University of Maryland
School of Social Work
MASTER’S PROGRAM
## Table of Contents

### THE SCHOOL OF SOCIAL WORK

- Vision, Mission, and Values ......................................................... 2
- Introduction .................................................................................. 4

### ACADEMICS

- Academic Concentrations .......................................................... 6
- Academic Specializations ............................................................ 8
  - Student Profiles .......................................................................... 10
- Academic Subspecializations ...................................................... 20
- Interdisciplinary Collaboration ................................................... 21
- International Learning ................................................................. 23

### FACULTY

- Faculty Research Highlights ...................................................... 24
- Faculty Profile ............................................................................ 26

### DISCOVER

- About the University ................................................................. 29
- Life in Baltimore ......................................................................... 31
- Where the Jobs Are .................................................................... 32
VISION
The University of Maryland School of Social Work anticipates and meets the challenges of societal issues by promoting social and economic justice and by advancing social welfare and social work.

MISSION
The mission of the University of Maryland School of Social Work is to develop leaders and scholars to advance the well-being of populations and communities at risk. The School serves society through the development of knowledge in education, research, scholarship, service innovation, and advocacy.

VALUES
The faculty, students, and staff of the University of Maryland School of Social Work adopt this statement of values in support of the School’s mission. We value:

• Excellence in education, research, scholarship, and service
• Academic freedom through the pursuit and dissemination of knowledge
• Global economic and social justice for all individuals with particular emphasis on vulnerable, excluded, and marginalized populations
• Ethical and socially responsible conduct
• Strengths of individuals, families, and communities
• Inclusiveness, respect, and diversity
More than 50 years ago, the University of Maryland School of Social Work was founded among the housing projects and vacant lots of West Baltimore.

Starting with just 19 students, a handful of faculty members, and a significant mission to develop knowledge in education, research, scholarship, service innovation, and advocacy, the School has grown to become one of the largest and most respected in the country.
Today it is ranked among the top 20 schools of social work in the nation and is part of a vibrant community and a thriving campus of graduate and professional students.

Students at the School of Social Work come from across the U.S. and from foreign countries. They bring diverse ethnic, professional, and academic backgrounds with undergraduate degrees in social work, liberal arts, science, math, humanities, and business.

With high research publication rates in prominent social work journals, our faculty offers a range of specialties and approaches. Together, faculty and students help individuals and communities through more than 600 programs and field instruction sites in Baltimore, Washington, D.C., and elsewhere in the mid-Atlantic region.

The University of Maryland School of Social Work is designed to meet the needs of students interested in studying clinical social work, human service management, and community organization.

Our highly ranked 60-credit master’s program is divided among 24 foundation credits and 36 advanced credits. In the advanced year, students have the choice between the clinical concentration and the management and community organization (MACO) concentration. It is also possible to combine the two.

In addition, students choose a specialization, or field of practice, which focuses their work on a particular area of study within the concentration. These specializations include aging, families and children, health, mental health, and social action and community development. The School also offers two academic subspecializations in employee assistance programs and child, adolescent, and family health. Students interested in pursuing a career in public child welfare will want to learn more about the School’s Title IV-E Education for Public Child Welfare Program.

We also offer a one-year advanced standing program for students entering with an undergraduate BSW degree from an accredited program.

In addition to a master’s degree in social work, the School offers four types of dual-degree programs: an MSW/MBA with the University of Maryland, College Park; an MSW/JD with the University of Maryland Francis King Carey School of Law; an MSW/MA (Jewish studies) with Towson University; and an MSW/MPH with the University of Maryland School of Medicine or Johns Hopkins Bloomberg School of Public Health.
CLINICAL
The goal of the clinical program is to educate a practitioner who will work to improve the quality of life and enhance the social functioning of individuals, families, and small groups through direct service. Clinical social workers are active in the promotion, restoration, maintenance, and enhancement of the functioning of their clients and clients’ support systems, in the prevention of distress, and in the provision of resources.

