

UNIVERSITY OF MARYLAND SCHOOL OF SOCIAL WORK  
**CONNECTIONS**

A MAGAZINE FOR ALUMNI & FRIENDS OF THE SCHOOL OF SOCIAL WORK

Summer 2007

# ***Evidence-Based Social Work***

**Its Impact On Teaching, Research, and Careers**



# DEAN'S WELCOME



Welcome to the premier spring/summer issue of *Connections*. With the overflowing good news about the activities at the School we concluded that—for this year, at least—we needed to double up. We expect that this will be welcomed by our readers but will, at least, relieve my guilt about soaking up so much ink in the fall 2006 issue that there was too little chance to tout our new faculty; acknowledge the great work of our faculty, staff, and students; and laud our growing group of generous donors.

In my first welcome I indicated that I have arrived at the School at a very propitious time—this continues to be obvious to me. The quality of the incoming class of assistant professors (and one associate professor) who began last summer has turned out to exceed my expectations—even as we have lost some of our

finest teachers, graduates, and friends to retirement or death. Readers will have the chance to read four more faculty profiles in this issue. We are making building upgrades and have completed the work already underway to create the Child Welfare Academy and imbed it, along with old and new child welfare programs, under the Ruth Young Center for Families and Children. Progress on the refurbishment of the building is slow and steady—although the largest efforts will not be readily apparent to our visitors and involve major expenditures to improve “HVAC” and “switches.” Such is the lingo of building renewal. We hope that the subsequent wave of changes will have more appeal to the senses of the more than 1000 members of our school community who use the building each week. We are postponing next year’s Homecoming until spring of 2008 so that we can complete these changes and show off our prettier face.

We continue to advance the School in many ways. We held our first Alumni Homecoming in the fall and found a terrific new Assistant Director of Alumni Relations and Annual Giving, Alethea Schmall (Class of 2000). At nearly the same time, we bade farewell to our Director of Development, Donna Howard, who accepted a job at nearby Cheney University in Pennsylvania. We sent our premier Alumni e-newsletter in February and our second issue in April (please send us your email address so you can receive it). We have also convened a workgroup to renew our Alumni Association to further develop the School’s contributions to the continuous lifelong learning of our alumni and our alumni’s continuous lifelong commitment to the School. The School’s highly committed Board of Advisors met in retreat to discuss the future of the Board, facilitated by Len Raley, Vice Chancellor for Advancement and President, University System of Maryland Foundation.

The PhD program underwent its seven year review by the graduate school, conducted by a distinguished group of educators from the nation’s leading schools of social work. The review noted the growth and quality of the program under Julie Oktay, outgoing Chair, and offered ambitious new directions for future development under incoming chair Donna Harrington.

Finally, I am thrilled to announce a range of gifts to the School in support of more scholarships for students—two of these, the doubling of the Virginia Magladery Scholarship and the Betty and Leonard Golombeck Scholarship are described, herein. We have also developed a new program called Research Assistant Scholars to use our very limited scholarship money to attract highly competitive MSW students who are given scholarships in exchange for their service as Research Assistants to our faculty. This appears to be a substantial success for students and faculty, alike.

I continue, each day, to feel very fortunate to be part of this School’s great tradition and community. You have my commitment to work t□

a ways to go. I have greatly appreciated the warm welcomes from those who I have greeted and the many offers of support to help us to advance the School’s efforts to achieve social justice, reduce suffering, and enhance the human condition.

Sincerely yours,

Richard P. Barth, PhD  
Dean and Professor

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## Changes to Ruth H. Young Center Announced



*Former School of Social Work Dean and Professor Emeritus Ruth H. Young*

*By Rosalia Scalia*

Richard P. Barth, PhD, MSW, dean of the School of Social Work, has appointed Diane DePanfilis, PhD, associate professor and associate dean for research, as director of the Ruth H. Young Center (RYC) for Families and Children at the University of Maryland School of Social Work.

An established Organized Research Center on campus since 1998, the RYC has long promoted the safety, stability, and well-being of children, youth, families, and communities. Under DePanfilis, the School's growing portfolio of family and children's services, education, and research programs will be consolidated under the RYC, including Family Connections, Grandparent Family Connections, and the National Program Replication Project-all currently under the Center for Families led by DePanfilis.

In addition, the Center will include the Child Welfare Academy; the Title IV-E Education for Public Child Welfare Program; the training department; extensive faculty research involving foster care, independent living, and the recruitment and selection of the child welfare work force; and any community-based research focused on children, youth, and families. The principal investigators on these projects will continue to direct their projects, but, according to Barth, their integration into the RYC will lead to more communication and collaboration opportunities.

"The use of administrative data for monitoring implementation and outcomes will aid the dissemination of findings," Barth says. "I am enthusiastic about

bringing these programs under the Ruth H. Young Center and believe that this does offer an opportunity to improve our research, service, teaching, and training. We believe that the Center has the potential to be one of the leading children, youth, and family research training centers in the world and expect that it will generate substantial knowledge for practice, service design, and policy," he says.

"Our goal is that by working closely together, our research, education, and service programs will have an even greater positive impact on children, youth, and families," says DePanfilis, who became director Jan. 1.

Ruth H. Young, who served as the School's third dean from 1976 to 1988, dedicated her career to improving the quality of life for children. When the Center was first established, the number of children in foster care in Maryland had increased by 27 percent, from 6,989 in Fiscal Year 1995 to 8,879 in FY 1998. These numbers reflected a national trend and were attributed to factors such as an increase in poverty, homelessness, substance abuse, and family violence-all contributing to an increase in child abuse and neglect reports and the placement of children in foster and kinship care homes.

"I have informed Ruth Young about our activities, and she was delighted to learn of them," adds Barth.

## Zuravin Retires After 21 Years of Teaching and Research

The long and very distinguished career of School of Social Work Professor Dr. Susan Zuravin came to a conclusion at the end of 2007 with her retirement.

Recognized around the globe as a leader in child welfare research, Zuravin spent 21 years teaching and doing research at the School. Her research was published in a wide spectrum of highly respected scholarly publications and her work is often among the most cited by other child welfare researchers.

The School, and indeed the entire social work profession, is indebted to Zuravin for the many contributions to the field she made. Her presence around the halls of the School will be greatly missed.



## Edward Bloom Honored With Makofsky Award

Edward Bloom, a creative leader for 44 years in Maryland child welfare services was honored with the 2007 Louise Rainer Makofsky Award in Child Welfare.

Edward Bloom began his career in child welfare in 1960. He was a caseworker at the Montgomery County Department of Social Services (DSS). In 1981, Bloom joined the staff of the Anne Arundel County Department of Social Services as its director. Bloom served in that role until his retirement in 2004. Shown here on left presenting the award to Edward's daughter, Cassie Bloom, who accepted the award on his behalf is the School of Social Work's Debra Linsenmeyer.

The award was presented during the annual Louise and Abraham Makofsky Lecture on Child Welfare. This year's lecture featured Dr. Curtis McMillen PhD '94, of the George Warren Brown School of Social Work, who discussed issues related to older youth leaving foster care.



## School Project Helps Combat Childhood Obesity

Earlier this year, students from across the UMB campus took part in a two-day intensive course, "Combating Childhood Obesity: An Opportunity for Interdisciplinary Action," held at the School of Social Work. Six master's students in the Maternal and Child Health Leadership Development Program (MCH) at the School were responsible for the development and management of this course.

