

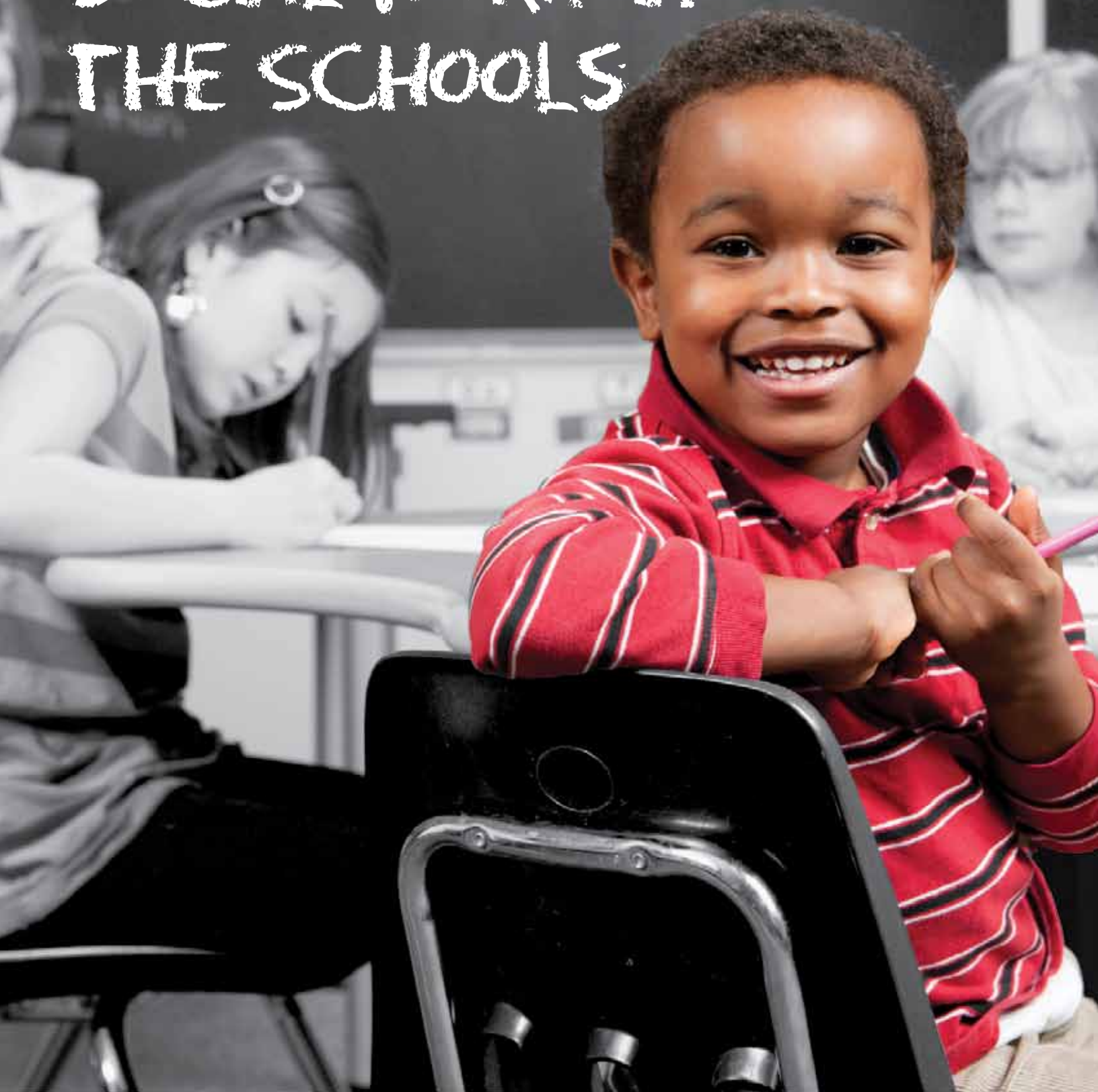
Connections

University of Maryland
School of Social Work

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

Winter 2010-11

SOCIAL WORK IN THE SCHOOLS





Education is in the domestic debate triad

(along with employment and health care) and is, arguably, the greatest topic of discussion in Baltimore. *Connections* strives to capture the many actions arising in our School to advance education from cradle to career. “Visiting teachers” were the original social workers in New England and school social work is more than 100 years old. Our recent growth in capacity in this area of practice augurs very well for the next century of accomplishment. As this issue tells, our timing has been excellent as we have hired terrific new faculty and clinical instructors to complement our current talent in this area at the same time that K-12 education is experiencing a renaissance in the United States. This is yielding exceptional opportunities. We have opened two new community schools in just the last year and may be on the way to much more significant efforts to support low-performing schools as a major partner with Baltimore City Public Schools and with the Family League of Baltimore. Our School now has as many students placed in schools as in any other kind of field placement and the level of coursework and field instruction is, I believe, at an all time high.

A source of keen grossment in this work is that the measurement of educational attainment has also greatly improved and this accountability will see that our efforts will not be sustained unless we can demonstrate that we are increasing student academic success. Even the fabled Harlem Children’s Zone, whose model we are building on in our Promise Heights initiative, has been criticized in a report by Brookings for failing to show that their community-based approach has markedly outperformed charter schools in New York that focus on academic excellence. Although we build our work on research that clearly illuminates the importance of improved parenting and parental involvement is a benefit to academic performance, we cannot rest assured that this is a path to improved testing—the new national bottom line. Substantial evidence indicates that the health of children

also influences their academic performance and this forecasts well for the outcomes of our growing collaborations with colleagues in the School of Medicine—including the “Breath Mobile” that helps children and parents manage asthma and a health clinic in Furman L. Templeton Elementary School. Again, we will have to make an independent case that we have reduced school non-attendance and improved achievement, so we must simultaneously forge strong measures of our impact.