MANAGEMENT AND COMMUNITY ORGANIZATION (MACO)
The MACO concentration represents the macro arm of social work, which seeks to develop new and better services, social programs, and social policies. Macro social work practice includes community organizing and development, social planning, policy analysis and development, political and social action, and skillful agency administration and resource development.

SECONDARY CONCENTRATION OPTION
It is also possible to elect a secondary concentration in conjunction with a primary one. A secondary concentration exposes the student to some of the content from the other concentration.
AGING
The University of Maryland is the only public university in the region that offers a specialization in working with the aging and their families.

Social workers specializing in aging are dedicated to enhancing the quality of life of the elderly. They search for alternatives to isolation, abuse, abandonment, and needless institutionalization. A growing elderly population, increasing life expectancy, and diminishing health care have created a need for professionals skilled in helping older people.

FAMILIES AND CHILDREN
Social workers have always led the efforts of society to help families and children. Those specializing in service to families and children know that not only do children need protection, but families also need help to change their behaviors. Social workers respond to problems within families and advocate for laws, programs, and public understanding of the special needs of children, the most vulnerable group in our society.

The University’s social work faculty is nationally recognized in the areas of foster care, adoption, adolescence, divorce, child abuse and neglect, custody disputes and parental kidnapping, single parents, and African-American families. The faculty has an outstanding record of research and publication, grant funding, and community service.

HEALTH
Physical illness often causes emotional and social problems. Clinical health social workers provide counseling, link patients with community resources, serve as advocates, and work with self-help groups. They also study patterns of illness, develop and implement programs to prevent disease, and advocate for a better health care system.

The University of Maryland School of Social Work has the state’s only graduate health specialization in social work. The School takes advantage of its location on a campus that includes two major medical centers, a trauma center, four health profession schools, and thousands of health care professionals and students. Half of the School of Social Work’s field instruction agencies are health-related.
The health specialization prepares graduates to work as administrators or community organizers in health care organizations and advocacy groups. Graduates are well-qualified to work in one of the largest fields of social work practice—one in which employment opportunities in recent years have been excellent.

MENTAL HEALTH
At any one time, more than 15 percent of the population is estimated to need mental health services, and social workers have been the dominant professionals in this field. More than half of all professional mental health personnel are social workers who are dedicated to advancing clinical techniques and developing policy to improve the mental health of our society.

The mental health specialization is a comprehensive program that combines exposure to the latest practice techniques with knowledge of the community. Like the health specialization, this program takes advantage of the School’s proximity to two major medical centers, a psychiatric institute, and a psychiatric research center.

SOCIAL ACTION AND COMMUNITY DEVELOPMENT
Social workers specializing in social action and community development help community organizations and agencies help themselves. They contribute to the grass-roots approach by joining other disciplines to bring about social change and community development, and by providing services to reduce poverty and economic and social dependency. During this era of community fragmentation, social alienation, and economic degeneration of the poor and the middle class, the need for skilled professionals in social and community development has never been greater.

The University of Maryland School of Social Work is one of the few schools of social work in the nation that offer a specialization in social action and community development. In addition to faculty expertise, a strong alumni and social network, and excellent resources, the School is located in an area that provides a host of opportunities for policy analysis and advocacy. Only a short drive from the nation’s capital and social policy center, the School also provides ample opportunities for both rural and urban social and community development.
STUDENT PROFILE  Juanita George

On the island of Tortola in the British Virgin Islands, where Juanita George grew up, it is not really an insult to say someone is old.

“‘Old people’ is what we call them—they are pillars in our communities and will forever be,” George says.

She has always had good relationships with the elderly: “They take to me and I to them.”

After considering a career in criminal justice, George decided instead to move to Baltimore in 2007 to tap into her connection to seniors with an education in social work. After obtaining a bachelor’s degree at Morgan State University, then working for a year in care coordination for children, George entered the School of Social Work at the University of Maryland for graduate studies focused on aging. She obtained a master’s degree in 2012.