The leadership development program is one of three national centers supported by the Maternal and Child Health Bureau.

The innovative educational program, created by SSW students, enhances leadership skills through the establishment of academic-community partnerships focusing on interdisciplinary practice and service delivery. During the mini-mester, local experts presented the latest research in the field of obesity prevention and treatment. Students explored the biological, cultural, and political context of the epidemic and worked in interdisciplinary groups in order to design four unique community service projects for a local public elementary/middle school.

Participants also gained practical experience communicating with fellow professionals and local middle school students on the sensitive topic of childhood obesity.

The MCH students are under the direct supervision of the Maternal and Child Health pre-doctoral fellow, Otima Doyle, MSW, LCSW-C. The project is directed by Edward Pecukonis, PhD, associate professor at the School of Social Work. Read more at [cmchswe.umaryland.edu/mch\\_leadership](http://cmchswe.umaryland.edu/mch_leadership).

## Faculty Research Round-Up

The University of Maryland School of Social Work has some of the most prolific and respected researchers in the nation. Here is a sampling of recent research published in social work and other important journals.

Andrea Hetling and **Research Associate Professor Cathy Born '72**, "Specialists in welfare offices: Do family violence experts matter?" *Administration in Social Work*, Vol. 30 (4): 19-36.

**Research Director Pamela Caudill Ovwigho**, Stacey Bouchet, and **Research Associate Professor Cathy Born**, "Do in-hospital paternity programs research future IV-D clients?" *Child Support Quarterly*, Fall 2006: 28-30.

Andrea Hetling, **Kirk Tracy '03**, and **Research Associate Professor Cathy Born**, "A rose by any other name? Lump-sum diversion or traditional welfare grant?" *Journal of Policy Practice*, Vol. 5 (2-3): 43-60.

**Research Director Pamela Caudill Ovwigho**, SSW Research Analyst **Correne Saunders** and **Research Associate Professor Cathy Born**, "Arrears forgiveness: a strategy for child support's \$100 billion problem," *Journal of Policy Practice*, Vol. 6, #2 (in press).

Andrea Hetling, SSW Research Analyst **Correne Saunders** and **Research Associate Professor Cathy Born**, "'Missing' domestic violence victims in welfare caseloads: the discrepancy between administrative and survey disclosure rates," *Journal of Health and Social Policy*, Vol. 22, #2, 79-95.

**Associate Professor Caroline Long Burry** and Lois Wright, "Facilitating visitation for infants with prenatal substance exposure," *Child Welfare*, 85, 899-918.

**Assistant Professor Jodi Jacobson '03**, "Compassion fatigue, compassion satisfaction, and burnout: Reactions among

employee assistance professionals providing workplace crisis intervention and disaster management services," *Journal of Workplace Behavioral Health: Employee Assistance Practice and Research* (2006), Volume 21, Numbers 3/4. This article is also being simultaneously published as a book chapter in the book, "Workplace Disaster Preparedness, Response, and Management," edited by R. P. Maiden, R. Paul, and C. Thompson.

**Professor Geoffrey Greif's** article (co-authored with Howard Dubowitz, Wendy Lane, Michael Lamb, and Tine Jensen), "Low-income African American Fathers' Involvement in Children's Lives: Implications for Practitioners" was published in a recent issue of *Journal of Family Social Work*.



**Professor John Belcher**, "Is the Federal Government support of faith-based social-service agencies consistent with social-work values? -NO," in H.J. Karger, J., Midgley, P.A.

Kindle, & C.B. Brown (Eds.), *Controversial issues in social policy*, 3rd ed. (pp.180-188). Boston: Pearson.

### UMBC Faculty:

**Professor Carolyn Knight**, "Agency and school response to the terrorist attacks of September 11th: BSW and MSW students' views," *Journal of Baccalaureate Social Work*, 12, 143-164.

"Groups for individuals with traumatic histories: Practice considerations for social workers," *Social Work*, 51, 20-30.

"Working with survivors of childhood trauma: Implications for clinical supervision," *The Clinical Supervisor*, 23, 81-105.

## Harrington Named Chair of PhD Program



Dr. Donna Harrington, a professor at the School, has been named Chair of the School's Doctoral Program effective July 1.

Harrington earned the PhD in Applied Developmental Psychology from University of Maryland, Baltimore County and began teaching at the School of Social Work in 1995.

"Donna Harrington is a great teacher," says Dean Richard Barth. "At the conclusion of her first year of teaching, her PhD students presented her with a plaque thanking her for making such a valuable contribution to their PhD studies. Accolades for Donna's teaching have continued on unbroken. She has also served as ongoing mentor and dissertation advisor and chair for many students. Her transition to the PhD program chair is a natural one as she understands the program thoroughly and has the range of technical, interpersonal, and administrative skills to continue to improve the program."

Harrington replaces Dr. Julie Oktay who is stepping down from the role she has held since 1999. "Julie Oktay has been a strong and steady leader of the PhD program," says Barth. "She has succeeded as a leader in every way. She is recognized among her peers as a leader of doctoral social work education in the nation, among faculty as a judicious leader and astute administrator, and among her students as both inspiring and supportive."

Oktay will spend the next year on sabbatical to work on several research projects related to breast cancer.

## Faculty Making News In Maryland and Beyond

**Dean Richard Barth** and the School's **Director of the Family Welfare Research and Training Group Cathy Born '72**, testified before the Maryland House of Delegates Appropriations Committee this past January. The two were invited to testify on welfare policy and child welfare accountability issues.

Dean Barth was also quoted in a *Cleveland Plain Dealer* story that looked at Ohio's safe haven laws. Dean Barth also presented, "Cost-Effectiveness Perspectives on Doctoral Education," at the Joint Meeting of the St. Louis Group, a representative group of Deans from research-oriented Schools of Social Work, and GADE, the Group for the Advancement of Doctoral Education.

Born, by invitation, also presented updated results from the Maryland legislative-mandated study, *Life After Welfare*, and other welfare reform outcome studies to the Joint Committee on Welfare Reform Oversight and to the House Appropriations Committee. Born also served on a Maryland gubernatorial transition team workgroup to identify key issues and priorities for the Department of Human Resources.

A *Houston Chronicle* story on the legal troubles of astronaut Lisa Nowak included comments by **Assistant Professor Jodi Jacobson '03**. Jacobson, who studies crisis intervention in the workplace, said "Astronauts, professional athletes, and other public figures who become role models have a lot of pressure on them because the general public's view that they can do no wrong."

Volunteers from the School's of Social Work and Law took part in a census of Baltimore's homeless earlier this year, part of a nationwide survey federally mandated by the U.S. Department of Housing and Urban Development. "Just showing them that you care and talking to them is sometimes the key," said **Bob Kirk, MSW, LCSW-C**, a clinical instructor at the School.

A *Kansas City Star* article on two abducted

teens returning home being showered with gifts from people across the country included comments by **Professor Carlton Munson '75**. Munson, who is writing a book on how to counsel traumatized children, said lots of gifts could create disputes between Shawn Hornbeck, the found 15-year old kidnap victim and his parents over what should be accepted. "It sometimes sets the children up for more conflicts."