Funding for two new community schools, described in the “notebook” within, is a gratifying advance for the School. A community school is a public school that acts as the hub of its community by engaging community resources to offer a range of on-site programs and services that support the success of students and their families. Community schools focus on the whole child by providing resources to support academics, health, and social services. These concepts fit perfectly with social works’ mission and skill set. Yet, challenges abound in using these community schools as a way to engage the unengaged and show benefits.

The State of Maryland has topflight but uneven schools and has endeavored to strengthened the quality of curriculum, teaching, and administration in recent years. Simultaneously, the School’s capacity to serve schools should continue to be our goal. We are doing our own homework to strengthen our teaching and research environment. We value all the ways that friends of the School have helped us to do so.

We recently determined that our research, demonstration, and training grants have increased by 147% since fiscal year 2006. This growth has supported the development of additional initiatives in the area of prevention and service regarding intimate partner violence—also described herein—and many other practice areas. Combined with our longtime strengths in children and family services, health, and employee assistance programs we offer students and funders a broad array of opportunities to join with us. We hope that every reader will consider ways that we can work together.

With warm regards,

Richard P. Barth, PhD, MSW
Dean and Professor

Inside Connections

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

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The School of Social Work becomes one of the first to take part in an innovative educational program for returning Peace Corps volunteers.

Connections

School News

ABC's *Extreme Makeover: Home Edition* and TLC's *Hoarding* Highlight Work Done by Two Alumni



ABC's *Extreme Makeover: Home Edition* host Ty Pennington with Boys Hope Girls Hope Program Director Kristy Norbert, MSW '08.

ABC's Ty Pennington (shown above left) and his *Extreme Makeover: Home Edition* crew came to Baltimore this summer to build a group home for girls in Northeast Baltimore. Some members of the Boys Hope Girls Hope organization that "provide at-risk youth with a group home-style setting," were the soon-to-be surprised inhabitants of this new residence. Kristy Norbert (above right) is a 2008 MSW alum of the School and program director for Boys Hope Girls Hope. The morning the ABC crew arrived, Norbert was being interviewed about the Girls Hope program by the Baltimore ABC TV affiliate when the *Extreme Makeover* crew surprised her and the children on live television.

