a publication of the University of Maryland School of Social Work. It is produced by the School's Office of Communications. Articles and news items should be sent to the Office of Communications at the School.

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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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Spring 2014 Assisting Veterans



From War to Workforce:

Assisting Veterans as They Reintegrate into the Workforce

Date: Friday, May 9, 2014 Time: 9:00 a.m. – 4:30 p.m.

Location: UM SSW Cost: \$95 CEUs: 6 (Only \$47.50 if you do not need CEUs)

In the 12 years since American troops were first deployed to Afghanistan and Iraq, more than 2.6 million veterans have returned home to a country largely unprepared to meet their needs. Veterans who survived Taliban and Al Qaida attacks, roadside bombs, mortar fire and the deaths of fellow soldiers will return to an everyday 9 to 5. As practitioners, what can we do to help them during this transition? Join us in a full day event that will address many issues that only our finest, military men and women, face. We will address topics such as: How to support veterans and their families; How the brain and body are affected by war, military sexual assault, suicide prevention, veterans living in rural communities and much more.

This event is co-sponsored by Prudential Financial.

To register:

umsswalumni.umaryland.edu/s/1178/index.aspx?sid=1178&gid=1&pgid=639&cid=1433&ecid=1433&crid=0&calpgid=13&calcid=664