**Professor Geoffrey Greif** talked with the *Pittsburgh Post-Gazette* about the alleged necessity of men having their own spaces within their homes. "I think that pretty much the socialization of the American male is built around being able to establish some sense of separateness or autonomy," Greif said. "That's not necessarily a good thing, but I think that's how we've been raised to behave." Greif's book, *Guys Will Be Guys*, is scheduled to be published later this year. Greif is also the co-author of the book *When Parents Kidnap*. He presented a workshop in January to caseworkers at the National Center for Missing and Exploited Children. The workshop was titled, "The Long-term Impact of Abduction on the Family."

Carroll County (MD) health officials have noted that an increasing number of teenagers are participating in sex parties. During a live interview on WBAL-TV, **Gisele Ferretto '82**, a program manager

with the Title IV-E program at the School of Social Work, gave parents tips about how to talk with their teens about sex.

**Professor Howard A. Palley** discussed "The Drug Industry, Politics, and the Medicare Drug Amendments," at the School of Business and Management, University of New Castle (Central Coast Campus), New South Wales, Australia this past January.

**Maxwell Manning, PhD**, a clinical instructor at the School of Social Work was quoted in a *Baltimore Sun* article on singer Britney Spears recent strange behavior—including the shaving of her head. Manning stated Britney Spears appears to be going through a transition period or a growth period, and shaving her hair is just an outward symbol. "When people go through experiences like this, they are often trying to get a better handle on themselves and who they are, and how they want to express themselves."

The National Association of Social Workers Social Work Pioneers hosted a landmark listening conference last fall that brought together social workers to offer recommendations from their years of experience affecting social work practice. **Jesse Harris, PhD**, professor at the School of Social Work and **Betsy Vourlekis, PhD, LICSW**, professor emeritus at the School were among the six featured speakers.

**Family Connections**  
Director Frederick Strieder participated on a panel about how more grandparents are raising their grandchildren and discussed the School's Healthy Grandparents program. The panel discussion aired on WYPR Radio's (Baltimore) *Marc Steiner Show*.



# faculty Profile



## New Faculty

In a previous issue of our newsletter, *Connect*, we wrote about two new faculty members at the School, Drs. Jodi Jacobson and Bangwha Casado. Well, here are some brief introductions to four others who began at the School this academic year.

**Assistant Professor Melissa Bellin** used to combine biking, running, and swimming when she competed in triathlons, now she works to combine interdisciplinary fields of study in her research. Bellin served as a research associate in pediatrics at the Uniformed Services University (USU) of the Health Sciences in Bethesda, MD, before joining the School of Social Work this academic year. While at USU, she worked on a multi-site research project that explored the experiences of military families caring for children with life-threatening illness.

Today, Bellin, above left, focuses her research interests on child and family adaptation to chronic illness and disability; social justice; social work practice in health care; and interdisciplinary collaboration. Bellin earned her MSW and PhD from Virginia Commonwealth University, a MA degree in human biology from Stanford University, and did an NIH Predoctoral Fellowship for Students with Disabilities.

**Associate Professor Katherine Collins**, who preferred not to be photographed,

came to the School of Social Work from the faculty at the University of Pittsburgh. Collins earned her bachelor's degree from Mars Hill College, her MSW from Tulane, and her PhD from the University of South Carolina. Collins areas of research and expertise center on violence exposure and trauma symptomatology; mental health and disability policies; and cognitive/narrative interventions in social work education and practice.

**Assistant Professor Deborah Gioia**, above center, spent five years on the faculty at the University of Michigan School of Social Work before coming here. "I was very interested in coming to UMB because of the concentration of nationally and internationally known schizophrenia researchers. So far, those connections have been very fruitful," says Gioia. Her research interests include schizophrenia and vocational identity; evidence-based practice adoption by mental health practitioners; adolescence and emerging adulthood; and co-occurring disorders and psychosocial rehabilitation.

Gioia, who spends her free time running half-marathons, is also interested in complementary and alternative practices as they might be applied to mental health treatment and adding contemplative practices into social work curriculum, espe-

cially in mental health as a way to minimize stress and foster stronger mental health practitioners.

**Assistant Professor Kelley Macmillan**, above right, had a successful and rewarding career as a social work practitioner and manager in health and long term care settings for over 20 years before returning to school to earn a PhD in social work from the University of Kansas in 2005. The Hartford Doctoral Fellow in Geriatric Social Work was interested in coming to UMB right away. "I was interested in UMB because it is part of a large medical campus and there are several programs and nationally recognized researchers in geriatrics."

Macmillan's doctoral dissertation was titled, "A qualitative study exploring community dwelling low-income older adults' responses to challenges caused by functional disabilities." Today, Macmillan states "My overall research focus is to study direct practice interventions and social policy improvements in order to enhance the health and well-being of older adults living in the community. I want to learn and understand how older adults psychologically, emotionally and behaviorally manage in their daily life despite the fact they experience physical and cognitive challenged related to aging and due to disease and chronic health conditions."



# student Profile

## Jake Weissman

NAME: Yaakov “Jake” Weissmann  
HOMETOWN: Baltimore, MD  
AGE: 22

“I thought I wanted to be a doctor,” stated current School of Social Work student Yaakov Weissman, who goes by Jake. After only one semester and the realization of harder and harder chemistry and physics classes to come, Jake began thinking about other career choices. He wanted to find a career that could meet his strong desire to help people and improve communities.

Jake explored several majors while a student at University of Maryland, Baltimore County (UMBC). These included history, political science, and psychology. Nothing seemed to click. After a sociology class at UMBC one day, Jake talked to the professor about his career choice dilemma. “I told him I liked psychology but it seemed irrelevant to the needs of a person.” Jake continued, “I liked political science but it was too cold. I was looking for a field that seemed to combine these areas.” The professor’s suggestion was for Jake to take an introduction to social work class.

“I had never heard of social work,” exclaimed Jake, “but I signed up for a class

and was blown away. It was exactly what I was looking for.”

Jake graduated from UMBC with a major in social work and came right to the School of Social Work to specialize in social action and community development. “I love policy,” states Jake. “With a social work education you are able to learn to look at policy from a human service provider aspect and work off that angle.” Jake is putting his ever-growing policy expertise to work at Goodwill Industries of the Chesapeake where he is doing his field placement work.

At Goodwill of the Chesapeake, Jake works on public policy projects, follows legislative action Goodwill is interested in, helps write and provide testimony for legislation Goodwill supports, and speaks to legislators and advocates about legislation. “The more I see of Goodwill’s phenomenal programs and people the more I am impressed watching social work values occurring 24/7.”

“I have learned a tremendous amount over the short period of time I have been at Goodwill,” stated Weissmann. “I have finely tuned my sense of the legislative process and have learned how to be an ever more effective advocate.” Jake

added, “I never expected to learn how to look at communities that are not typically looked at in the advocacy world, including the business community, and how to work with them as opposed to not working with them at all. I learned how to present to a board of directors, how to speak in business sense. I also learned that the best way to push your point is not always from an emotional angle; rather a business approach may sometimes work better.”

Jake is grateful for the education he is receiving here and the dedication faculty members show him. “Professor Steven Soifer has been a great resource for class projects. Professor Jim Kunz, who has been my advisor and field liaison since day one, has been there whenever I have had a question.”

Soon Jake will be graduating from the School and ready to begin the next phase of his life. “I plan to stay in Maryland and work on policy programs,” said Jake. “I will hopefully get involved in some campaigns, as I truly feel we need social workers in policy to give a truly unique perspective. I am also looking into going into a variety of advocacy work to try to affect our client base as a whole and represent social work in a field which is currently underrepresented.”