“The faculty is made up of social work forerunners in the state of Maryland, and I think that is the School’s greatest virtue,” says George, who describes the School as “jampacked” with resources and networking opportunities.

“If you play your cards right and get to know the right people, you may be able to start your career even before graduation,” she says.

George also says the School's location in downtown Baltimore is a great asset. “I felt attached to the community, with our School being in the heart of the city and seeing that we serve the community through our medical centers and social work outreach programs,” she says.

George says she left the School of Social Work with the knowledge and skills needed to obtain a position in a hospital social services unit on Tortola, and to conduct workshops and seminars on how to age successfully.

“I’m passionate about life and living it in its fullness,” she says. “What better way for me to achieve happiness than helping others find the same passion for living and the keys to aging gracefully?”
STUDENT PROFILE  Sammy Jo Kanekuni

Sammy Jo Kanekuni says she was always attracted to the social work field.

“When I was in middle school,” says the Frederick, Md., native, “I ran a fundraiser and donation drive for a local domestic violence agency. When I learned more about it, I decided I really wanted to work with people and help those in need.”

While obtaining a bachelor’s degree in anthropology at Binghamton University in New York, Kanekuni interned with a family services unit in the Broome County Department of Social Services and became interested in working with children and families. Kanekuni also traveled to Senegal with a student group to help build a library and do other work to aid children. It was then she decided for sure to make social work her profession.

After leaving Binghamton, Kanekuni pursued graduate studies at the University of Maryland (UM) School of Social Work.

“I chose to attend the University of Maryland because of its excellent reputation as a university and high ranking for its School of Social Work,” says Kanekuni, who obtained a master’s degree in 2012.

Her choice of social work schools was a good one—Kanekuni says students at UM can learn about different populations from instructors who have performed a wide range of work and research. She was also pleased with the diverse field placement options, and the Title IV-E Program—a partnership between the School of Social Work and the Maryland Department of Human Resources—that provided Kanekuni with excellent training, she says, for a career in child protective services (CPS).

“I gained an understanding of how families work and how child abuse and neglect affects the long-term outcome for children,” she says.

“I hope to find a job as a CPS worker. The work is extremely busy, but it’s extremely rewarding.”
STUDENT PROFILE  Tiziana Di Fabio

A 2012 graduate of the University of Maryland School of Social Work, Tiziana Di Fabio earlier attended the University of Maryland, College Park, where she obtained a bachelor’s degree in English literature and secondary education. She made the switch from English to social work while teaching middle school students in Prince George’s County, where she saw the difficult realities many Latino youths face—realities such as language barriers, discrimination, and the complicated dynamics among immigrant families. Latina herself, Di Fabio realized that without more culturally sensitive support, those students were not going to succeed academically.

She chose the University of Maryland to pursue her social work education not only because of her undergraduate experience with the University, but also because while working at a wellness center in Montgomery County, she saw that the most competent social workers there were University of Maryland graduates.

“The professors at the School have vast professional knowledge and really care about the students,” she says. “I am grateful for the support and encouragement I have received from the faculty.”

While at the School of Social Work, she decided to focus on health care. “Social work training provides a comprehensive way to address health problems and plan respective interventions since it takes into account different systems in addition to the biological and psychological factors of individual health,” Di Fabio says.

Now a social worker in Baltimore, she says the health disparities of the city provide an opportunity to create change with the preventive techniques she learned at the School. She is also making good use of the treatment support skills she developed.

“The School of Social Work provided me with the theoretical frameworks and practice opportunities I needed,” says Di Fabio. Being able to have a positive impact on people’s well-being, she says, is very rewarding.

