

DEANS

1967-1976 Daniel Thursz
1976-1988 Ruth H. Young
1988- 1990 Ralph Dolgoff
1990-1991 Howard Altstein
1991-2006 Jesse Harris
2006 - Rick Barth

2000

A 2000 community organization graduate said that what stood out was:

1st year field experience at Sinai Hospital inpatient unit. And what was significant was the change from Dean Harris to Dean Barth.

SWCOS 15th year anniversary this year

2002

2002-2003
Dual Degree--MSW/MPH

COSA now MACO – Management and Community Organization = WHEN

Salisbury, Shady Grove, Hagerstown

Social Work Community Outreach Service – SWCOS

Social Work Teaching Center (in collaboration with BSW) established 1992

Outstanding Media Center

Frank Patinella a 2002 Community Organization graduate – wants to be contacted if name used in quote. fpatinella@hotmail.com

What stands out about this experience:

“I received all the knowledge needed to pursue my passion to advocate for social justice causes and civil rights issues. Most of the teachers were very helpful and some served as mentors to this day. On a less positive note, I believe the school should do more to attract activists and those interested in public policy and systemic change. Social work is supposed to be a comprehensive approach to change; working with individuals as well as their environment. I’m uninspired by the school’s focus on clinical practice. Furthermore, most of the students in this program go into private practice or case work without paying much attention to policy and systemic issues that often give rise to an individual’s or family’s problem. I believe clinical work is needed however, I feel that the school should also integrate more policy/advocacy work in their program.

I feel that the school has greatly benefited from the formation of SWCOS and the acquisition of Dick Cook. “

2003

2001-2003

Clinical

Field experiences

Enrolled

1994 – 489

1995 – 484

1996 – 488

1997 – 406

1998 – 420

1999 – 446

Graduated

1997 – 364

1998 – 408

When the extension on the Law School was completed the newspaper coverage didn't indicate that the School of Social Work also occupied part of the building. The following is a letter Dean Harris wrote to the editor at the Baltimore Sun. Such are the tribulations of being a dean.

To the Editor:

While your recent coverage of the France-Merrick commitment to the University of Maryland for a new building on the site of our law school is much appreciated, in all the excitement a serious error occurred. Reference was made to the "social work department, which occupies a small part of the law school..." The casual reader who doesn't know our university might think that social work is somehow part of the law school.

The School of Social Work is, in fact, the only graduate school of its kind in Maryland. We train the majority of the state's social work professionals and provide outreach and service programs to individuals, families and communities.

We are a separate school and have our own building across the street from the law school. Similar to the law school, however, we are desperately in need of additional space; thus the France-Merrick gift of \$500,000 to the School of Social Work toward its campaign goal of \$2.5 million.

As part of the law school expansion, the School of Social Work will open a Public Service Research Center within the new Law/Social Work building. With the establishment of the Center, our faculty and students will be better able to continue serving the citizens of Maryland through their research on longstanding social issues. Among our research initiatives are the nation's first comprehensive evaluation of the impact of welfare reform on families and an evaluation of service interventions designed to aid families at risk for neglecting their children. Our work will lead to significant improvements in the lives of Maryland's most vulnerable residents, as well as improved education for some of its brightest students.

Jesse J. Harris, Ph.D. Dean and Professor University of Maryland
School of Social Work

This was a busy time for the School. It was in the process of hiring a much needed Development Officer to expand fund raising activities. Traditionally this had not been a major concern in public schools of social work. But the world was changing and it now became important to devote time to these activities.

In this year Enrique Codas received the 2003 Founders Week Public Service Award from the University.

2004

In December of 2004 Associate Dean Lily Gold retired after a distinguished career with the School. She had been appointed as assistant to Dean Thursz in 1967.

MSW/MPH – with Johns Hopkins School of Public Health

At the Rajagiri College of Social Sciences in India which was celebrating its 50th anniversary there was an international seminar on 'World Peace and Social Work Education' on January 10, 11 and 12, 2005. The seminar was organized in association with the **University of Maryland, School of Social Work**, with Delegates from **University of Maryland**, Western Michigan University, Goteborg University, Sweden, Katho University, Belgium Canterbury University, U.K., and Assumption University and Chulang University, Thailand.

Under our agreement with Rajagiri, one student from India finished her first year education in India and transferred to our school and graduated from UMB. Last spring we placed three students from UMB at Rajagiri for their second year field education. All of them came back few weeks ago and I am waiting to hear their report. We have ten students who want to be placed in Cochin next year and we are thinking about selecting 6 out of the ten.

About your questions: Cochin is in the state of Kerala, the southern most state in India. Kalamassery is a township in Cochin and that is where the college is located. The college is affiliated to Mahatma Gandhi University.

Jesse and I participated at a conference that was held at Rajagiri in 2005. - International Conference on Peace and Social Work Education. Dick Cook also presented a paper.

Rajagiri has a website that narrates the history of the college

Becky Davis 2004 CO graduate:

What stood out for me was:

“My work at SWCOS field placements as well as a few of the professors I had. My SWCOS field placements were huge learning opportunities for me working in real social work settings and among the true philosophies that social workers stand for. A few of my professors stood out based on their passion for the field and their real-life examples they brought to the classroom.” Marianne Wood, Dean of Admissions has changed my life. Dr. Stueher and Dr. Morano had a great impact on me.

Lefarge, a 2004 graduate said that what stood out for her was:

“The excellent teaching of Heather Girvin; my surprise at the lack of scholarly commitment by the students.”

She saw as important in the school’s history:

“The continuing imbalance between the number of women in the profession and the number of women in the UMDB SSW administration.”

Cliff Sawyer a 2004 graduate said that what stood out was that:

The school was run very efficiently in terms of scheduling classes, human resources, financial aid. I would say the administration does a great job.

Having an African-American dean was significant.

2005

2005-2006 catalog

47 Professors

16 emeriti

Caroline Hoesch a 2005 Community Organization Graduate said:

I had a great internship with SWCOS. I worked with Ted Bush at the Resource Mentoring Project and was able to help nonprofits increase their sustainability.

Not sure about the school's specific history at that time but during graduation it was announced that Elrich's wife was to be the key not speaker. Students organized to oppose this. While we did not "win" it was great to see community organizing in action.

2006

Megan Meyer a 2006 graduate said that what stood out was the “professors” but that this hadn’t changed her life.

Kristine DeGuzman a 2006 clinical graduate said:

My internship was an extraordinary experience. What I learned during my internship prepared me to be the type of social worker I am today. It was hard work, but worth the effort to learn the ins and outs of medical social work.

A 2006 Maco student Kai Mumpfield said:

My experience at UMB was unique for several reasons but for two in particular. 1) I am from Montgomery, AL and never lived outside of Alabama, let alone in an area like the Washington D.C./Maryland area. The culture of the area is great. There is a rich history in the city of Baltimore and D.C.. I found myself enthroned in a world of being culturally open and diverse in the type of events I had the opportunity to attend, the people I was able to meet, settings and situations I found myself in and etc. I loved every minute of it! The only reason I left was because I was too far from home/family. 2) Tied with my first response, the best thing about my experience is the university itself; the SW department, its faculty, students, setting, mission and everything. I've never been so excited about learning and going to class as I was there at UMB. The instructors not only had the knowledge but practice and field experience to really teach the subject matters, as students we were able to learn from works in progress (book soon to be published); exposed to community in which we were a part of as students and impact that community through service learning; opportunity to collaborate with other disciplines within University system, and an awesome internship that exposed me more to the Baltimore community, students from other colleges in the area, politics, and non-profit world (which I work in now). I could go on but I digress. I am a better social worker, better person because of my time there!

A 2006 graduate wrote:

What stands out to you about this experience? The internship, there were difficulties in getting a placement my first year, but once it was established, it proved to be a great experience.

I was able to make history personally, because I was the first generation to receive a Masters in my family (Father's family) that is. I guess being a minority and looking back at years past, there were people who were of my ethnic background who were denied education based solely on their skin color, not on academia or character; so with that being said, I made my mark in history for the school as well as for myself.

2007

10,614 alumni as of FY07. The school will gain an additional 330 alumni after the summer and fall 2007 terms.

MSW/MA in Jewish Studies—Dr. Greif
MSW/JD—Dr. Shdaimah
MSW/MPH—Dr. Varghese
MSW/MBA—Dr. Hopkins

Meeting regarding important events in the school's history with Dr. Howard Palley

Dr. Palley Interview - Erin Pennington

Dr. Palley stated that one of his first jobs at the SSW was to review the PhD program proposal. In 1972, he taught a health policy course in which Dr. Jesse Harris, Carlton Munson and Joseph Anderson were students. Dr. Palley said that one of the CSWE accreditation reviews led the SSW to push to develop specializations.