# **Evidence-Based Social Work: Its Impact On Teaching, Research, and Careers**



For several years now the term “evidence-based practice” has grown in popularity and use in many health-related fields and social work is no exception. From how students are taught to how they research and practice once they graduate, evidence-based practice has the potential to revolutionize the profession.

*Connections* magazine (CM) asked several School of Social Work faculty members and alumni who have expertise in evidenced-based practice for their comments. The six are, in alphabetical order:

Richard P. Barth, PhD  
Dean and Professor, University of Maryland School of Social Work

Melissa Brodowski, MSW/MPH  
Child Welfare Program Specialist,  
Children’s Bureau, U.S. Department  
of Health and Human Services and  
Current SSW PhD Student

Deborah Gioia, PhD  
Assistant Professor, University of Maryland School of Social Work

Elizabeth Mulroy, PhD  
Professor, University of Maryland School of Social Work

Albert R. Roberts ’78, PhD  
Professor of Social Work and Criminal Justice, Rutgers University

Joan L. Zlotnik, ’98, PhD  
Executive Director of the Institute for the Advancement of Social Work Research, Washington, D.C.

**CM: What is the easiest way to define evidence-based practice (EBP)?**

**Barth:** EBP is a process that involves taking the best possible information about problems and practices, turning that information into practice approaches, testing those approaches, and then working to see that the maximum number of clients are offered those approaches in a form that they find acceptable. (*Ed. note:* At the SSW we are trying to use common language ~ see [ebpexchange.wordpress.com](http://ebpexchange.wordpress.com). Evidence supported interventions (ESIs) are interven-

tions that have a strong evidence base of effectiveness are often part of the EBP process).

**Brodowski:** I would say that EBP is a process of taking the information that we have learned from the research and trying to see how we can make sense of it and apply it to our direct work—practice with families. I would also emphasize that EBP should be the process of thinking critically about research and how it applies or not to what we want to do to improve outcomes for the families and communities we serve.

**Zlotnik:** Since EBP have become buzzwords – in policy, in education, in research, and even in discussions about best or emerging practices – we need to make sure that it is not just overused terms but actually a shared consumer/practitioner/researcher effort to improve practice and to figure out what works best for whom and under what circumstances.

**CM:** Why is it important for people in the social work profession to understand EBP as something much more than a set of buzzwords?

**Mulroy:** Rapid change has taken place in

communities, social programs, and human services organizations of all kinds due to the impacts of economic globalization and resulting shifts in social and economic policies. These forces have created a turbulent environment within which social work program managers and executive directors must work. Evidence based practice is a rational way of thinking within this complexity; it offers a framework to bring evidence from empirical research and emerging theories to bear on decision points that need to be made in the best interests of the programs, the workers, and the clients.

**Roberts:** In my work as a professor and trainer of social workers, crisis workers, and psychiatric screeners, I have found that evidence-based suicide assessments and crisis intervention protocols can reduce serious suicide attempts and ultimately save lives.

**Gioia:** My primary focus is on EBP in the treatment of serious mental illness (SMI). It has only been relatively recently and thanks to work groups in NIMH Services and Interventions that we can feel confident about some of our psychosocial rehabilitation and other practices for SMI. There is an important document—*The Schizophrenia Patient Outcomes Research Team*

(PORT): *Updated Treatment Recommendations*. Published in 2003 in *Schizophrenia Bulletin*. – which has collected all the strong research findings that support the scientific basis of treatment of schizophrenia. The ESIs from medication to supported employment are discussed in one document by some of the most prominent individuals working in this area, many of whom are connected to UMB. As a professional social worker, professor and researcher, I can use this information with families and individuals, teach it to my students, and use this knowledge as background when I prepare my grants. I have a platform from which to work. This is critical to success.

**Barth:** We need a standard approach so that our faculty, students, and alumni can all understand what is best practice and how to obtain the education, training, and supervision to develop their practice in the direction of ever greater effectiveness. This is the same challenge that all professions face.

**CM:** Why all the interest in EBP now and where is it taking us?

**Brodowski:** A major federal impetus was the President's OMB Program Assessment Rating Tool (PART) which is the systemic way that all federal programs are being assessed for their effectiveness. ([www.whitehouse.gov/omb/expectmore](http://www.whitehouse.gov/omb/expectmore))

There are all sorts of concerns about this process from various federal agencies and other folks but I will say, despite all the criticism, having the program that I oversee go through this process and be forced to develop an efficiency measure (i.e. outcomes relative to cost) led us to the EBP measure that we proposed.

**Roberts:** There has been a growing number of malpractice lawsuits against social workers and psychiatrists for inadequate lethality assessments, failure to evaluate for suicide risk, failure to warn family members of imminent suicide risk, and/or failure to follow the standard of care and treatment recommendations based on evidence-based studies.



**Barth:** This has been emerging for many years—decades, really. At this time, policy makers and agency directors from the federal to the local level want to ensure that they are paying for and delivering the most effective possible practices. Consumers also want this and have every right to have it. We have little choice but to understand what these practices are and to prepare our faculty, students and alumni to deliver them—if we do not do so, we risk having others assume the roles that we have had and for which our general training prepares us exceptionally well. We will need to generate a substantial infusion of resources and effort, but can make this important change and be leaders in the creation of more effective services. We also have the chance to develop new methods and should seize it.

The current emphasis is, in part, because there are now several dozen reasonably well tested interventions that have shown to be more effective than conventional practice and that can reduce the pain, suffering, and inability of individuals to address their problems with family relations, substance abuse, anxiety disorders, trauma, depression, and even more complex problems like persistent mental illness and homelessness.

**Mulroy:** For social work educators in the macro practice arena evidence-based macro practice is not new. Since the late 1960s, concepts of planning and decision making in practice settings have long-standing roots in theories and of planning, management, community organization, and social change and research on best practice.

**CM:** With roots dating to the 1960s and a renewed emphasis on EBP in social work, how do you see EBP influencing front-line social workers in the next decade?

**Zlotnik:** Major issues relate to the potential of what gets paid for – that is where concerns about selecting specific ‘evidence-based practices’ and only paying for them has ramifications that might be good – if they improve practice – or might be bad if – the ESI is not effective for a particular individual but the insurer will

only pay for a certain intervention. The other changes that might occur relate to uses of technology – people are experimenting with hand-held decision-protocol devices as well as potentially greater involvement with participatory research designs – consumers/clients/communities need to be involved in having their voices be part of the EBP movement from the beginning. Also there is work in what some people call practice-based evidence and ensuring that there is attention to diversity and different cultures needs, wants, and values that arise from clients during practice and need to be incorporated into EBP.

**Gioia:** I always include a chance for students to talk about the pros and cons of EBP in their research papers and expect them to consider specific ESIs for a client with a psychiatric disorder. I would say that over the years students say two main things: (1) they are glad that there are EBPs out there for them to use and (2) they worry that having to use only particular ESIs will rob them of their creative and intuitive ability to treat clients as individuals. In addition, some of them express the concern that this process might become mandated and that reimbursement will only happen if a particular ESIs – (e.g., cognitive-behavioral therapy) is all they can use in client care.