“Health is a right,” Di Fabio says. “Ensuring that everyone has access to good health care—and more importantly, preventive care—is a matter of social justice.”
STUDENT PROFILE  Randy Soucy

After considering several master’s degree programs in social work, Randy Soucy picked the University of Maryland largely because of the nearby neighborhoods challenged with poverty and all the problems that come with it.

“I wanted to experience social work in a raw, urban environment,” he says.

Soucy, who graduated in 2012, says studying in downtown Baltimore gave him the opportunity to be exposed to “the diversity, hardships, and idiosyncrasies of urban living.”

“I have experienced situations where I was out of my comfort zone, which has helped me to grow as a social worker,” he says.

Soucy’s first experience in social work began in 2004 when he took a job as a youth caseworker at a center for homeless teenagers in Portland, Maine.

“It was truly an eye-opening experience,” Soucy says—and one that proved false several stereotypes about people struggling with poverty, substance abuse, and mental illness. Although his undergraduate degree from the University of Maine is in outdoor recreation leadership and management, the job prompted Soucy to pursue study in social work. After settling on the University of Maryland, he chose the mental health specialization.

“While at the teen center, I was exposed to a wide range of mental disorders,” Soucy says. “The mental health specialization was a way to delve deeper into these conditions and gather more information about treatment options.”

He says the University of Maryland not only prepared him well for a career as a mental health therapist, but also expanded his interest beyond urban problems and into research on mental health issues in rural areas.

“My experience at the School of Social Work was excellent,” he says. “It turned out to be everything I expected. I did not have a single class I didn’t like, and I had great support from my advisor and my professors.

“The curriculum, paired with the field experience, taught me more than I thought was possible.”
STUDENT PROFILE  Lisa Klingenmaier

While taking premedical courses at the University of North Carolina, Lisa Klingenmaier realized that instead of treating patients’ physical ailments and then sending them home, she wanted to address the issues of social inequality that often make people sick in the first place.

An opportunity to volunteer at Health Care for the Homeless brought her to Baltimore, where she became friends with University of Maryland graduates who suggested she pursue a career in social work.

“I met amazing alumni from the University who encouraged me to look into the School of Social Work,” says Klingenmaier, who was impressed to learn that the University offers a dual-degree program in social work and public health on one campus.

“The School of Social Work has one of the largest and most respected programs in macro-focused social work,” she adds. And with her interest in social action and community development, the School’s specialization in those areas made enrolling at the University seem the perfect next step.

She was not disappointed. A 2012 graduate of the School of Social Work, Klingenmaier praises the faculty and the opportunities to perform work and research off campus.

“Through my field placements at the Maryland Office of the Public Defender and the Maryland Alliance for the Poor, I was able to further my understanding of the structural issues that create poverty,” she says. “In particular, I was engaged in examining the cycle of incarceration and homelessness. It’s a connection I would have likely not looked at on my own.”

A native of Philadelphia who grew up in Orlando, Fla., and Raleigh, N.C., Klingenmaier plans to remain in Baltimore to work on housing, health care, and employment issues.

“Those are areas I’m passionate about,” she says, “and that draw on the strengths of my master’s degrees in both social work and public health.”
EMPLOYEE ASSISTANCE PROGRAM
Available within the mental health specialization, the Employee Assistance Program (EAP) curriculum is nationally and internationally recognized. In recent years, there has been rapid growth in the demand for human services in the workplace. EAP social workers provide services for employees and employers, including but not limited to assessment and short-term counseling regarding mental health and wellness issues, drug and alcohol counseling, and assistance with work-life balance. Social workers in this unique subspecialization provide support to management and serve as a resource for employees and their family members.

Special emphasis is placed on EAPs, work-life programs, and managed behavioral health care. Faculty members at the University of Maryland School of Social Work are recognized experts in EAP and related fields.