Dr. Palley said that he is the chair of the social policy area of the school and has been proud of the school's policy focus. He mentioned the following names as relevant people to the school's policy department:

William Belcher, Dr. Young, Malinda Orlin, Eric Kingston, Verl Lewis, Jules Berman, Donald Fandetti, Michael Reisch and Donald Gelfand.

He said that he can provide his views and perspectives with more information or specific examples of historical events.

Emily Garrison a 2007 Community Organization graduate says that what stood out was:

“The knowledge and experience of the professors as well as the opportunities for hands-on engagement in the field.

The School attracts interesting and outstanding students:

Saltanat Dushaliev a student from Kyrgyzstan started her doctoral education at the School in 2007. She intends to finish in 2011. She first came to this country with a full scholarship from the George Soros Open Society Institute and received a MSW from Washington University . She is interested in domestic violence and intends to pursue this work when she returns home after completing her degree.

2008

An April 4, 2008 email from Dean Barth

Dear Faculty, Staff, Students, Alumni, and Advisors:

As many of you know, the new US NEWS and WORLD REPORT rankings for Schools of Social Work came out last week. We continue to be ranked about the same as we were in 2004-now 18th. [Only 10 years ago we were ranked 31st, in 2000 we were ranked 25th, and in 2004 we were ranked 19th.] The ranking system is, certainly, crude (it is solely based on the 5 point ranking of more than 200 MSW programs by the Dean and a senior faculty member in each MSW program). Nonetheless, students often evaluate programs on the basis of their USN&WR ranking-for lack of a better indicator--and this means that we will continue to be well-regarded by students. Potential faculty will also be encouraged by the fact that we are a school on the rise.

I would also tell potential students and faculty-and I am writing to tell you-that we are making progress in ways more significant than rankings. In the last 3 years, alone, we have hired 12 faculty from the top 20 schools-possibly an indication of our readiness to move up in the future and certainly an indicator that this is a valued setting for scholars who come from the best schools of social work. In recent years we have also increased our receipt of extramural research and training funds. To achieve this we have broadened our base and begun serious collaborations and to receive funding from State of Maryland health, mental health and juvenile services--areas that we have not been funded by in recent years. We have also expanded our support from federal and foundation sources. We are also upping our number of applications to the MSW program and our applicants are from a more national pool. We are having success in development and in the establishment of more community based initiatives for research and service. Thank you for all of your efforts to make our School great-they are paying off.

Ultimately, it is not our ranking but our capacity to deliver the promise of social work and to change the world that matters most. If all the nation's schools of social work develop stronger research capacity; educate their students well; develop new evidence-based services; raise new funds from alumni and friends to support scholarship and learning; and engage in broadly successful efforts to implement policy, program, and practice initiatives we will all be at the top of my rating scheme. We are not competing against other schools of social work. We are, instead, striving against our own willingness to settle for less than our best and against the natural and civic forces that diminish the quality of life for those all around us.

Fall 2008 – Michael Reisch appointed as first Daniel Thursz Professor of Social Justice

A beginning 2008 student said:

“It is not what I expected it to be. A disappointment.”

A 2008 graduate said that what stood out was the:

Lack of organization and professionalism within the school (lack of a timely orientation for incoming advanced standing students - provided three months after courses began, classes consistently ended 1-2 hours early every session, which is half of the time allotted that I am paying for, assignments are not challenging, undergraduate was significantly more helpful in my social work training.

Maria del Socorro Verneti a 2008 Community Organization graduate said that what stood out was that:

The School will be celebrating its 50th anniversary in 2011. Part of that history will come from your experiences and judgments. Please contribute your history to our history by answering a few questions:

"I had exceptional field placements that truly challenged me and molded me into the social worker I am today."

What was significant was: "The SGA student groups provided phenomenal events, including OASIS's black history month celebration, SAUCI's presentation on the awareness of the needs of disabled individuals, LASO's immigration forum, ISWO's information on international social work, the

LGBTAU's initiatives to change school policy in order to include the rights of transgender individuals, and SCOPE's activism in various advocacy initiatives.

A 2008 graduate said:

O.K. well my good experiences include meeting new colleagues. Throughout my whole masters program, I have meet a lot of people and are still good friends with them. I know that even after graduation I will still keep in contact with them. I have also had wonderful experiences with professors along the way, ones that have try been concerned about my future in social work and ones that have done all they could to ensure I reach the best of my potential and get the ultimate out of the learning process. One professor that stands out vividly is Professor Bellin she has been a true blessing to me and I still keep in contact with her to let her know how I am doing. She is genuine. Okay the bad experiences is learning how to be cautious in all I do. I had an incident where I was in a group and we were sent to the board for plagiarism. Big shocker for me because I try my best to live an honest life and be an honest person with integrity. It was truly a learning experience because since then I am very thorough with all my work I make sure it is edited by those with experience and I do not rely on others once the assignment is complete, I review my work. Last lesson is that I tried my best to avoid all group settings since then. I also have taken the time to explain my experience with others so they can learn from my mistakes.

I also encourage networking or getting to know your classmates so often people commute from far areas or take evening classes versus morning. I have had the luxury of taking evening, day and week-ends so I have met a wealth of students. I do believe the communication between students and staff and student to student has been a challenge for that reason. Overall, I enjoyed my stay at the university but I am now proud and yet relieved to have conquered another milestone in my life. Thanks Univ. of MD-SSW for a great experience whether good or bad.

"

A 2008 graduate said that what stood out most:

"Is the high quality staff and administration at the school, specifically, my experience with the following staff and sections of the school: Professor Fandetti, Professor Cohen-Callow, Professor Drake, Professor Hopkins, Professor Dolgoff and SWCOS.

Regina Claudy a 2008 graduate said that what stood out was:

The wonderful people and professors who were compassionate, and determined to change society for the better. Its that passion that will make a difference in the world

SWCOS REPORT TO THE FACULTY FOR 2007-2008

Dick Cook

Here are the SWCOS highlights for 2007-2008.

1. Celebrated SWCOS 15th Anniversary in several ways
 - a. In the Fall '07 we held the first ever SWCOS alum reunion. The alums definitely want it to be a regular event.
 - b. In the Spring we celebrated our 15 years by honoring Jesse Harris for his launching SWCOS. The event was held at the American Visionary Arts Museum. \$20,000 was raised which we plan on using to seed an endowed fund to support Peace Corps Fellows.
 - c. We have raised \$1,000,000 of our \$3,000,000 endowment goal.
 - d. We completed raising the \$25,000 minimum threshold for all four scholarships launched at the 10th Anniversary: Mark Battle Scholarship in Nonprofit Management, Paul Ephross Scholarship on Social Work with Groups, Stanley Wenocur Scholarship in Community Organization, and Susan Wolman Scholarship in Social Work With Individuals and Families. All scholarships were awarded this year.
2. We have developed new programs to serve the homeless, and to work in the area of affordable housing.
3. We have continued to have 50 students in Field Placements and provided financial support to 19 of them, amounting to over \$113,000.
4. We completed a one year partnership with the Health and Human Service Library in which we provided training to almost 1000 underserved individuals in Maryland on how to access health information through Maryland Health Go Local.
5. We have continued mental health services to at risk children in public schools, neighborhood organizing support to at risk communities and capacity building services to community based organizations.
6. We collaborated with the Office of the President in operating the Albert Schweitzer Fellowship Program.
7. We awarded 5 Peace Corps Fellowships from an applicant pool of 23 Returned Peace Corps Volunteers.

2009

Monifa Wilson a proposed 2009 graduate said that what stood out was:

That it took me 4 years to finish a 2 year degree! I have also had some great experiences at my internships. She considered it significant that, “ Since I have been here student accounting has moved 3 times.”

No one person [stands out], in particular, but professors, staff and the students have had a tremendous powerful impact on me. They have opened me up in new ways and caused me to think differently. I know I will look back on this experience and regret I didn't appreciate it more.

Dr. Ruth H. Young
1922-2009
Memorial Service
March 28, 2009
UMB School of Social Work

Dr. Melinda Orlin

Dr. Orlin described Dr. Young as someone who formed and maintained friendships and mentorships with a diverse group of people. She noted that Dr. Young was very helpful in advising people and had a sense of humor. Additionally, after her retirement, she continued her involvement in child welfare advocacy through Voices for Children in Howard County.