Students need to lobby in their workplace for a means (e.g. a database) to be able to search for the latest information on ESIs. If they can’t do this then the agency’s expectations are too high for what they can expect to accomplish. Not only must they lobby for access but they must understand the science under the treatment and be realistic about the type of training that is required to deliver the ESIs. Students can not afford to be naïve about this process because it is part of their future work life and they must stay informed as new practitioners.

**Mulroy:** Academics in the macro area will likely begin to link what they have already been studying and teaching to the evidence-based paradigm. Social planning should re-emerge as a premiere area of social work education and scholarship because it’s

theories, principles, and frameworks guide decision making at the organizational, community, and jurisdictional levels. One major contribution of evidence-based macro practice to the work of front line practitioners is in the clarification of what constitutes a client’s “condition,” or environment. Front-line practitioners who have skills in conducting community needs and assets assessments ~as well as program and organizational analyses~ will likely bring a broad perspective of practice-relevant research and of theories of change to their work.

**CM:** Elizabeth Mulroy brings up a good point about how academics will be affected as well. Are there additional impacts on researchers and educators?

**Barth:** I hope that our faculty research and doctoral research will be ever more focused on, and successful at, developing and testing effective practices—micro and macro, alike. We need additional integration of ESIs into our curriculum so that we are working more closely with the field—which is also eager to learn new interventions to enhance its effectiveness and competitiveness. We also need to find ways to restructure continuing professional education—and we are already doing so—to offer certificates that provide more opportunity for ongoing training and supervision so that new methods can be learned to a high level of competence.

**Zlotnik:** EBP might change the way that social work is taught – teaching students to think more critically and to take an evidence-based practice process approach. You might also see more practice guidelines or practice manuals – maybe in the past we would call them practice standards – but now the idea is that they would be based more on research findings and not just the result of ‘expert opinion.’ For this to change in social work however we need to be able to draw from a much larger body of intervention research across many fields of practice.

**CM:** There are bound to be stumbling blocks for people to overcome in terms

of embracing evidence-based practice.

**What challenges do you see implementing evidence-based practice?**

**Gioia:** After completing a two year study on practitioner training and adoption of ESIs in mental health, I learned a number of things. First, practitioners, even those that have been at an agency for a long period of time and those who are at the BA level, became excited about adopting ESIs especially when they witnessed the benefit in both themselves and their clients. Second, practitioners, with ample support, training and supervision, overcame their initial fears and reluctance to embrace ESIs and did not view this as burdensome. Third, if agency administration is not consistent with their support of EBP and supervision and if they turn their head away from the philosophical stance on EBP they initially espoused; it is highly likely that the practitioners will become disillusioned as well and return to care as usual (e.g. case-management). If we want to use treatments for clients that are scientifically based and produce better outcomes, then everyone involved (the state, the agency, (administration, and practitioners), the family, and the clients needs to buy into the shift toward use of supporting EBP. If the implementation of EBP has too many gaps, it is unlikely that we can hope to translate science to service in a timely and meaningful way to the client.

**Brodowski:** I think that most people would agree that using research to inform practice is a good thing. So, I don't really sense much reluctance on the issue. But, there are much more practical implementation issues to consider. Is the research accessible, available, or relevant to the work that social workers are trying to do? Do they have the time to read this stuff? Are their supervisors and managers promoting a culture of continuous education and reflection on their work? What are their own attitudes/comfort level towards research in general? When the

research findings are inconclusive, it makes it difficult to know what to do with that information in practice. There are so many issues related to model fidelity, adaptation and sustainability that add more layers of complexity to the issue. I also think that people may not be sure how they should be implementing EBP. I think in order for this to be most successful, the desire for EBP must come from the social workers themselves, they need to own this process and be actively engaged in the discussions.

**Roberts:** The main problem is time and lack of training opportunities in evidence-based practice for busy practitioners. This is rapidly changing as workshops and courses are planned and implemented throughout the nation. Federal funding and foundation sources of funding are finally starting to follow the evidence-based practices in the UK, Sweden, and Australia which requires all grant applications to include plans for systematic reviews and evidence-based approaches. As more federal and state funding sources require EBP, the reluctance on the part of the out-of-date social workers will definitely change. We are all somewhat reluctant to modify our objectives and practices. However, most social workers are highly motivated to help the most vulnerable and at-risk clients in society today. Thus, I predict that once it becomes clear that it is dangerous and harmful to use treatment methods that are not evidence-based, most social workers will become advocates for evidence-based practice.

**Barth:** I believe that students and alumni want to learn as many effective methods as they can, but there is a limited supply of teachers, trainers, and supervisors. Some of the programs are licensed and expensive. Some of this requires finding the time and resources for our faculty to travel to training and ways to obtain long-distance supervision. A recent meeting at NIMH, organized in large part by IASWR, brought together faculty and state and federal

program managers to discuss the future of evidence-based practice in social work education. We all agreed that there are major challenges, but that new educational models are emerging and that we have no choice but to succeed in embracing this direction. Social workers provide more than 60% of all mental health services in this country and we have to make every one of our sessions count. Yet, the current President of the National Association of State Mental Health Program Directors expressed concern about the consistency of MSW's preparation to deliver evidence supported interventions like cognitive behavior therapy. We can meet and exceed the expectations of the field. Our Schools of Social Work, our graduates, our clients, and our society will be better for it.

#### **Evidence-Based Practice Resources:**

This article just scratches the surface of a very broad and complex topic. For resources on evidence-based practice visit the School of Social Work's EBP blog Web site, [ebpexchange.wordpress.com](http://ebpexchange.wordpress.com).

**Albert Roberts '78** has a very inclusive resource manual on evidence-based social work practice titled, *Foundations of Evidence-Based Social Work Practice*. The book is available at [amazon.com](http://amazon.com). You can read more about Roberts on page 18.

The *Journal of Evidence-based Social Work* looks at the advances in evidence-based practice, programming, research, and policy. It is available through Haworth Press at [www.haworthpress.com](http://www.haworthpress.com).

*Competency in Generalist Practice*, a book by **Elizabeth Moore Pionis '76**, is a powerful tool for learning how to become an effective social work practitioner. The book is available at [amazon.com](http://amazon.com).

If you know of other valuable resources, visit the School's EBP Web site at [ebpexchange.wordpress.com](http://ebpexchange.wordpress.com) and let us know.



## Virginia L. Magladery

### Endowed Scholarship Helps Continue Important Legacy

Each year through the Virginia L. Magladery Scholarship Fund, the School of Social Work awards merit scholarships to new students from either Southern Maryland or Baltimore City. The fund, established by Virginia's two children, John Magladery and Sarah Magladery Lamont, honors an incredible woman dedicated to the social work profession and the betterment of families and children here in Maryland.

Virginia Lane, a farmer's daughter from St. Mary's County, Maryland, earned her MSW from the University of Pennsylvania in 1945. Settling in Baltimore, she met and married John W. Magladery—a neurologist at Johns Hopkins Hospital. With two children in elementary school, Virginia re-established her career, eventually becoming director of Family and Children's Society – Eastern District in 1964 and served in that role until her retirement in 1980. She was also an early member of The Greater Homewood Corporation, a precursor to the Greater Baltimore Committee, which shaped the revitalization of Baltimore.