CHILD, ADOLESCENT, AND FAMILY HEALTH
Child, adolescent, and family health social workers practice in a variety of settings, including prenatal clinics, well-baby centers, pediatric intensive care units, school-based health centers, programs for pregnant and parenting teens, and child development centers. They also practice in settings for children with chronic illnesses, disabilities, and handicapping conditions in state and local departments of public health, and in child advocacy organizations. Depending on the setting and their position, the social workers may provide direct services, organize parents and other constituencies, administer programs, formulate policy, or advocate for improved services. The child, adolescent, and family health subspecialization is part of the health specialization.
The University of Maryland’s Baltimore campus is not only the home of the School of Social Work. It also hosts highly ranked professional schools in dentistry, law, medicine, nursing, and pharmacy. This unique blend of students and faculty on one campus creates many exciting learning, research, and service opportunities for our students.

Maternal and Child Health (MCH) students from the School of Social Work collaborate with doctors, nurses, lawyers, and others at the University of Maryland Medical Center to take an all-encompassing approach to medicine. Also, MCH students lead an interdisciplinary course on an important health-related topic each January.

Social work students recently teamed up with other students and faculty on campus to travel to the African country of Malawi for an interdisciplinary research project examining maternal/child health services. Also, through the School’s Promise Heights Initiative, social work students have partnered with students and faculty throughout the University to develop collaborative efforts that address poverty and its impact on health in West Baltimore. These “civic warriors” often serve as valuable first responders to pressing social issues.

The School of Social Work also has more than 600 field placement sites where students put their education into practice, and many of these sites are innovative and interdisciplinary in nature.

By working hand in hand with instructors, practitioners, and students in various fields, School of Social Work graduates leave the University well prepared for the many demanding roles and interdisciplinary paths faced by social workers.
STUDENT PROFILE Agatha So

The University of Maryland School of Social Work maintains a programmatic relationship with Rajagiri College of Social Sciences in Kerala, India. This relationship encourages students from Rajagiri to complete their advanced year at the University of Maryland. In addition, students from the School of Social Work can take part in a six-month field placement program in India.

Every other year, faculty and students travel to India to study social work at two universities during January. In years when the travel opportunity to India is not offered, another international social work travel opportunity may be available.

In January 2012, Agatha So, 11 other students, and two faculty members went to El Salvador, where they saw how communities there practice social work and integrate social justice principles. The class also donated a water filtration system to a community in San Pedro Perulapan, making clean drinking water available for nearly 7,000 people. The trip, says So, gave her and her classmates new perspectives on social work practice.

“The School of Social Work’s international social work opportunities shaped my second year of learning there and helped reinforce my confidence in pursuing work abroad,” says So, who graduated in 2012 with plans to pursue a career in international community organizing.

The School’s management and community organization concentration made it an attractive choice back when she was selecting a school for graduate studies. Its location in downtown Baltimore was also a draw.

“I grew up in a white, suburban neighborhood in central New York,” she says. “I had never lived in an urban area such as Baltimore. There are many opportunities for social work here, and as a student I was challenged to aspire to greater competence in helping the diverse neighborhoods.

“At the University of Maryland,” So says, “students are reminded that classroom work is not enough. They must go out in the field with opportunities that suit their interests and align with the needs of populations and communities they will work in.”

Those communities can be as close to campus as West Baltimore, or as far away as Central America.
The faculty of the University of Maryland School of Social Work includes some of the most productive researchers and respected teachers in the nation. The School’s wide breadth of course offerings brings with it a faculty full of diverse ideas, expertise, and learning opportunities.

Here is just a small sample of the research our faculty performs.