Peggy Suell

Peggy and Ruth were neighbors in DC. She noted that Ruth had a very active career, and she spent her time collecting interesting people and had a depth of courage and fearlessness.

Nicole

Nicole and Dr. Young were neighbors in Sykesville. She said that Dr. Young was her friend, mentor, and personal therapist and encouraged her to go to college. Nicole characterized Dr. Young as someone who “ensured there was a network of people to look out for neglected babies and abandoned babies.” Additionally, she noted that Dr. Young’s “life would be about helping others through social work.”

Michael Clan

Carter Michael described Ruth as her de facto grandmother. She said that Ruth had a vast, compelling personal history.

The children described Ruth as adventurous, joyful, an animal-lover, a book worm, and a grandmother.

Dean Richard Barth

Dean Barth visited with Dr. Young a few times since he became Dean. On a recent visit, he referenced a book that contained essays from senior deans to new deans. Dr. Young had an essay in this book. When he mentioned her essay to her, Dr. Young said, “Don’t take advice from old deans, figure it out yourself.” Dean Barth said that the new School of Social Work building is the House that Ruth built.

Dean Jennie Bloom

Dean Bloom noted that Dr. Young challenged and pushed her. Dr. Young helped her career because she gave her a chance to teach at UMBC. Dr. Young “built the public child welfare workforce in this state” because she provided training, recruited people to attend graduate school, and worked with local directors of social services. She gave people passion for what to do.

Cathy Born

Cathy noted that Dr. Young walked Carlton Munson's (1st doctoral student) dissertation around the campus to ensure it got where it needed to go. She noted that Dr. Young removed barriers and left us with a commitment to do the right thing, think critically, take a chance on someone, and know who's problem it is.

Kitty McFarland

Kitty met Dr. Young when she was a MSW student in the 70s and worked very closely with her. She said the 70s were an exciting time, and she had field placements at NOW and Legal Aid. At this time, the school did not have classes on child abuse, but Ruth was the expert on this topic. Kitty completed her master's thesis on adoption and how parties fared on adoption. She and Dr. Young planned a conference on adoption and 500 people attended. She also noted that they worked on Operation Babylift, which removed orphans from Vietnam. They found 150 homes for orphans in a single weekend. Kitty mentioned that in working with battered women at Legal Aid they found secret places for women to stay and were one of the first places in the country to do something for battered women. She mentioned that she worked closely with Dr. Young to complete a federal grant from the national center on child abuse, which provided 10 grants for the establishment of resource centers. She said the SSW was selected and received \$250,000.

Dr. Diane DePanfilis, Director of the Ruth H. Young Center for Families and Children

- There are 150 faculty, staff and students from BSW-PhD doing their work at the center.
- The center engages in education and training, research and evaluation, and best practices
- 800 Foster Families receive training
- Hundreds of hours of service provided to families through Title IV-E and Family Connections
- Develop and test models of practice
- Train every child welfare worker in the state of Maryland
- Working on trauma and grandparents who are primary caregivers
- Creating an assessment tool for supervisors to develop quality of practice and improvements
- Engage in interdisciplinary work often around court practices
- Working with the School of Medicine, DHMH, and DHR to develop, implement, and evaluate systems of care for children in foster care

Ruth H. Young Center for Families and Children
University of Maryland School of Social Work
<http://www.family.umaryland.edu/index.htm>

Mission

The mission of the Ruth H. Young Center for Families and Children is to promote the safety, permanence, stability, and well-being of children, youth, and families in their communities through:

- Education and training;
- Research and evaluation; and
- Best practices community service programs

Dr. DePanfilis is the current director of the RYC, and many other School of Social Work faculty are involved with the RYC's programs and initiatives. RYC has faculty led field instruction units throughout the state and at the Family Connections program in Baltimore. Faculty members are also examining child neglect prevention through home visiting programs, school-based mental health services for African American youth, and family focused interventions to address community violence and trauma. There are 150 faculty, staff and students involved with the RYC.

Education and Training Programs: Child Welfare Academy, Title IV-E Public Child Welfare Education Program, In-Service for Foster Parents

RYC reaches a variety of people involved with the child welfare system through its education and training programs. The Child Welfare Academy provides training to direct service child welfare workers and supervisors throughout the state. A variety of in-service trainings are also provided to foster, kinship, and adoptive caregivers. The Title IV-E program provides training and field experiences to social work students who are committed to working in the child welfare system.

Research and Evaluation: Child welfare programs, community and school-based service programs

RYC staff and faculty members conduct research to build the knowledge base of the profession related to the prevention, assessment, and treatment of child abuse and neglect. Interdisciplinary research teams utilize a variety of research designs including quantitative, qualitative, and mixed-methods designs.

Best practice services: Family Connections and Grandparent Family Connections

These programs provide community-based social work services to families and children living in West Baltimore who are at-risk for child maltreatment. Social workers and social work students provide these services. Services are a combination of family and individual services, case management, and advocacy. Counseling services include parent education and support and individual and family counseling. Family members are providing resource and referrals for child care, housing, substance abuse treatment, education, and job training. Advocacy services include assisting families to work with teachers, employers, landlords, and medical professionals.

The following is a letter the Senator Mikulski sent to a memorial service held to honor Ruth Young's memory.



UNITED STATES SENATE

BARBARA A MIKULSKI WASHINGTON, D C. 20510

March 18, 2009

Dr. Richard P. Barth, Dean

UMD School of Social Work 525 West Redwood Street

Baltimore, Maryland 21201-1705

Dear Dr. Barth & Friends:

I join with the students, staff and alumni of the University of Maryland School of Social Work to celebrate the life and work of my distinguished teacher and mentor, Dean Ruth H. Young. Ruth Young, as a gifted teacher and superb role model, never hesitated to prod her students to reach higher, strive harder, do better. Social work was not a course of study for Ruth Young. It was about people, their lives and how she could empower them.

On a daily basis, Ruth Young set very high standards for performance in both her professional and her personal life. She is perhaps best remembered for her advocacy on behalf of children and families and that dedication is rightly commemorated in the Ruth H. Young Families and Children Center.

Dean Young was also a pioneer and a patriot. In her lifetime she raised the glass ceiling a foot or two. She served her nation with distinction as a WAVE in the Second World War. I thought of her as I was leading the fight for the Lilly Ledbetter Fair Pay Act of 2009. She was beside me in spirit all the way to the White House!

Dr. Young used her stature and energy to put the School of Social Work and its students on par with the rest of the graduate programs at UMD. She insisted that social workers be integrated into other professional programs such as law, medicine, nursing and pharmacy. She was a community organizer by inclination and training and, I am sure, was delighted that a fellow activist is at long last sitting in the Oval Office in the West Wing and her devoted student is a veteran in the United States Senate.

Dean Young will be missed for her commitment to excellence, her leadership on social and community issues and her vision for a better tomorrow. I join you in mourning the loss of this truly remarkable woman.

Sincerely.

Barbara A. Mikulski United States Senator

A handwritten signature in black ink, appearing to read "B. Mikulski", written in a cursive style.

SWCOS – SOCIAL WORK COMMUNITY OUTREACH SERVICE

SWCOS started in 1993

Meyerhoff Family Charitable Endowment gave initial \$500,000 challenge grant and renewed it. Also support from Annie E. Casey, Jacob and Hilda Blaustein, France Merrick, Goldseker, Sandy Hess, Sue Wolman - numerous other agencies and people in the community.

Program at all levels - individual, family, grassroots organizations, neighborhood, organizational. It was the first program of its kind in a school of social work.

Its mission statement said:

"The Social Work Community Outreach Service (SWCOS) is the outreach arm of the University of Maryland School of Social Work. SWCOS concentrates its efforts in vulnerable communities and with people who have been margin..."

In its initial years (1992-1997) it worked with the Baltimore City Public schools to expand school mental health services, worked with the State of Maryland to meet public participation requirement of the CDC. Maryland was the first state to meet this and secured \$7 million in HIV prevention funds and an extra 1.2 million in the first year from supplemental funds. It helped develop services in three Empowerment Zones, and through project Light under Prof. Born's direction ran an employment service. Several other additional projects were undertaken.

In the 1998-2002 period the Outreach services expanded. Through an AT&T grant linked low income services programs, worked with UMB so that it became the first in Maryland to receive a grant from HUD for Community Outreach centers. It developed or assisted a large number of other smaller programs.

From 2003-2008 major new activities included a Resource Mentoring Project in partnership with Associated Black Charities and Coppin state college. A SWCOS Peace Corps fellowship program was established.

Letter received by Dean Harris from Baltimore City Superintendent of Schools.