The \$1-million home is over 11,000 square feet in size and the largest home ever built in the history of the popular television series.

In a story in the *Baltimore Sun*, Boys Hope Girls Hope Executive Director Megan Meehan expressed that even though the project took nine instead of the traditional seven days to complete, the wait was worth it. "It's unbelievable," she said. "It's beautiful. It's enormous, yet it has a wonderful homey feel. You look at it and know that it is going to be filled with love. It makes you cry. It was built as a house, but it will truly be a home for those young deserving girls."

The home features nine bedrooms, a finished basement, a two-story fireplace, a library, and a "Grand Hall."

For more information on Boys Hope Girls Hope and to view the *Extreme Makeover* episode, please visit www.boyshopegirlshope.org.



Photo Credit: TLC

You may recognize the face of David Dia, PhD '06, MSW '94. David has been part of two popular cable television shows: *Hoarding: Buried Alive* on TLC as well as on A&E's *Hoarders*. Hoarding is the excessive collection of items, along with the inability to discard them. Hoarding often creates such cramped living conditions that homes may be filled to capacity, with only narrow pathways winding through stacks of clutter. Some people also collect animals, keeping scores of pets in unsanitary conditions.

David, who is an assistant professor at the University of Tennessee-Knoxville, says he got started in his television work when "A & E put out a call. Some therapists who knew of my work with obsessive-compulsive disorder gave A&E my name." TLC contacted Dia after seeing him on the A&E show.

He has enjoyed the experience of having his treatment efforts recorded and televised. "I enjoy getting to travel, meeting different people from around the country, and bringing attention to a very serious and under-recognized problem."

He has enjoyed the experience of having his treatment efforts recorded and televised. "I enjoy getting to travel, meeting different people from around the country, and bringing attention to a very serious and under-recognized problem."

Dia's many appearances on the shows have led to other television opportunities. He has been a guest on the *Dr. Oz* show, too.

David says the key to working with hoarders is taking your time. "They move at a much slower rate than other anxiety conditions. Patience, patience, and more patience."

Harris and Vourlekis Chair NASW's Pioneer Steering Committee

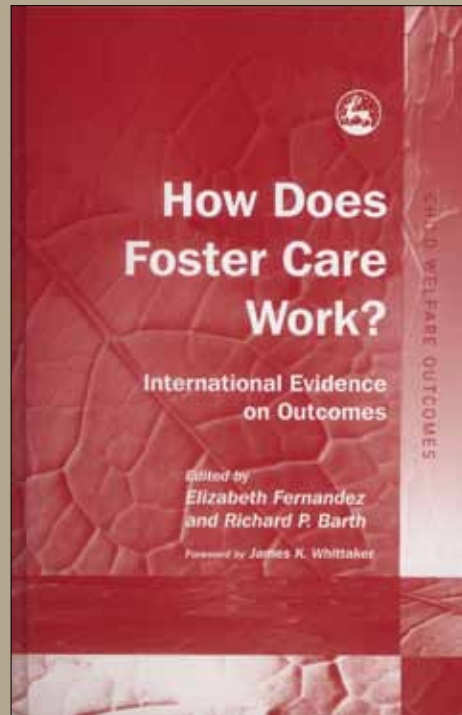
School of Social Work Professor Jesse Harris and School of Social Work Professor Emeritus Betsy Vourlekis have been named Co-Chairs of the National Association of Social Workers Pioneer Steering Committee.

The Social Work Pioneer Program honors members of the social work profession who have contributed to the evolution and enrichment of the profession. The Pioneer Program identifies and recognizes individuals whose unique dedication, commitment, and determination have improved social and human conditions. Both Harris and Vourlekis are NASW Pioneers.

Pioneers are role models for future generations of social workers. Their contributions are reflected in every aspect of the profession, as well as in the establishment of social policies and human services programs. They have accomplished this through practice, teaching, writing, research, program development, administration, advocacy, legislation, and election to public office.

The Pioneer Program provides support for Pioneer projects that combine historical perspective with an interdisciplinary approach. Other projects bring a historical perspective to current issues and challenges, and insight to emerging social problems.