AGING
- Effects of Appraised Caregiver Burden on the Use of Home and Community-Based Care Among Primary Caregivers of Older Americans

CHILD WELFARE
- Child Abuse and Neglect
- Cognitive-Behavioral Therapy for Physically Abused Children and Their Families
- Experiences of a National Sample of Foster Care Children
- Family Connections Program
- Foster Parent Reimbursement
- Impact of Long-Term Abduction on Family Reunification

COMMUNITY DEVELOPMENT
- Building and Bridging Diverse Neighborhoods in East Baltimore
- Lives of Youth and Families

CULTURE/DIVERSITY
- Community-Based Family Approach to Reducing Infant Mortality
- Maryland Regional Community Network Program to Eliminate Racial Disparities Regarding Cancer Services

EDUCATION
- Maternal and Child Health Center for Leadership in Public Health Social Work Education
- Service Learning and Civic Engagement Among Undergraduate Students
- Social Work PhD Students’ Experiences Becoming Teachers

HEALTH
- An Ecological Model of Adjustment for Adolescent Siblings of Youths With Spina Bifida
- HIV Risk Reduction Among Latinas
<table>
<thead>
<tr>
<th>Category</th>
<th>Projects</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pregnancy Outcomes and Maternal Health</td>
<td>Testing the Effectiveness of Adding a Family Treatment Component to a Support Group for Breast Cancer Patients With Post-Treatment Fatigue</td>
</tr>
<tr>
<td>HOMELESSNESS</td>
<td>Homeless Provider Survey of Primary Care Physicians in Maryland</td>
</tr>
<tr>
<td></td>
<td>Social Capital and the Homeless</td>
</tr>
<tr>
<td>HOUSING</td>
<td>Baltimore Affordable Housing Audit</td>
</tr>
<tr>
<td></td>
<td>Park Heights Healthy Homes Demonstration and Education Project</td>
</tr>
<tr>
<td>MENTAL HEALTH</td>
<td>Enhancing School-Based Mental Health Services for Inner City Children and Families</td>
</tr>
<tr>
<td></td>
<td>Family-Focused Intervention in the Treatment of Depression Among African-Americans</td>
</tr>
<tr>
<td></td>
<td>Mental Health Promotion for Children and Adolescents in School Foster Care</td>
</tr>
<tr>
<td>POLICY AND COURTS</td>
<td>Long-Term Care Policy for Older Americans</td>
</tr>
<tr>
<td></td>
<td>Maryland Judiciary, Administrative Office of the Courts Collaborative Research Program on Assessment of Child Pregnancy Programs</td>
</tr>
<tr>
<td>SCHOOL-BASED SOCIAL WORK</td>
<td>Social Ecology of Race/Ethnicity School Achievement Gaps</td>
</tr>
<tr>
<td></td>
<td>Teacher-Student Relationship and Teacher Reform Practices: Predictors of Student Motivation and Math Success for Black Middle School Students</td>
</tr>
<tr>
<td>SOCIAL WORK TREATMENT</td>
<td>Qualitative Methods to Understand Results From a Group Behavioral Treatment Intervention for Persons With Co-Occurring Disorders</td>
</tr>
<tr>
<td>SUBSTANCE ABUSE</td>
<td>Program for Drug Abusing Women</td>
</tr>
<tr>
<td></td>
<td>Seeking Safety With Urban American Indians—A Pilot Study</td>
</tr>
<tr>
<td>VICTIM SERVICES</td>
<td>Developing a Comprehensive Assessment and Evaluation System for Victim Services</td>
</tr>
<tr>
<td>VOLUNTEERISM OR CIVIC ENGAGEMENT</td>
<td>Factors Related to Volunteer Sustainability: Testing a Model of Behavior</td>
</tr>
<tr>
<td>WORKPLACE AND EMPLOYEE ASSISTANCE</td>
<td>Developing Empirically Informed Assessment and Outcome Measures Within the Employee Assistance Industry</td>
</tr>
<tr>
<td></td>
<td>Sustainability Assessment of Work Force Well-Being and Mission Readiness</td>
</tr>
</tbody>
</table>
Melissa Bellin, PhD, MSW

As chair of Maryland’s only graduate health specialization in social work, Melissa Bellin’s work is well appreciated by the School’s administration, which has given her a Dean’s Teaching Award six times since 2008, and the student body, which awarded her the Exemplary Faculty Award in 2009.