October 6, 1993

Dean Jesse J. Harris

University of Maryland at Baltimore School of Social Work
525 West Redwood Street
Baltimore, MD 21202-1777

Dear Dr. Harris:

On behalf of the Baltimore City Public Schools, I enthusiastically endorse the Social Work Community Outreach Service, coordinated through the School of Social Work.

The proposed partnership among the school system, university, and other health and social service providers represents a cost-effective, holistic model for change in the communities served by Lexington Terrace and Harford Heights Elementary Schools, as well as Baltimore City Community College. The University of Maryland School of Social Work is to be commended for its leadership role in this effort.

We look forward to working closely with you in the coming years. Thank you for this contribution to our communities and their children.

Sincerely,

Walter G. Amprey Superintendent

Maria del Socorro Verneti 2008 SWCOS

I had exceptional field placements that truly challenged me and molded me into the social worker I am today.

The SGA student groups provided phenomenal events, including OASIS's black history month celebration, SAUCI's presentation on the awareness of the needs of disabled individuals, LASO's immigration forum, ISWO's information on international social work, the LGBTAU's initiatives to change school policy in order to include the rights of

transgender individuals, and SCOPE's activism in various advocacy initiatives.

Photos:

DSCN2126 - LASO Latin American Heritage Mo Celebration fall 2006

DSCN2148 - " "

SW_July_07 - Spanish Immersion program for social workers in Costa Rica, Summer 07 (not all student in photo are from UMB - other students are from the University of Texas, Austin, and the University of Michigan).

Robin Fennoy

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life. Thanks Univ. of MD-SSW for a great experience whether good or bad.

A 2008 graduate

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Another 2008 graduate

The wonderful people and professors who were compassionate, and determined to change society for the better. Its that passion that will make a difference in the world

What are significant events in school history? I don't know

SWCOS REPORT TO THE FACULTY FOR 2007-2008

Dick Cook

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 - a. In the Fall '07 we held the first ever SWCOS alum reunion. The alums definitely want it to be a regular event.
 - b. In the Spring we celebrated our 15 years by honoring Jesse Harris for his launching SWCOS. The event was held at the American Visionary Arts Museum. \$20,000 was raised which we plan on using to seed an endowed fund to support Peace Corps Fellows.
 - c. We have raised \$1,000,000 of our \$3,000,000 endowment goal.
 - d. We completed raising the \$25,000 minimum threshold for all four scholarships launched at the 10th Anniversary: Mark Battle Scholarship in Nonprofit Management, Paul Ephross Scholarship on Social Work with Groups, Stanley Wenocur Scholarship in Community Organization, and Susan Wolman Scholarship in Social Work With Individuals and Families. All scholarships were awarded this year.

9. We have developed new programs to serve the homeless, and to work in the area of affordable housing.

10. We have continued to have 50 students in Field Placements and provided financial support to 19 of them, amounting to over \$113,000.
11. We completed a one year partnership with the Health and Human Service Library in which we provided training to almost 1000 underserved individuals in Maryland on how to access health information through Maryland Health Go Local.
12. We have continued mental health services to at risk children in public schools, neighborhood organizing support to at risk communities and capacity building services to community based organizations.
13. We collaborated with the Office of the President in operating the Albert Schweitzer Fellowship Program.
14. We awarded 5 Peace Corps Fellowships from an applicant pool of 23 Returned Peace Corps Volunteers.

SWCOS: An Innovative History 15 Years in the Making

When Dr. Jesse Harris became the School of Social Work's Dean in 1991 the state legislature informed him that the school needed to do more to respond to the community's needs. At an administrative faculty meeting he verbalized the idea for an outreach service within the school. Among faculty member, the outreach service idea was referred to as "Jesse's Vision" for the better part of a year after this meeting.

Dr. Paul Ephross recognized the need for a timely opening of the school's outreach service. He and Dr. Harris took bold steps: they created a Community Advisory Board and Faculty Advisory Committee to open the doors of SWCOS as quickly as possible in order to serve the growing needs of the community. It was Ephross himself who coined the name SWCOS and volunteered to be the first director.

In September 1993, SWCOS placed 12 students in field placements. Together, with the guidance of field instructors, these students provided clinical services to West Baltimore children and families. These SWCOS pioneers redefined the traditional clinical model of the "50 minute session" by meeting clients in neighborhoods and at their homes.

The School of Social Work originally funded four SWCOS positions—Director, two Assistant Directors, and an Administrative Assistant. These employees financially supported the work of SWCOS through their inception of an endowment and pursuit of contracts, grants, and donor contributions.

Outside their efforts within the community, SWCOS staff and clients could also be seen collaborating at the office (housed within the School of Social Work). This nontraditional approach to community outreach created quite a stir on campus! Exemplifying this unorthodox approach, the campus newspaper even went to the extent of running an article warning students that homeless people had taken to sleeping at the School of Social Work. Unfortunately, not everyone was prepared to accept SWCOS' leadership in redefining UMB's campus-wide concept of "service provider."

SWCOS gained a great deal of public acceptance when the Baltimore City Public School System approached the organization and requested assistance in providing clinical school-based

services. This collaboration effectively confirmed the community need for SWCOS. Today, SWCOS Interns proudly continue their field placements in elementary and middle schools throughout South, Southeast and West Baltimore.

SWCOS had a historic impact on the educational needs of students in West Baltimore. Edward Burns & David Simon's book "The Corner" and "The Wire," the cable series they inspired, have both made the streets and neighborhoods of West Baltimore famous. Seemingly ripped from the pages of a Burns & Simon plotline, the New Southwest Community Association contacted SWCOS to help address school dropout rates, truancy and educational problems in these neighborhoods. In exploring these issues, SWCOS and the Community Association worked to fix a faulty de-segregation policy, which had been based upon artificial school pairings, and limited students' schooling options. Steuart Hill and Franklin Square Elementary school students had to walk back and forth through open-air drug markets to attend school. Understandably, many families chose safety over school thus causing high truancy and dropout rates among area students. SWCOS students, staff, and neighborhood residents brought this policy and its consequences to the community's attention. In response to public outcry, the District revised school boundaries to allow students to safely walk to school.

Mr. Mark Battle, the second director of SWCOS, enhanced the organizational structure and furthered SWCOS' macro level social work practice activities. In 1994, the CDC shifted national focus from centralized state entities to local partnerships in the area of HIV prevention. This paradigm shift provided community members opportunities for involvement in the planning process of HIV prevention services. The state of Maryland needed someone to coordinate community members' participation in the planning process. The DHMH, State AIDS Administration, selected SWCOS and Morgan State University to facilitate these efforts and create a statewide prevention plan. Mr. Battle, along with faculty members including, Dr. Llewellyn Cornelius, applied social work values and principles to the community planning process. They organized the planning efforts using a macro model for social change. Their efforts led to Maryland's submission of a state HIV/AIDS prevention plan in 1995. Maryland was the first state to submit the plan, which won the state an additional \$1.2 million for HIV prevention activities. The CDC distributed this money to local health departments and community based organizations throughout the state to promote HIV prevention efforts. SWCOS continued to provide technical assistance to this project through 1997. Today, community involvement and participation remains a part of the state's planning process for HIV prevention activities.

The availability of federal funding through President Clinton's Empowerment Zone Initiative of 1995 cemented SWCOS' early neighborhood work. Three areas throughout the city, including Washington Village in Southwest Baltimore, were targeted for renewal. SWCOS was actively involved in this neighborhood prior to this official designation. Together with community residents, SWCOS staff and students pursued Empowerment Zone funding and created the Washington/Pigtown Village Neighborhood Planning Council (WPNPC). WPNPC has been a field placement for SWCOS students since its inception. Today, WPNPC is the only original Empowerment Zone association that is still actively involved in community based work.

Through the years, SWCOS has worked with a variety of neighborhood organizations. Historically, neighborhood organizations maintained a territorial approach to community based work. SWCOS utilized the university's neutrality to bring together these organizations; neighborhood leaders participated on a committee through UMB's President's office to work together on common concerns.

As a result of this coalition building, coordinators pursued Community Outreach Partnership Centers (COPC) Funding (a combination of university and HUD money) to provide finance initiative in West Baltimore neighborhoods. COPC denied the committee's original 1997 application. The next year, COPC funded the revised application, which allowed SWCOS students to work throughout East and West Baltimore. Interns affiliated with these projects learned about neighborhood work—being accepting into the community, door knocking, and action planning with residents. These student led neighborhood initiatives including the building of a playground at Perkins Homes.