Working with a staff of around a dozen people in a Baltimore brownstone on St. Paul Street, Magladery believed strongly in helping to bring “strength to families under stress” through a solid foundation of family counseling. Magladery's staff at one time included School of Social Work alumna

Sylvia Lisansky, MSW '70 and School of Social Work Field Liaison Barbara Brody. The main thing about Virginia, according to Lisansky, was that she “listened to her clients. She immediately made them feel worthwhile. Clients knew that when they talked with Virginia they would be heard and their need for help would be responded to. This gave clients a tremendous feeling of self respect and self-worthwhileness.”

Magladery shared those abilities with everyone she encountered. In a story shared by Barbara Brody, she and Virginia where walking down a Baltimore street when they were approached by a disheveled, wizened man who asked Virginia if she remembered him and how she helped him. She replied, “Of course I do Mr. Jones. I never forget a handsome face.” Her remembrance brought a big smile to his face.

At Magladery's retirement in 1980, her colleagues did their best to capture Virginia's personal warmth and tremendous passion for social work. “She has been a great source of inspiration and hope for all ages.” “Her capacity to recognize and build on the strengths of families is unique.” “We often hear that social work is both an art and a science – if you want to see the beautiful blend, Virginia personifies that image.”

While not earning her social work degree

from UMB, Magladery was always a strong supporter of the School. She served for many years as a field instructor to our students. In fact, thanks to Virginia Magladery, Family and Children's Society was one of the very first field instruction sites the School had. Magladery committed herself to the cause of quality social work education and this was evident in a speech she gave in 1977. “We have cause to be concerned about social work both in the present and future. For where do we find a good basic training in human growth and development, where do we get a good base in generic social work training?” She instilled her commitment to education and the public good in her children John and Sarah.

In 1994, the two honored their mother's memory and dedication to social work education with an endowed gift that provides scholarships each year to outstanding students with financial need. This past academic year, Kristan Halaiko of Baltimore, Maryland, was awarded \$1,000 through the endowed fund.

John and Sarah recently doubled the scholarship fund to help continue the lasting legacy and impact Virginia Magladery will have on future generations of social workers. “Social work is a tough profession,” said her son John. “She would have enjoyed giving a hand to future generations of social workers.”

## Golombeck's Help Establish Scholarships For Students



photo by Bob Lenz, 2002

1965 alumna and former School of Social Work Board of Advisor Betty Golombeck and her husband Leonard have established the Betty and Leonard Golombek Scholarship Fund.

1965 alumna and former School of Social Work Board of Advisor Betty Golombeck and her husband Leonard have established the Betty and Leonard Golombek Scholarship Fund.

Their generous gift will help provide financial assistance to students taking part in the School's Social Work Community Outreach Service (SWCOS).

In a 2002 article in *Connections*, Betty Golombeck stated why it was important to support the School and its students. "The School was good to me. I learned a lot and found it a very enriching experience. Every gift is important and I don't think most people know that. I think they don't think it is needed."

The Golombeck's gift is one of a growing list of endowed scholarships the School provides.

During the past academic year, the following students received much needed financial assistance through the School's endowed scholarships:

Donna Bliss Substance Abuse Award - Mary Bartek of Raleigh, NC  
 John Goldmeier Clinical Award - Darnell Morris-Compton of Indianapolis, IN  
 Gwendolyn C. Lee Innovative Practice Award - Thomas Doerr of Westminster, MD  
 Virginia Magladery Scholar - Kristan Halaiko of Baltimore, MD  
 Susan Wolman Scholarships - Gregory Harden of Baltimore, MD, and Laura Scherner of Dubuque, IA  
 Ruth Young Child Welfare Award - Brittany Tesla of Hagerstown, MD

Through the generosity of many individuals, these scholarships go a long way to help defray a future social worker's cost of higher education. But there is still much more need to be met. If you would like more information on establishing an endowed scholarship, please contact the School of Social Work's Development Office at 410.706.2357.

# alumni Profile

**NAME:** Diane Bell-McKoy  
**CLASS OF:** 1975  
**DEGREE:** MSW

*From the Baltimore Examiner 11/13/2006,  
reprinted with permission  
Story By Earle Eldridge /Photo by Kristine Buls*

Diane Bell-McKoy said she doesn't believe in negatives.

"I look for opportunities," Bell-McKoy said. She will have many chances to overcome negatives and benefit from opportunities with her recent appointment as president and chief executive officer of Associated Black Charities.

Bell-McKoy said she hopes to move the social services organization toward "wealth building" in the black community.

Associated Black Charities, which is a Maryland-based nonprofit founded in 1985, represents and responds to issues of importance to Maryland's black community.

"We are excited about the energy, skills and experience Ms. Bell-McKoy will bring to Associated Black Charities," said recently elected board chairman Harold Gordon.

"Ms. Bell-McKoy's strong connection to our community will enable her to hit the ground running and very quickly make contributions to our legacy of success," he added.

She earned a bachelor's degree from the University of Maryland, Baltimore County in 1973 and a master's in social work from the University of Maryland School of Social Work in 1975.



Bell-McKoy currently is a senior fellow with the Annie Casey Foundation, a private charitable group dedicated to helping disadvantaged children.

She has strong ties to the philanthropy community as well as government contacts. She was deputy chief of staff for former Baltimore Mayor Kurt Schmoke. She also served as his assistant to the mayor for human services, where she helped coordinate the mayors human and social services efforts.

From 1995 to 2005 she was president and chief executive of Empower Baltimore Management Corp., a firm with the aim of producing jobs and wealth growth in Baltimore.

In 2003, Bell-McKoy was named one of Maryland's Top 100 Women by the *Daily Record* newspaper. In 1994, she was named Businessperson of the Year by the

Baltimore Marketing Association.

And two Maryland political rivals in last fall's general election — Robert Ehrlich and Martin O'Malley — issued a joint press release in 2003 naming Bell-McKoy to the Baltimore City Board of School Commissioners.

With her political, government, and social group connections, Bell-McKoy prides herself on being able to "connect the dots" to help those in need.

"My work is my passion," Bell-McCoy said. Shirley Marcus, a friend and former director of Baltimore's Social Services Department, called Bell-McKoy analytical.

"She is one for constantly seeking out new ideas to integrate them to her thought pattern before she makes a decision," Marcus said.

# Class Notes

**1965**

**Myra Bonhage-Hale, MSW**

Since retirement, I have been gainfully (not particularly monetarily) employed in my business on my newly designated national historic property, La Paix Herb Farm, 110 acres of woods, trails, organic gardens, and site of the annual W. V. Lavendar Fair and more. The next fair featuring workshops, tours, culinary demonstrations, sustainable techniques, and a gourmet luncheon was held on June 30 of this year. I have been active in herb, dowsing and environmental organizations in West Virginia and am currently a Board Member of the WV Environmental Council. As co-director of the WV Sustainable Living Group, I am involved in planning a 4th Sustainable Fair to be held at Davis and Elkins College in April 2008. My Web site, which I design, features an interactive peace museum created as course work for Transcend University. Visit me virtually at [www.lapaixherbfarm.com](http://www.lapaixherbfarm.com), or come see me in person at the fair!

**1970**

**Betty J. Close, MSW**

I retired from the Maryland State Department of Social Services in 1987. I moved to Vax Beach, Florida, after having lived in Baltimore for 30 years. I lived there for 16 years until the threat of hurricanes influenced me to move west of the Mississippi in 2006.

**Angelene Baretta Herman, MSW**

Angie has been appointed to the CSWE's Commission on Global Social Work Education.