How Does Foster Care Work? Barth's Book Helps Explain



How Does Foster Care Work: International Evidence of Outcomes, co-edited by School of Social Work Dean Richard P. Barth, PhD, MSW and Dr. Elizabeth Fernandez, has been published by Jessica Kingsley Publishers. The book is an international collection of empirical studies on the outcomes of children in foster care. Drawing on research and perspectives from leading international figures in children's services across the developed world, the book provides an evidence base for program planning, policy, and practice.

This volume establishes a platform for comparison of international systems, trends, and outcomes in foster care today. Each chapter offers new ideas about how foster care could be financed, delivered, or studied in order to become more effective.

Citation: Fernandez, E., & Barth, R. P. (Eds.). (2010). *How Does Foster Care Work: International Evidence on Outcomes*. London and Philadelphia: Jessica Kingsley.

Sargent Shriver Remembered

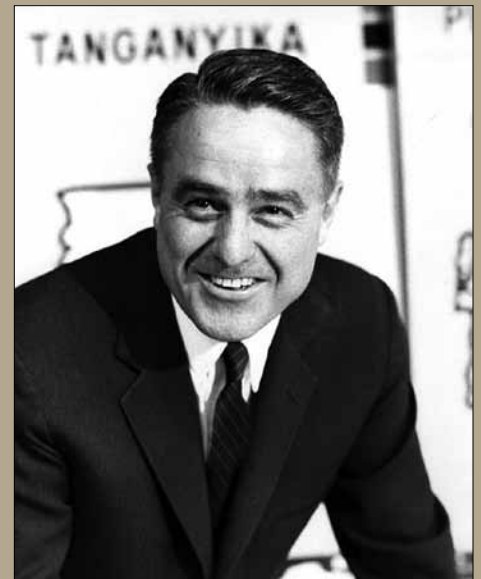
By Jody Olsen, Visiting Professor

Recently in Potomac, Maryland, family and friends celebrated the life of Sargent Shriver, a Maryland native and international champion of world peace and of the disadvantaged. Former Presidents praised him and rock stars sang of his goodness, but his love of and devotion to his wife Eunice and five children framed what made him great.

Many of our social work activities today are directly or indirectly attributable to his vision and leadership over the decades and to his unstoppable drive toward reaching out to others. He founded the Peace Corps, the anti-poverty programs we associate with the "War on Poverty" and beyond (including what have become for example Senior Corps, Foster Grandparents, RSVP, Job Corps, VISTA, Learn and Serve America) and with Eunice, the Special Olympics, all in an era when reaching to the underserved was too often feared and shunned.

Speakers talked of his ability connect to each moment of the day, and to those with whom he shared stories, whether the Special Olympian, the Peace Corps Volunteer, the inner-city VISTA volunteer, or his brother-in-law, the President of the United States. All were equal in his eyes.

In my own meetings with him over the years, I was awed by his passion for service, a passion to which I continue to commit in his memory.



R. Sargent Shriver

November 9, 1915 - January 18, 2011

Grants Help School Create Parent University and Research Capacity Building, Civic Engagement, and Truancy



Where hope takes root



Bronwyn Mayden, MSW '77

The School of Social Work's **Dean Richard Barth** and **Assistant Dean Bronwyn Mayden** have been awarded a \$30,000 grant from the Patrick and Aimee Butler Family Foundation along with \$20,000 from the Baltimore Women's Giving Circle to create a Promise Heights/Parent University Project.

Parent University, a community-based parent training and educational program, seeks to create communities of supportive parents and increase parental knowledge of child development and effective parenting techniques. It is an eight week community-based parent education program that will provide age-specific parenting education to expectant mothers and fathers, parents, grandparents, and other caregivers of children aged 0-3. The approach involves group work and home visits.

The program will be offered to new parents enrolled in the B'more for Healthy Babies program -- the SSW and School of Medicine's new infant mortality prevention initiative residing in Upton/Druid Heights community and is a part of the Promise Heights pipeline of support for children and families.