A slogan of the United States Peace Corps is “The toughest job you’ll ever love.” Social workers may readily identify with this statement. SWCOS made a connection and maintained the view that a Returned Peace Corps Volunteer (RPCV) would make a good social worker. In 2003 (?), SWCOS became a host site for the Peace Corps Fellows/USA Program in an effort to recruit RPCVs into the profession of social work. SWCOS staff also supervise RPCVs who participate in the Peaceworker Program coordinated by The Shriver Center at UMBC. These programs provide students’ stipends for completing their field work in certain agencies. The stipends are all contributed by the field agencies, and SWCOS receives no financial support from the government.

In addition to the Fellows USA Program, SWCOS has worked to promote the financial stability of many students as they pursue their social work educations. Second year students are eligible to participate in the AmeriCorps Civic Works program, which provides a stipend at the completion of _____hours of work. Additionally, at the 10th Anniversary, SWCOS established a scholarship fund to honor social workers who impacted SWCOS through the efforts of current students. This 15th Anniversary brings another milestone to ensuring the financial stability of SWCOS—staff have established the goal of growing the Endowment Fund. SWCOS will have greater stability between funding cycles, opportunities to create new programs, and flexibility in pursuing research and technology initiatives with increased financial resources.

Today, approximately _____students participate in SWCOS field placements each year. SWCOS Interns provide organizational support and guidance through the Resource Mentoring Project, educate residents about the Earned Income Tax Credit and foreclosure, contribute to the development of healthy neighborhoods, provide school mental health services, and promote family involvement and community based partnerships in the school system. Students address the issues that impact Baltimore residents such as affordable housing, the effects of violence and trauma, and access to social services through these work initiatives. Students could not engage in this work without the guidance, support and training offered by SWCOS field instructors.

The history of SWCOS is highlighted by innovation, community partnerships, and social work values and practice principles. These themes have guided SWCOS in providing social work services throughout the state of Maryland. Many of you have contributed as students, staff, and financial donors, and many more will continue to contribute in these same roles. We are all involved in “Jesse’s Vision.”

Erin,

Nice job! Just a few things to consider:

1. The newspaper that "announced" that homeless people would be sleeping at the SSW was the Graduate Student newspaper, now seemingly defunct, not the Campus Paper, called THE VOICE.

2. The persons who were most responsible for developing the organizational structure of SWCOS were the 2nd director, Visiting Professor Mark Battle, and Dick Cook.

3. I think you omitted my emphasis on the resistance to opening SWCOS, which came not from open opponents, but from Committee members who stressed that a major needs assessment was needed. There were lots of unserved needs in inner city Baltimore, and the state as a whole. Thanks to SWCOS, there are somewhat fewer, I think.

4. Though there were promises and predictions of a steady stream of referrals from other campus-based service organizations in the other professional schools, not one took place during my administration. (Perhaps others took place later.)

5. It would reflect reality to mention the role played by Ms. Lily Gold, for [I think] 41 years the administrative guru of the School, for the last many years Associate Dean for Administration. I think both Harry and Dick would agree with this.

Again, nice job.

Paul

15 YEARS IN THE MAKING OF INNOVATIVE EDUCATION AND SERVICE:

A BRIEF HISTORY OF THE SOCIAL WORK COMMUNITY OUTREACH SERVICE

When Dr. Jesse Harris became the School of Social Work's Dean in 1991 one message he received from the state legislature was that the school needed to do more to respond to the community's needs. At an administrative faculty meeting he broached the idea for a School outreach service. Among faculty members, the outreach service idea was referred to as "Jesse's Vision."

Dr. Paul Ephross recognized the need for a timely opening of the school's outreach service. He and Dr. Harris created a Community Advisory Board and Faculty Advisory Committee. Many board and committee members wanted a detailed needs assessment but it was decided that this would delay opening the service. Ephross coined the name SWCOS and volunteered to be the first director.

In September 1993, SWCOS placed 12 students in field placements. Together, with the guidance of their field instructors, these students provided clinical services to West Baltimore children and families. These SWCOS pioneers were engaged in outreach and met clients in neighborhoods and at their homes.

The School of Social Work originally funded four SWCOS positions—Director, two Assistant Directors, and an Administrative Assistant. The Joseph Meyerhoff Foundation gave the School of Social Work a \$500,000 challenge grant to encourage the creation of an endowment to support SWCOS. The remaining support resources for SWCOS are in the form of contracts, grants, and donor contributions.

Outside their efforts within the community clients could also be seen at the School. This created quite a stir on campus! Rumors grew up and the graduate student newspaper even went to the extent of running an article warning students that homeless people had taken to sleeping at the School of Social Work.

SWCOS gained a great deal of public acceptance when the Baltimore City Public School System approached it and requested assistance in providing clinical school-based services. This collaboration effectively confirmed the community need for SWCOS. Today, SWCOS Interns continue their field placements in elementary and middle schools throughout South, Southeast and West Baltimore.

SWCOS had an impact on the educational performance of students in West Baltimore. The New Southwest Community Association contacted SWCOS to help address school dropout rates, truancy and educational problems in these neighborhoods. In exploring these issues, SWCOS and the Community Association worked to fix a faulty school boundary policy, which had been based upon school pairings. This policy worked well in the 1970s but became less workable with the arrival of crack cocaine. By the 1990s, Steuart Hill and Franklin Square Elementary school students had to walk back and forth through open-air drug markets to attend school. Understandably, many families chose safety over school thus causing high truancy and dropout rates among area students. SWCOS students, staff, and neighborhood residents brought this policy and its consequences to the community's attention. In response to public outcry, the School Board revised school boundaries to allow students to safely walk to school.

Mr. Mark Battle, the second director of SWCOS, enhanced the organizational structure and furthered SWCOS' macro level social work practice activities. In 1994, the CDC shifted national focus from centralized state entities to local partnerships in the area of HIV/AIDS prevention. This paradigm shift provided community members opportunities for involvement in the planning process of HIV/AIDS prevention services.

The state of Maryland needed someone to coordinate community members' participation in the planning process. The DHMH, State AIDS Administration, selected SWCOS and Morgan State University to facilitate these efforts and create a statewide prevention plan. Mr. Battle, along with faculty members including, Dr. Llewellyn Cornelius and Ms. Julee Kryder-Coe applied social work values and principles to the community planning process. They organized the planning efforts using a macro model for social change. Their efforts led to Maryland's submission of a state HIV/AIDS prevention plan in 1995. Maryland was the first state to submit the plan, which won the state an additional \$1.2 million for HIV prevention activities. The CDC distributed this money to local health departments and community based organizations throughout the state to promote HIV prevention efforts.

SWCOS continued to provide technical assistance to this project through 1997. Kryder-Coe and Dr. Stanley Wenocur led this process, and their public health community planning work was an early effort of what is now called Community Based Participatory Research (CBPR). Today, community involvement and participation remains a part of the state's planning process for HIV/AIDS prevention activities, and a part of SWCOS' strategic commitment to continue to design, implement, and evaluate macro practice models that can be applied in community settings and in the learning environment.

The availability of federal funding through President Clinton's Empowerment Zone Initiative of 1995 cemented SWCOS' early neighborhood work. Three areas throughout the city, including Washington Village in Southwest Baltimore, were targeted for renewal. SWCOS was actively involved in this neighborhood prior to this official designation. Together with community residents and the School of Law, SWCOS staff and students pursued Empowerment Zone funding and created the Washington/Pigtown Village Neighborhood Planning Council (WPNPC). WPNPC has been a field placement for SWCOS students since its inception. Today, WPNPC is the only original West Baltimore Empowerment Zone Village Center that is still actively serving the community with a full range of community programs and services.

Through the years, SWCOS has worked with a variety of neighborhood organizations. Historically, neighborhood organizations maintained a territorial approach to community based work. SWCOS utilized the university's neutrality to bring these organizations together; neighborhood leaders participated on a committee through UMB's President's office to work

together on common concerns. SWCOS' current director, Dick Cook actively facilitated this process.

As a result of this coalition building, coordinators pursued Community Outreach Partnership Centers (COPC) Funding (a combination of university and HUD money) to provide and finance an initiative in West Baltimore neighborhoods. COPC denied the committee's original 1997 application. The next year, COPC funded the revised application, which allowed SWCOS students to work throughout West Baltimore. Several years later COPC funded a similar initiative in East Baltimore. Interns affiliated with these projects learned about neighborhood work—being accepted into the community, door knocking, and action planning with residents. These students and community partnerships included the building of a playground at Perkins Homes and James McHenry Elementary School, lowering the crime rate in Washington Village Pigtown, and getting large numbers of residents into decent jobs.