**W. Randolph (Randy) Herman, MSW**

Randy has been named BSW Program Director for UST's School of Social Work.

**1971**

**Constance Hendrickson, MSW**

I finished a doctoral degree in social work (clinical) at the Catholic University of American in DC in 1986. I have been teaching The Art of Supervision and ethics classes, and supervising as well as marinating a small private practice. My husband died in 2005, and I just sold my home in Bethesda.

**1972**

**Linda J. Noble Marks, MSW**

I have been a New York City school social worker for almost 20 years and am planning to retire soon. At the same time, I am a field instructor and am enjoying that as well as working directly with the children. I have trained in psychodrama and other expressive arts and emotional release therapies which I also love very much. I am happily married to my second husband; own a beach house, and I am quite content. It would be nice to hear from former classmates.



**Sari Revkin  
MSW '76**

Revkin was profiled in Jewish Women International's *Jewish Woman* magazine as one of their "Successful Women."

Revkin leads YEDID—The Association for Community Empowerment—a citizen-rights organization she began eight years ago in Israel. Today, YEDID is the largest national organization doing community organization on the local level, with native Israelis, Ethiopians, Russians, and Arabs. The article can be read online at [jwmag.org/articles/20Fall06/ps21.asp](http://jwmag.org/articles/20Fall06/ps21.asp).

**1976**

**Elizabeth Moore Pionis, DSW**

*Competency in Generalist Practice*, a book by Pionis and published by Oxford University Press features, “an original and timely social work practice model that will transform the way generalist and evidence-based practice are taught. Writing with outstanding clarity and sense of purpose, Pionis guides students in the use of a decision tree that will help them take a conscious theory- and evidence-based approach to solving the complex problems they will face as social workers. This book is a concise but powerful tool for learning how to become an effective social work practitioner.” The book is available at [amazon.com](http://amazon.com) and at Oxford’s Web site [www.oup.com](http://www.oup.com).

**1980**

**Jacqueline Hendrickson, MSW**

I have maintained a clinical social work practice since 1987. I was in full-time practice from 1990 to 1996 when reimbursement changes made solo practice impractical. In 1996, I worked as a clinical social worker in in-patient psychiatry until I became a federal public health advisor at the Substance Abuse and Mental Health Services Administration, DHHS in Washington, DC in 2001. This career change provided me with the opportunity to merge the skills from a previous professional life as a writer and editor with my clinical expertise in mental health.

I have been married for 27 years and helped my husband raise four children. We are now enjoying our six grandchildren and lots of time on the New Jersey shore where I spent my youth.

**Michael E. Moreland, MSW**

From the *Wilkes-Barre Times Leader* in Pennsylvania ~ Michael E. Moreland has been appointed by the Secretary of Veterans Affairs to serve as director of the

VA Stars & Stripes Network, or Veterans Integrated Services Network 4. In this position, he will direct the operations, finances, and clinical programs of a health-care system that serves an estimated 1.5 million veterans throughout Pennsylvania and Delaware, as well as portions of West Virginia, New Jersey, Ohio, and New York. VISN 4 is comprised of 10 medical centers and nearly 40 community-based outpatient clinics.

**1983**

**Sally Hellane, MSW**

Sally Hellane was appointed to the State Council of Child Abuse and Neglect (SCAN) by former Governor Robert L. Ehrlich, Jr. SCAN reviews issues surrounding child abuse and neglect and makes recommendations to the governor and to the Department of Human Resources. Hellane, who is program supervisor with Catholic Charities, has worked cooperatively with the Washington County Department of Social Services providing clinical social work services to foster children and foster families. She is a licensed certified clinical social worker and has worked as a social work therapist for families and children for Washington County Hospital for 20 years.

**1989**

**Ann Favorite, MSW**

Currently, I am an entrepreneur of Ann’s Favorite Boutique located in Tampa, FL. This boutique is a one and only exclusive one-of-a-kind designer of ladies’ apparel. I continue to remain active in social work. I currently carry a small caseload (10) of cases with people with disabilities. This adventure has been rewarding and challenging for myself and my client population. It is a blessing to know that people with disabilities can continue to live and have quality of life.

## Pam Spiliadis MSW ’95 Honored By Laura Bush For Her Work

Pam Spiliadis and the Baltimore Urban Debate League, where she is executive director, were honored at the White House this past January by First Lady Laura Bush as one of 17 outstanding community arts and humanities programs for youth in the United States and Mexico. The federal Coming Up Taller award carries with it a \$10,000 prize.

Bush said during the ceremony that “teens find their own voices through Baltimore’s Urban Debate League. There, underperforming students become eager researchers, articulate speakers, and disciplined competitors. Ninety percent of them go on to college.”

The Debate League started in Baltimore in 1999 with 90 students from eight schools. Today, more than 1,000 students from 60 Baltimore city middle and high schools participate.

## Roberts '78 Develops Evidence-Based Practice Manual



Albert R. Roberts '78, PhD, professor of social work and criminal justice at Rutgers University, along with Kenneth R. Yeager, have developed *Evidence-Based Practice Manual: Research and Outcome Measures in Health and Human Services*. The all-inclusive and comprehensive practical desktop resource has been published by Oxford University Press.

*The Evidence-Based Practice Manual*, said Roberts in a recent interview, “(consists) of 104 original and timely chapters. In today’s managed care environment with emphasis on accountability and implementing the most effective intervention strategies, social

work practitioners need fingertip access to the full range of evidence-based social work practices in order to make decisions in the best interests of their clients. This book provides step-by-step practice guidelines on how to systematically find and apply evidence-based assessment measures, treatment plans, and interventions.”

As a result of many positive reviews in different social work journals and faculty requests, Roberts recently completed a smaller, condensed version of the *Evidence-Based Practice Manual*. It is entitled *Foundations of Evidence-Based Social Work Practice*.

“Significant” and “critically-acclaimed” publications are nothing new to Roberts. He is the Editor-in-Chief of a peer-reviewed, interdisciplinary journal entitled, *Brief Treatment and Crisis Intervention* (published quarterly by Oxford University Press). Most of the articles published in the journal focus on evidence-based mental health assessment and treatment. The third edition of his *Crisis Intervention Handbook: Assessment, Treatment and Research* (Oxford University Press) was published (July, 2005). It applies the Roberts’ Seven-Stage Crisis Intervention model to 50 different types of acute crises. It also includes 15 brand new chapters, with the majority of the additions focusing on disaster and trauma mental health protocols. Fifty prominent social workers and psychologists authored or co-authored original chapters for this book. Roberts

wrote 5 of the 32 chapters. Roberts’ *Juvenile Justice Sourcebook* was published in 2004 (Oxford University Press), and includes the first national survey of evidence-based juvenile offender treatment programs.

Roberts has also developed a Web site, [Crisisinterventionnetwork.com](http://Crisisinterventionnetwork.com), so, says Roberts, “mental health practitioners and their clients would have quick access to the different crisis intervention models; suicide prevention strategies and 24-hour hotlines; domestic violence programs; and abstracts of all articles (especially disaster mental health) published in the journal *Brief Treatment and Crisis Intervention*.”

“I have reaped significant benefits from my doctoral education in social work at the University of Maryland. Professors Harris Chaiklin, Paul Ephross, Don Fandetti, Agnes Hatfield, Howard Palley, and the late Dean Daniel Thursz stand out as excellent mentors and role models. In addition, I am grateful to Dr. Ephross for strongly encouraging me to plan and implement my first evidence-based study in 1977—my doctoral dissertation which was a quasi-experimental study of adolescent runaways and non-runaways in crisis.”