She has also received numerous honors for her program of research on child and family adaptation to chronic health conditions, including a first place investigative award during the Second World Congress on Spina Bifida Research and Care, held in Las Vegas in 2012. In 2008, Bellin was a recipient of the Young Professional Award from the Association of University Centers on Disabilities, and a Young Investigator Award from the Spina Bifida Association.

“The University of Maryland uniquely positions me to build interprofessional collaborations with leading researchers who share a commitment to advancing the quality of life of children with special health care needs and their families,” Bellin says.

As a member of the School of Social Work faculty since 2006, Bellin has taught courses on a variety of subjects, but her primary focus has been to prepare graduate students for careers in medical social work. She has taught more than 12 sections of the advanced clinical practice class in health care—a class designed to advance family-centered, strengths-based, and culturally competent social work practices.

With schools of social work, dentistry, medicine, nursing, and pharmacy all on the same campus, and a renowned medical center next door, Bellin says the University of Maryland is the perfect place for her and for students interested in both health and social work.

“My mission is to equip students with the requisite knowledge and practice competencies to be effective partners on interprofessional health care teams,” she says. “The School of Social Work’s proximity to the other professional schools fosters unique opportunities for our students to engage in shared learning experiences.”
Opened in 1807, the University of Maryland is the founding institution of the University System of Maryland. The more than 6,000 students on the Baltimore campus—70 percent are female and 36 percent are minority, according to recent statistics—attend professional schools of social work, dentistry, law, medicine, nursing, and pharmacy, as well as a Graduate School.

The University conducts significant research and community outreach. In Fiscal Year 2011, extramural research funding totaled a record $588 million, and the campus community volunteered more than 2 million hours tutoring and mentoring, expanding access to health care, and increasing employment opportunities throughout Maryland.

TWO PRESTIGIOUS LIBRARIES
The Health Sciences and Human Services Library (HS/HSL), founded in 1813, serves all schools on campus and the University of Maryland Medical Center. The state-of-the-art facility, which includes teaching labs, study rooms, and a presentation practice studio, offers innovative services such as consultations and classes. The Thurgood Marshall Law Library, named for the Baltimore-born civil rights activist and Supreme Court justice, holds about 400,000 volumes, including more than 4,000 periodicals.

ON-CAMPUS RECREATION FACILITIES
Among the many features at the Southern Management Corporation Campus Center, which opened in 2009, is the University’s primary recreation and fitness center, which includes a 25-yard pool, audiovisually enhanced cardiovascular and weight equipment, a spinning studio, basketball and racquetball/squash courts, and an elevated running track. A satellite fitness center is available across campus at the University of Maryland BioPark. For more information on both facilities and the wide variety of wellness programs available, visit www.umaryland.edu/urecfit.

HOUSING
Housing choices for students include on-campus apartments at Pascualt Row and Fayette Square. Visit www.housing.umaryland.edu.

FINANCIAL ASSISTANCE
Many resources for financial assistance are available including grants/scholarships, loans, and work study. Visit www.umaryland.edu/fin.

TRANSPORTATION
The Light Rail and the Metro Subway are within walking distance of the School, and major bus lines serve the campus. Visit www.mtamaryland.com.
Baltimore is a city rich in history and culture with eclectic options in housing as well as activities, recreation, entertainment, shopping, dining, and night life.

Eighteenth-century townhomes in historic Fells Point, garden apartments in the Mount Vernon cultural district, and high-rise condos in newly developed Harbor East are just a few examples of the rental properties available near the University in Baltimore’s downtown area. For more information, visit www.livebaltimore.com/rent.