A slogan of the United States Peace Corps is “The toughest job you’ll ever love.” Social workers may readily identify with this statement. SWCOS made a connection and maintained the view that a Returned Peace Corps Volunteer (RPCV) would make a good social worker. In 2004, SWCOS became a host site for the Peace Corps Fellows/USA Program in an effort to recruit RPCVs into the profession of social work. SWCOS staff also coordinate RPCVs who participate in the Peaceworker Program operated by The Shriver Center at UMBC. These programs provide students' stipends for completing their field work in certain agencies. The stipends are raised from local sources, and SWCOS receives no financial support from the government.

In addition to the Fellows USA Program, SWCOS has worked to promote the financial stability of many students as they pursue their social work educations. Second year students are eligible to participate in the AmeriCorps Civic Works program, which provides a stipend at the completion of 900 hours of work. Additionally, at the 10th Anniversary, SWCOS established four scholarship funds to honor social workers who played an important role in the development of SWCOS. This 15th Anniversary brings another milestone to ensuring the financial stability of SWCOS. The School of Social Work has established the goal of growing the Endowment Fund to a total of \$5 million. SWCOS will have greater stability between funding cycles, opportunities to create new programs, and flexibility in pursuing research and technology initiatives with increased financial resources.

Today, approximately 50-60 students participate in SWCOS field placements each year. SWCOS Interns provide organizational support and guidance through the Resource Mentoring Project, educate residents about the Earned Income Tax Credit and foreclosure, contribute to the development of healthy neighborhoods, provide school mental health services, and promote family involvement and community based partnerships in the school system. Students address the issues that impact Baltimore residents such as affordable housing, the effects of violence and trauma, and access to social services through these work initiatives. Students could not engage in this work without the guidance, support and training offered by SWCOS field instructors.

The history of SWCOS is highlighted by innovation, community partnerships, and social work values and practice principles. These themes have guided SWCOS in providing social work services throughout the state of Maryland. Many of you have contributed as students, staff, and financial donors, and many more will continue to contribute in these same roles. We are all involved in "Jesse's Vision."

SWCOS Beginnings

Why SWCOS?

The faculty of the School of Social work had just been traumatized by charges of racism by its students and that charge was further supported by some of its faculty. This resulted in hearings by the Black Caucus of the Maryland Legislature. In the background were bitter feelings still held by many in the African American Community of a University System that was segregated until the middle 1950"s.

In addition there was the perception by the populations at large of a school of social work which while located in the center city lacked community involvement. This was not true of course, since most of its faculty were indeed active in the community and providing pro bono work for many of its agencies including the Department of Social Services the soup kitchens etc. Further, its students had field placements throughout the city and in every county in the State. Clearly, the image of the school had to be changed and it had to be changed in a public and dramatic way.

It occurred to me that this school is a part of an Academic Health Campus. Each of the schools have some kind of visible institutionalized outreach. For example, medical and nursing students are visible in the hospital, the dental students are visible in the dental clinics and the law students are visible in the law clinics. Our social work students are equally as involved

serving the vulnerable populations in Maryland however that service similar to that of the faculty is not associated,

either by the public or its alumnae, as a product of the school of social work. I was convinced that what we needed was an "agency" which could serve as a symbol in which alumnae and the community could identify as a part of the School of Social Work. Further, the community had to know that the School was actively involved with its citizenry. Thus the idea of an outreach service. I surfaced the idea with a close friend and a few faculty. I was encouraged to further develop the concept.

WHY A MOTION BEFORE THE FACULTY? It was very important that this new endeavor have the official support of faculty. Faculty had to own this service. It could not be seen as the tool of the dean. This could spell its demise. Therefore, in an attempt to give ownership to the faculty I proposed the following motion at the 8 November 1991 Faculty Meeting.

" The School of Social Work University of Maryland will plan, organized and develop an innovative unit which will be school or community based and which will provide:

1. Direct services to clients and community (particularly the vulnerable populations).
2. Training, consultation and technical assistance
3. a setting for BSW/MSW student field placements
4. An opportunity for theoretical, valulative, and practice research, particularly for Ph.D students and faculty.

The Beginning of a Structure:

Dr Stanley Wenocur served as the first Chairman of the Faculty Board. If I recall correctly other members were Drs Gray, Born and Branson. I do not remember who gave it its present name (Social Work Community Outreach Service). I want to say Paul.

The Community Board would include agency, community and consumer representatives. This Board would assure that the SWCOS truly served the community and further that it would serve to assure us that we were not unfairly competing with other social service agencies.

I asked our retired former Associate Dean Dr Harriet Trader to serve as the Chair of the faculty Board. The board included a representative from the DSS and DHR, a faculty liaison, and a member from the School's Board of Advisors and others (I don't remember by name who made up the original board).

The Original Staff: It was clear to many of us that we would be ready to open the doors of new agency of the school in September 1992. Whoever would serve as the director of this organization would be doing it with few resources, and many challenges. One of the staunch supporters of this concept was Dr Paul Ephross. In fact even before I could ask him to head up this venture he volunteered. The directorship would be on a half time basis with a workload reduction. We were able to find two faculty lines which

would be dedicated to the effort. Our search yielded two excellent former graduates from our program Ms Beverly ?, and Ms Esta Glaser. The SWCOS would now only need students. But, now that the staff was in place they would have that as their first task.

On December 10, 1992 the School had a ceremony which named the building for Doctor Kaplan. It occurred the day (before/after) his 90th birthday.

The formation of a task force: During the summer of 1992 I assembled a task force which met throughout the summer. These members of the faculty included;

Paul Ephross
Nathanial Branson
Lily Gold
Harris Chaiklin
Stan Wenocur
Jesse Harris
(who else?)

President Reese gives his encouragement and allowed us to use money to remodel the first floor of the East Wing of the Outreach Center.

It was crucial to plan and institute the project immediately while the momentum was still apparent. While the Task Force was meeting and drawing up plans and further conceptualizing SWCOS in room 5E11 on the fifth floor, the workman were hammering away and converting class rooms on the first floor formally used by the training department into laboratory spaces for the outreach service.

The Myerhoff Challenge: It was clear from the outset that such a project was to be costly and funds would have to be raised if this dream was to be a reality. Dean Dolgoff had surfaced and actively pursued the idea of honoring Dr Kaplan by naming the building for him. I do not recall whose idea it was to combine the idea of the outreach center with a naming opportunity. (Could it have been Harry's idea? someone from OIA?).

With the leadership of the President Earl Reese and the invaluable assistance of the Office of Institutional Advancement (OIA). We wrote a proposal to the Myerhoff Trusts asking for \$500,000 as an endowment for the SWCOS and in return we proposed to name the building after Dr Kaplan. We were in fact capitalizing on the work previously done by Dean Dolgoff. A major player in developing this proposal was Ms Robin Garlan of the OIA. (I do not remember who all had a hand in the proposal Dr Ephross will remember). Once we were satisfied with it we met with Mr George Hess of CEO of the Myerhoff Trusts and presented the proposal. At that meeting were President Earl Reese, VP for Institutional Development for the System (not certain of the exact title) Mr John Martin; VP of OIA, (UMAB) Mr Fred Lee and myself.

I made the presentation to Mr Hess. He seemed pleased with the proposal and within a matter of days the Myerhoff Trusts had awarded us the \$500,000 endowment in the form of a 3: 1 challenge. The school would be required to raise \$1.5 million in order to have an endowment of \$2 million

for the outreach service. In turn the Myerhoff Trust would be included in plans for the naming of the building after Dr Kaplan.

A new era for the School had begun.

It is proposed that this unit be supported through the provisions of external resources and funding".

The idea was to have an Outreach Center which would serve vulnerable populations in the immediate area around the School and throughout State of Maryland. My original idea was to have clients coming into the same door as the students. (Paul is in a better position to discuss the reason this did not prove to be a viable idea). The original idea was to have centers throughout the State. I could envision "storefronts" set up in neighborhoods through the State reading "UMAB School of Social Work". I still think this is a possibility.

During the presentation there was clear verbal support for the idea. Professor Codas argued for a rewording of that part of the original motion that dealt with research. It was reworded as he suggested and faculty passed the motion unanimously.

On November 12, 1991 in my Convocation Address I was able to share with the audience that the faculty had "..embraced as its vision the following..." It was the motion as stated above except that the fourth statement was amended to read "An opportunity for practice research, including population and problem analysis, intervention research, and evaluation research..."

I further stated that I would continue to pursue the idea initiated by Dean Dolgoff to name the building after Dr Kaplan.