Roberts is also looking for other alumni in his area for a project. “I would like to team up with other alumni in the New Jersey and possibly Philadelphia area. The goal would be to help newer alumni advance their social work careers in this vicinity.”

### 1992

**Michael W. Ryan, Jr., MSW**

I have a combined social work and law office in Bowie, Maryland.

### 1994

**Rob Scuka, MSW & PhD**

My first book, *Relationship Enhancement Therapy: Healing Through Deep Sympathy and Dialogue*, has been published by Routledge.

### 2001

**Eborah Carroll Stanley, MSW**

I married in June 2005. I was working for the Federal Government until I decided to stay home with my baby. My son, David, was born in October 2006, and I live with my husband and two sons in Waldorf, Maryland.

### 2004

**Sara Schoolwerth Donahue, MSW**

Mark Donahue ('04) and I were married in Vermont in September 2004 and moved to Brattleboro, VT, in 2005. Mark is the Assistant Director of the Kindle Farm School, and I am working as a social worker at an elementary school. We are both currently pursuing our clinical license. In our spare time we continue to paddle, ski, and run.

## In Memoriam

Agnes M. Gray Douglas, MSW '69, Baltimore, MD

Anita B. Millison, MSW '79, Columbia, MD

Margaret A. "Maggie" Mudd, MSW, '73, Gettysburg, PA

**Barbara Cahn**, a long time supporter and friend of the School of Social Work, received her MSW in 1975 and her PhD in 1982 from the School. She was a long-term member of the School's Board of Advisors having served between 1993 and 2005. Cahn's leadership as Chair of the Public Affairs Committee and its work helped raise the profile of the School on the UMB campus. Barbara's dedication to the School and the social work profession helped take the School to the place where we are today. We are forever grateful and will always remember her as an integral part of the development and success of the School.



*Barbara Cahn, MSW '75 & PhD '82*

### ALUMNI ASSOCIATION COMING BACK!

The School of Social Work is in the midst of rejuvenating the once active Alumni Association. The Alumni Association Steering Committee, chaired by Dr. Stanley Weinstein, chairman of the School's Board of Advisors, has been formed.

Eight alumni have been invited to sit on the committee. The alumni represent the diversity and interests of the School, 1965 to 2006 graduates from both the MSW and the DSW program, concentrating in clinical and/or MACO, and working in government, non-profit organizations, education, or private practice settings.

The committee is reviewing and revamping the current by-laws, as well as coming up with recommendations on the structure and procedures for the Alumni Association. Stay tuned for additional information over the next few months.

### ATTENTION EAP ALUMNI! YOU'RE INVITED SO SAVE THE DATE

Professor Emeritus Dale Masi and the School's Office of Alumni Relations are sponsoring a reception for EAP alumni. The big event takes place on Tuesday, October 16 from 5 to 7:30 p.m. at The Cosmos Club in Washington, DC.

Invitations with more information will be sent closer to the date.

### ALUMNI MENTOR PROGRAM UP AND RUNNING

The University of Maryland School of Social Work has a small but growing mentor program. The Alumni Mentor Program is designed on our commitment to give back to both our alumni and students alike. Volunteering to be a mentor is a wonderful opportunity to touch the lives of future alumni as well as to allow you to grow professionally.

The program's goal is to match an alumnus with a current student to help provide professional guidance and mentoring to those new to the field of social work. As a result of your mentoring relationship, your mentee will be better prepared for the social work career which lies ahead.

Matches are made based on the application completed by both the mentor and the mentee. We do our best to match you with a student who has similar academic and career aspirations. For more information on the Alumni Mentor Program, please contact the Office of Alumni Relations at 410.706.6408 or [aschmall@ssw.umaryland.edu](mailto:aschmall@ssw.umaryland.edu).



## Lee Works Behind the Scenes to Assist Alumni and Donors

The School of Social Work has hired Tamika Lee as the School's new Development Coordinator.

In this role, Lee sends gift acknowledgment letters to donors and alumni, sends out pledge reminders to those who have made pledge commitments, informs donors of Endowment activity by sending out Stewardship Endowment Reports annually, and a host of other duties most alumni and donors never see first hand. Lee is an important addition to the School and we welcome her to the SSW family.

## Alumni Office Undergoes A Name Change

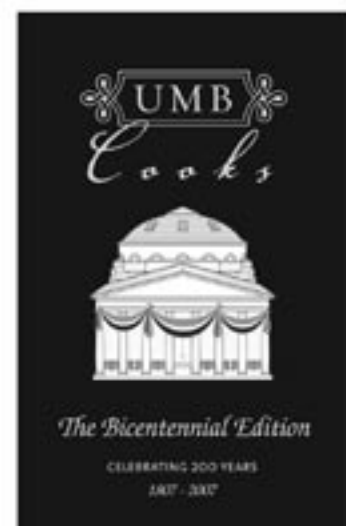
The School of Social Work's Office of Alumni Programs is now the Office of Alumni Relations. Alethea Schmall, assistant director of alumni relations and annual giving at the School, says the change was made because "we are all about building relationships with our alumni, not just offering programs. We want the title to reflect our total commitment to our alumni."

## What's for Dinner?

You may never have to ask that question again if you buy a copy of *UMB Cooks*—a bicentennial commemorative cookbook featuring recipes from the great cooks of the University of Maryland, Baltimore. Faculty, staff, students, and alumni have contributed to this one-of-a-kind cook's companion that is sure to become a historical treasure. Categories include appetizers, main dishes, desserts, and more, as well as "Famous Fare"—special recipes submitted by campus "celebrities" and special friends of the University.

In honor of the year of the University's founding, the cost of *UMB Cooks* is \$18.07. To order, call the Office of University Events at 6-8035. Publication of *UMB Cooks* is scheduled for April and will be celebrated with a special kickoff event. Copies will be shipped soon after publication. Additional copies will be available for sale after publication in the Office of University Events, the Health Sciences and Human Services Library gift shop, the Samuel D. Harris National Museum of Dentistry gift shop, and on the University's Web site, [www.umaryland.edu](http://www.umaryland.edu).

A limited supply of *UMB Cooks* will be available, so make sure to get yours before they sell out. Proceeds from cookbook sales benefit the Presidential Scholarship Fund administered by the University of Maryland Baltimore Foundation, Inc.



**Marianne Wood, MSW**  
***Assistant Dean for Admissions***

[illegible]

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## **Adoption in America 2007: What We Know and How it Matters for Children and Families**

*Donaldson Adoption Institute Adoption  
Research and Practice Conference Coming  
To The School of Social Work November 16*

The School of Social Work plays host to  
an extraordinary collection of scholars  
coming together to discuss adoption and  
foster care in our country.

Experts include Richard Barth, David  
Brodzinsky, Hal Grotevant, Victor Groza,  
Susan Howard, Ruth McRoy, Adam Pertman,  
Ellen Pinderhughes, Scott Ryan, Susan Smith,  
and others.

The event will be open to SSW Alumni,  
Child Welfare Service Providers, and  
Adoption Specialists.

More information will be available later this  
summer at [www.ssw.umaryland.edu](http://www.ssw.umaryland.edu).