Shopping options in the Baltimore area include the boutiques and antiques stores of Hampden, the specialty shops in the Inner Harbor area, and the 200-plus retail chain stores at Arundel Mills Mall, which is also the site of the new Maryland Live! gambling and entertainment center. Other entertainment choices run the gamut from local indie rock at small clubs to a world-class orchestra at the Joseph Meyerhoff Symphony Hall. Or just check out the free outdoor performances at the Inner Harbor amphitheater.

The city’s history, dating back to its Colonial origins, can be revisited at sites such as Fort McHenry—birthplace of “The Star-Spangled Banner”—and at museums including the B&O Railroad Museum, which boasts the oldest and most comprehensive collection of railroad history in the Western Hemisphere. Other museums include the Baltimore Museum of Art—home of the world’s largest Henri Matisse collection—and the Port Discovery Children’s Museum.

Recreational opportunities are as varied as Maryland’s geography, with winter sports in the mountains to the west, swimming and surfing on the beaches to the east, and boating, fishing, and hiking on the waterways and trails in between. If spectator sports are more your style, enjoy a Baltimore Ravens football game at M&T Bank Stadium, watch the Orioles play baseball at the University’s neighboring Camden Yards, or take a short trip to Washington, D.C., for Nationals baseball, Redskins football, Wizards basketball, or Capitals hockey.

Transportation within Baltimore and out of the city offers many options. Light Rail, subway, and an extensive bus system—including the free Charm City Circulator—serve the metropolitan area. Buses, trains, several major highways, and the nearby Baltimore/Washington International Thurgood Marshall Airport make it easy to venture outside of the city.

For more information about living in Baltimore, visit the websites for LiveBaltimore (www.livebaltimore.org), Visit Baltimore (http://baltimore.org), and the Baltimore Collegetown Network (www.baltimorecollegetown.org).
Where the Jobs Are

AGING
Career Areas
• Advocacy and intervention
• Home health care
• Geriatric case management
• Public policy
• Adult day care
• Family services
• Information and referral
• Clinical medicine
• Research
Employers
• Hospitals and medical centers
• Banks, insurance companies, and investment firms
• Nursing homes/Senior centers
• Agencies on aging
• Senior volunteer programs
• Senior housing facilities
• Mental health centers
• Family service agencies
• Employee assistance programs

FAMILIES AND CHILDREN
Career Areas
• Family preservation
• Child day care
• Child protection
• Family foster care
• Group care
• Adoption
• Public welfare
• Advocacy and intervention
• Policy development
• Clinical medicine
• Research
Employers
• Adoption agencies
• Child day care centers
• Foster care agencies
• Family preservation agencies
• Private practitioners

HEALTH
Career Areas
• Hospital social work
• AIDS counseling/education
• Public health
• Hospice counseling/management
• Home health care
• Case management
• Discharge planning
• Maternal and child health
• Physical rehabilitation
• Chemical dependency
• Disease prevention and health promotion
• Research
Employers
• Health maintenance organizations
• Nursing homes/Group homes
• Hospitals/Clincs
• Hospice facilities
• Schools

MENTAL HEALTH
Career Areas
• Alcohol and other drug abuse treatment
• Individual and family psychotherapy and counseling
• Grief counseling
• Victim services
• Corrections
• Aging
• Child welfare
• Developmental disabilities
• Employee assistance

Employers
• Advocacy organizations
• Development corporations
• Community action agencies
• Neighborhood and community centers
• Local, state, and federal governments
• Settlement houses
• Labor unions
• Associations
• Political organizations
• Nonprofit organizations

SOCIAL ACTION AND COMMUNITY DEVELOPMENT
Career Areas
• Community development
• Social planning
• Program development
• Community education
• Grass-roots organizing
• Consumer advocacy
• Voter registration
• Economic development
• Politics
• Group work
• Neighborhood organizing
• Research
Employers
• Advocacy organizations
• Development corporations
• Community action agencies
• Neighborhood and community centers
• Local, state, and federal governments
• Settlement houses
• Labor unions
• Associations
• Political organizations
• Nonprofit organizations