The Boards: If the SWCOS was to "owned" by faculty they would need a mechanism by which to participate in its governance. I proposed two Boards: a faculty board which would have total responsibility for the service. They would serve as its Board of Directors. Most importantly they would assure that the SWCOS maintained its role as an educational arm of the School. However, as the faculty debated the merits of such a board concerns were raised regarding

liability. If faculty were to have "director" powers what

protection did they have from litigation? Even though those

questions would soon be answered the faculty rejected the idea of total responsibility for its governance and voted instead to monitor the academic aspects of the new program. There was also debate concerning the merits of two boards as opposed to a combined board (faculty/community). It was decided that two boards should exist and both report to the dean.

The Advisory Board: The Advisory board Chaired by Ms Sally Michal cautiously listened to the concept of an outreach service.

It was important that they understand the plan and back it. Mainly because it introduced a new role for the Board. We would now be asking them not only to serve in an Advisory capacity but, now to serve as fundraiser. For it was clear that this would be the beginning of a new era for the school. The board was convinced that this was a good idea and with the help of Ms Robin Garland and later Mr Jeff Lea (our first full time development office) became actively involved in redefining its role.

University of Maryland School of Social Work dean

By Jacques Kelly

February 22, 2009

Ruth H. Young, the retired dean of the University of Maryland's School of Social Work who fought child abuse while promoting the rights of children, died of respiratory failure Feb. 15 at the University of Maryland Medical Center. The former Sykesville resident was 86.

"She was a real trouper, a role model for women, was a dedicated individual and a free thinker," said Maryland Treasurer Nancy K. Kopp. "She had a strong personality and a very clear vision."

Born Ruth Harney in Framingham Center, Mass., she earned a bachelor's degree from Wellesley College and served in the Navy's Women Accepted for Volunteer Emergency Service, or WAVES. Stationed in Washington, D.C., she worked in military communications, friends said.

She then became a Washington social worker and earned a master's degree and doctorate in that field at the Catholic University of America, where she was a clinical instructor. She was also on the Howard University faculty. She worked in various positions related to child welfare.

"She focused on public service," said Matt Conn, a University of Maryland spokesman. "She felt strongly that social workers should be actively involved."

She moved to Baltimore in 1964 and joined the faculty of what was then called the University of Maryland School of Social Work and Community Planning. She was initially an assistant professor for social welfare administration and social strategy. In 1969, she initiated an undergraduate program at the University of Maryland, Baltimore County and was its director for seven years.

Dr. Young, who had been appointed her school's associate dean in 1966, was named dean of the University of Maryland School of Social Work in 1977. She held the post until retiring in 1988

and successfully pushed the state legislature and school administrators to construct the social work school's headquarters. She officiated at the West Redwood Street building's groundbreaking in the early 1980s.

"She could be crotchety, very direct and deliberate, and didn't suffer fools, but she was still a very giving, loving woman," said Sue Gladhill, a friend who is vice president for external affairs at the University of Maryland, Baltimore. "She improved the lives of thousands of children who came across her path. And as a teacher, she was popular with her students because she was an advocate for them."

A children's and family research center at the University of Maryland School of Social Work is named for her.

"I loved her energy and her leadership," said Barbara Bonnell, a friend who served on an advisory board to the social work school. "She built her school into a premier place and pushed for it to be integrated into Maryland's other programs, such as law, medicine, pharmacy and nursing."

During her tenure, the school's academic standards increased and its enrollment increased. She also promoted community organization as a means of bringing beneficial social change.

For many years, Dr. Young lived on a small Sykesville farm. She later resided in Columbia and moved to Roland Park Place last year. A world traveler, Dr. Young made a journey on the Trans-Siberian Railway last year.

A memorial service will be held at 2 p.m. March 28 at the University of Maryland School of Social Work.

Her husband, Joseph J. Young, a classics scholar, died many years ago. She leaves no immediate survivors.

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www.baltimoresun.com/news/obituaries/bal-md.ob.young22feb22,0,7539176.story

Harris: I just read Turning Points (actually my wife got a copy so I read hers). Why did you write yourself out of the history? I was looking for something on the research orientation of the School in those early years and how you tried to motivate the students in that direction and raise the academic standards of a school of social work.. I really did learn research methods which I used until I retired. Quite a few quality studies came out of those years. I will look it over again after my wife finishes it but I did not even see your picture. We all have different memories of those graduate school years and I guess that my focus is different. I was at the State Archives today and I think that I have finished the cataloging of the Provident Hospital photos. I was up to 624 today. The kid working with me is slowly scanning them and entering them on the Flickr data base. The picture of Gwen Lee will now appear in a google images search. This collection should be a great addition to African/American studies in

Baltimore. I keep asking to be permitted to scan the Crownsville pictures to Flickr to make them available to anyone who wants to see them. There is a lot in interest in Crownsville since the Skloot book is generating so much publicity. I do think that the Archives has this fear of the Mental Hygiene Administration which I know would not support making the photos public. I got an e mail from Gilda. She sounds fine and is visiting relatives in Michigan. Yesterday I received a letter from Pearl Moulton who has now recovered from I believe a stroke. She is back to driving. That is the news. Stay well.
Paul

THE FIRST FIFTY YEARS OF PRACTICE ARE THE HARDEST: SOME REFLECTIONS

Leonard Press, LCSW-C
May 20, 2007

As I have grown older, I have come to believe that it is the alignment of the planets that determines the trajectory of our lives.

So I am certain that celestial convergence produced an intersection between my marking a half-century in the profession of social work in Maryland's needing "A Vintage Clinical Cameo Speaker" for the Alumni Homecoming Luncheon last October.

The official theme of the day was "Celebrating Our Social Work Heritage, Embracing Our Future." The future was presented in the morning lecture by Dean Richard Barth who spoke on "Evidence Based Children's Services: What It Might Mean for The Future of Children's Services and The School Of Social Work."

Following lunch, there I stood with a sign reading "Heritage" hanging around my neck, as I spoke on "The First Fifty Years of Practice Are The Hardest: Some Reflections." Projected on the wall behind the lectern was a photograph of me and Mary Richmond—the matriarch of social work—taken when we first met early in our careers.

What was most wonderful for me of, course was the opportunity to exchange greetings and remembrances with so many former students----surpassed only by my elation six weeks later in learning that the Faculty had voted 26 to 24 to authorize reimbursement of my parking voucher.

It was only the perseverance of Donna Howard, the School's Director of Development that made my luncheon appearance possible.

My infrequent contact with the school since 1987—not to mention the contours and the currents of the life cycle created mists and vapors that obscured my exact location.

“What then to do?” Donna Howard pondered!

The National Security Agency refused to assist, citing its unyielding commitment to the privacy of American citizens who did not have funny sounding names who had never downloaded the Dixie Chicks and who had never made long-distance phone calls to or from Arbutus.

Then, acting on a tip from a former student, Donna tried unsuccessfully to reach me online at www.abundantmetaphors.org only to discover that my name had been summarily removed. My quarterly sample of interventions had been judged to be insufficiently ambiguous—and trace elements of linear thinking had also been detected. This ruling is still under appeal.

The website of AARTE—The American Association of Retired Tribal Elders likewise contained no reference to me. It seems that my announcements of imminent retirement in recent years were always rescinded. My latest application for admission had been shredded.

Finally, Donna discovered an agency that books speaking engagements for itinerant older clinicians—Clinical Ramblers LTD—a wholly owned subsidiary of Antiques Road Show. They had my name on file and that is how I finally got to the luncheon last October.

I began with the notion of convergence. In mid-September 2006 I marked the fifty-first anniversary of my first two social interviews as a student placed at Jewish Family Services in Cleveland.

The first home visit was to an elderly widow living in a housing project in the city. Despite my high level of anxiety I got through the interview only to discover that I had locked my keys in my car—a reconditioned former military police vehicle that I had bought for \$300.

My supervisor was wonderfully supportive. He advised that going forward I should carry an extra ignition key and that I did not need to footnote my process recording. He also shared an article with me from the Journal of Social Casework entitled “Triumph and Surrender: Oedipal Determinants of Chronic Key Disorder.”

____ Such was the culture of the time.

My second interview was even more memorable—a visit to the apartment of another elderly Jewish widow. At the conclusion of the visit—in keeping with her ethnic traditions—she offered me a box of “chiclets” (5cent candy-coated gum).

In my most professional manner, I said “I am sorry but the agency does not permit me to accept gifts from clients.”

Taken aback—but only for a moment—the client squared her jaw, looked me in the eye and said “Mr. Press, tell me the truth! Have you ever considered a career in retail?”