Clinical faculty member **Dr. Amy Cohen-Callow** received three years of funding from the Baltimore Community Foundation to conduct a program evaluation titled, "Assessing the



Amy Cohen-Callow, PhD '08

Neighbors in Deed Initiative: Conducting a Process and Outcome Evaluation to Determine Organizational Capacity Building to Engage Older Adults in Community Development."

In collaboration with the Baltimore Community Foundation and seven Baltimore City community-based agencies, Cohen-Callow, along with **Andrea Jones**, doctoral student, will be examining the implementation of a pilot project which will engage older Baltimore residents in localized civic engagement efforts to improve their neighborhoods.

As part of the evaluation, they will be exploring whether intended program outcomes, including changes in community quality of life, increased organizational capacity to engage older adults, and changes in self-efficacy, leadership, and quality of life for participating older adults are achieved.

Dr. Llewelyn Cornelius, professor, has received a \$389,000 grant from the Administrative Offices of the Courts to conduct a series of evaluations that will examine the individual/family and community risk factors related to truancy, barriers to program participation, and outcomes of program participation as well as to examine the extent to which local communities are compliant with delinquency case orders.



Lee Cornelius, PhD

Modell Lecture Shines Spotlight on Domestic Violence

By Patricia Fanning

Nearly 400 people attended the inaugural Patricia and Arthur Modell Symposium on Domestic Violence sponsored by the School of Social Work on Oct. 6. The program's title, "Giving Voice to Domestic Violence and Its Hidden Victims," prompted several speakers to call for greater visibility and openness as one way to confront the problem.

Jay A. Perman, MD, president of the University of Maryland campus in Baltimore, welcomed the gathering in the School of Nursing auditorium by sharing several personal observations.

"As a pediatrician, it had been hidden to me," he said, that he had accepted the fact that medical students typically lack training in detection and treatment. That changed after he became dean of medicine at the University of Kentucky and responded to an advocate's efforts to communicate the significance of domestic violence to medicine.

"I got it" he said, and subsequently established three endowed chairs related to domestic violence in the School of Medicine.

Richard P. Barth, PhD, MSW, dean of the School, looked back at shifts in attitude that have helped lead to significant reductions overall in cases of child sexual abuse and child physical abuse over two decades.

"We have clearly changed the culture of what is acceptable to do and what is not acceptable to allow to go on," he said. "I have confidence that the same is happening with regard to intimate partner violence."

Barth clarified that social workers have had a long involvement with preventing and responding to intimate partner violence and that a new course at the School is bringing much of what we know about best practices in the area into the mainstream of social work education.

The symposium was led by Carole Alexander, MA, a clinical instructor at the School who was previously executive director of the House of Ruth, a Baltimore non-profit organization that assists women who have left abusive relationships. Fact sheets and other educational material distributed to attendees

report the problem is widespread in the city and state.

On a single day, domestic violence programs in Maryland provided services to 1,082 adults and children and had 254 unmet requests for assistance, according to a survey of 24 programs taken as part of a



l to r: Carole Alexander, Patricia Modell, and Richard Barth

national census in September 2009. During the 24-hour survey period, hotlines fielded approximately 26 calls an hour.

Anna Quindlen, Pulitzer Prize winning author, delivered the keynote address, lamenting that the fictional escape route that she created in her novel, *Black and Blue*, could be of no help to the real women who have approached her. She called on feminists to look beyond career issues given that "women CEOs and women senators aren't so important if women aren't safe."



Anna Quindlen

Bringing a legal perspective was Katie O'Malley, JD, Maryland's First Lady and a former prosecutor who serves as a judge in Baltimore City District Court.

"A protective order is a piece of paper," she said, noting the importance of a firearms-surrender law passed under the administration of her husband, Gov. Martin O'Malley and Lt. Gov. Anthony Brown, whose cousin was murdered by a boyfriend.

The law gives judges the authority to take guns from the hands of abusers, greatly lessening the odds a woman will become a homicide victim.