These stories are mostly factual and just a little bit apocryphal. The truth is I did not go in to retail. Had I done so I could not celebrate my good fortune in finding a profession that offered such a “goodness of fit” between its requirements and my own emotional and intellectual capacities—a fit as well between the demands of practice and my own prior life experiences.

I did not grow up wanting or planning to be a social worker. Like Dorothy—or so it seems, I suddenly found myself transported to a wondrous land—whose topography, indeed whose existence had barely been known to me.

But unlike Dorothy, I did not go back to Kansas, and for this decision I have been richly and continuously rewarded.

There were no wizards among my early mentors. In fact, they taught me to be skeptical of the transformative rhetoric of wizards, of whatever persuasion. I would learn what the group “America” would write and sing in the eighties—that “Oz Never Gave Anything to the Tin Man That He Didn’t Already Have”—and that also assistance was available I would have to make my own way in the struggle between feelings of omnipotence and of powerlessness inherent in one’s development as a clinician.

My own best teachers in the field and in the classroom did not seek my baptism into a faith. Rather they invited me to join a fellowship of consciousness and of inquiry that would guide my journey in a profession that they respected and taught me to respect.

The practice of psychotherapy was not held up to me—nor do I regard it today—as the highest form of clinical social work being. But striving to achieve therapeutic consciousness as a salient underpinning for practice across the range of services including the service we call psychotherapy—remains for me the highest form of becoming.

Therapeutic consciousness requires that we become familiar with the interiority of persons—the persons called clients and their persons called clinicians. If we are to reduce the empathic distance between ourselves and our clients—we must allow ourselves to know cognitively and emotionally how the early developmental environment influences the experience of self and of the world later in life.

Were attachments secure enough to create a sense of trust in caretakers? Was mirroring good enough to lay down the foundations of self-esteem? Or did the experience in the surrounding environment lead to an enduring and entrenched sense of badness—an internal picture of self that proves so resistant to corrective effort.

When working with those who have experienced massive empathic failures in the developmental environment the need to understand the internal life of the client is most vital. Knowing of the desperate measures people will take to preserve the self from further

fragmentation has enabled me to stay with---or more often to return from flight to my most troubled clients—those who most threaten my own integration of self.

At such times I have not experienced myself as a spectator in a gallery of human dysfunction—or as a voyeur scanning the annals of pathology.

Rather my experience—when processed and organized—is that I have been able to bear witness to the human genius for survival in the presence of soul-searing adversity.

About 20 years ago I was doing a six-week case conference at the former Taylor Manor. Arriving early to prepare, I noticed on the blackboard a quotation, without attribution, by whoever had used the classroom that morning. I never learned the author, nor do I remember the case I discussed but I will always remember the quotation:

“Often the measures that assured our survival when we were young can become the quicksand of our adult lives.”

How fundamentally true for all of us is this perspective!

I noted earlier that the attainment of therapeutic consciousness requires that clinicians not be strangers to the landscapes of their own interiority. The encounter between the client and the clinician is at the core of the intersection of two life stories taking place at a particular moment in historical and in autobiographical time.

The meaning of a client’s life cannot be captured by the linearity of the problem-oriented record—or even by a tally of psychiatric symptoms to determine whether the client is fully syndromal—a notion that sounds very scientific, but rather lacking in existential texture.

Likewise the presence of the clinician can not be reduced to an inventory of his or her skill sets. Both client and clinician bring their prior and their contemporary lives into their encounter. And both participants may hear echoes from long ago that are inaudible to one another.

That I continue to find practice energizing and confirming is a great gift for me—but hardly a great mystery. Relationship, language, meaning and engagement are for me core elements in my experience as a clinician. The conscious use of self is a goal toward which I strive—stumble and strive toward again. This effort compellingly demands my attention each day that I practice.

Some of you may remember Carl Whitaker, the somewhat eccentric psychiatrist who was an early pioneer in family therapy—and an impresario of the consultation room. Whitaker said many wise things—most memorably for me,

“Technique is what I use until the therapist shows up.”

I discovered a long time ago that in the presence of unopposed and unexamined internal distraction I could involuntarily shift into Automatic Therapist, and wing it through the three-hour long 50 minute session.

When this more or less robotic performance is too governing on a given day—my subjective state at the end of the day is fatigue, non-well-being and a kind of hollowness inside.

When I have been predominately present my end of the day experience is, yes, fatigue but with a concomitant sense of fullness—of being manifest-- of having responded to the client's "Where are You?"—with my own "I Am Here."

And now, I would like to share some thoughts about teaching clinical social work.

As you may have inferred from my comments about the Homecoming Luncheon there is no experience in my career more rewarding than meeting former students, many of whom remember the learning experience with me as valuable—generally registering on a scale somewhere between zero and transformation.

What is remembered positively is not so much the content of the courses but rather the processes that were enacted in the classroom.

It is satisfying to hear that participation in these processes had the immediacy of practice relevance for them at the time and subsequently.

If I were a good enough teacher, over the years it was because I had the good sense to recognize and employ several overriding perspectives.

The first notion was that while students needed to be taught about practice, more importantly they needed to experience practice close-up and repeatedly.

Accordingly I tried to design a teaching-learning environment that did not replicate the familiar pattern of didactic, content oriented courses.

My job, for example, was not to teach all the content needed for comprehensive bio-psychosocial diagnosis. Nor indeed did I know all of the content. But I could demonstrate how to carry out the processes of diagnosis and to demonstrate how to use diagnosis to fashion salient treatment plans and how to construct workable realities with their clients.

I learned that if I could risk showing how I thought, how I felt and how I acted in relation to the behavior of the clients, most students would be likely to risk behaving reciprocally.

In this regard I found it particularly rewarding to use real and realistically simulated interviews in classroom teaching and then to discuss what my experience in conducting the interview—and to account for what I did—and just as importantly for what I failed to do.

Additionally I learned that in most instances it was possible to create an environment of well-bounded intimacy in which the powerful affective components of practice could be accessed and safely discussed. When students learn early that there are no unprofessional sentiments they can learn that consciousness is the surest deterrent to unprofessional behavior.

And finally I learned—well in truth my way of being in the world required that I try to make the classroom a venue not only for absolute seriousness but also for a fair amount of playfulness.

The practice of clinical social work requires that we visit dark places and navigate within spirit-draining conditions. So I believe that I conveyed that regression in the service of the ego—which was not on the syllabus—had a place in our professional as well as in our personal lives.

____And that respite from absolute seriousness is a necessary condition for replenishment.

These notations about restoration and replenishment may serve as segue for some comments about the very dark places and demoralizing conditions in the world in which I live.

I have shared with you the affirming experience of continuing to practice a profession that has been the center-piece of my adult identity. I feel compelled to share as well—briefly and incompletely—my sorrow.

My sorrow—as I daily experience the discrepancies, the dissonance and the distance between the traditional values of the social work profession and American social reality at this moment in history.

The Constitution has been under assault—covertly and overtly—by those nominally sworn to defend it. Adherence to the Rule of Law, we are told, will undermine our efforts in the “War Against Terror”.

A tiny fraction of American families bear the unbearable costs of death and grievous maiming of loved ones in a war whose first casualty was truth.

Adequate health care remains unavailable to tens of millions of Americans—including wounded veterans abandoned once again, by an Administration that has abandoned our troops from the very beginning of this madness.

Vital social programs go unfunded while tax and budgetary policies bankrupt the futures of the many to reward the very top echelons of the most affluent. “No Child Left Behind” serves better as political rhetoric than it serves our neediest children.

This list, of course, could be painfully amplified.

Despite my sorrow and my anger I usually, but not always, succeed in finding a path back to a renewal of hopefulness and perseverance that are hallmarks of the profession.

____That are hallmarks as well of the historical legacy passed to us by the better angels of the American democracy.

I know that my life story requires that I not surrender my belief in the healing of our society and in the healing of our world.

This I think is the moment for what over the years has been widely hailed as the most effective—indeed the most humane—aspect of my teaching.

I will stop talking and call for a break. But not before thanking Alethea Schmall from the Development Office.

And thanking our wonderful hosts Rae Lapine and Sylvia Beren for creating such a wonderful environment for this occasion.

I hope I have conveyed that I have had an excellent adventure. In a minimester-course I once taught, I included a section entitled “The Loneliness of the Long Distance Therapist”. Clinical practice does indeed require a capacity for aloneness.

But I am so fortunate to have had the company of generations of clients and generations of students who have been—without doubt—my best mentors. THANK YOU AND GOOD LUCK!