In Maryland, over half of deaths related to domestic violence involve use of a gun. The ramifications of intimate partner abuse are pervasive, said a panel of experts. Adverse health effects for children of abused women start when the infant is still in the womb, said Jacquelyn Campbell, PhD, RN, associate dean, Johns Hopkins School of Nursing. As children grow up, they exhibit other signs such as post traumatic stress disorder. If they have asthma, for example, the illness has an earlier onset and attacks are likely to be more severe than in children who are raised without the stress of violence at home.

Tania Araya, MSW, '95, LCSW, a special projects manager with the state's Department of Labor, Licensing, and Regulation, said one in four teens experience some sort of dating violence before completing high school. The episodes increasingly involve use of technology to "harass, control and frighten victims into staying in relationships."

Leslie Morgan Steiner, MBA, author of *Crazy Love*, a book about her experiences in an abusive first marriage after graduating from an Ivy League college, urged listeners to discard stereotypes. Remarried and living in Washington, D.C., she has become a mother of three. Steiner suggested speaking frankly to one another and, in age-appropriate ways, to even the youngest children. She said, "By talking to kids like that, you break the silence."

The event was made possible through the generosity of Arthur and Patricia "Pat" Modell and Margery Dannenberg.

Co-chairs were Pat Modell, Barbara Brody, and Donna Kovacs. School of Social Work Advisory Board Member Meadow Lark Washington was among the members of the planning committee.

At Thursz Lecture, Shalala Calls Affordable Care Act 'A Dramatic Change'

By Patricia Fanning

Saying how difficult it is for the nation to take giant steps in social policy, Donna Shalala, PhD, a distinguished educator and former Cabinet member, delivered the Daniel Thursz Social Justice Lecture on Oct. 19 at the School of Social Work (SSW).

Speaking on the topic, "The Unfinished Business of Health Care Reform," Shalala told an audience drawn from the SSW, other schools at UM, and SSW alumni that the Affordable Care Act was structured to obtain coverage of the population and leaves unanswered the questions of cost containment.

Shalala, who is president of the University of Miami, became involved in health care policy more than a decade ago while serving under President Clinton during the period in which his wife, Hillary Rodham Clinton, led a failed attempt to overhaul the health system. "I still have marks on my back from the Clinton effort," Shalala quipped.

Shalala was secretary of the U.S. Department of Health and Human Services (HHS) from 1993 to 2001, making her the longest serving HHS secretary.

She described the legislation pushed by President Obama and passed by a Democratic Congress as "a dramatic change from where we've been." The Affordable Care Act was signed into law last March. "And yet the politics is devastating for the Democrats. They couldn't get the other side to play," she said.

She recently chaired a committee of experts for the Institute of Medicine, which earlier in October released a report that calls for advanced practice nurses to play a much larger role in the nation's health system. In her lecture, Shalala said that is one way to meet the challenges of extending primary care to many more Americans under the Act.

Further, she said social workers, pharmacists, and other professionals also must be brought more fully into the system to coordinate care and perform other crucial functions. "We need to break down the silos



l to r: Dean Richard Barth, Donna Shalala, and UMB President Jay Perman

between disciplines and get people to work together." She posited that the next great challenge will be to increase the quality of care.

She also called for elimination of regulatory barriers that prevent change. "We should get rid of scope-of-practice rules. We have got to allow people to work to the extent of their training," she said.

Shalala delivered the lecture at the invitation of Michael Reisch, PhD, MSW, MA, who is the Daniel Thursz Distinguished Professor of Social Justice. He pointed out that she "has played leadership roles at several major universities and in the public policy arena."

Dean Richard P. Barth, PhD, MSW, welcomed Shalala to the SSW, telling an audience of 150 in the auditorium of the School that her background makes her an ideal guide to our thinking about changes in health care. Jay A. Perman, MD, president of the University of Maryland campus in Baltimore, was among those who engaged her in discussions about the topic at the lecture's conclusion.

The lecture is one of a series in honor of Daniel Thursz, a former dean of the School whom Shalala noted she had worked with in Washington, D.C. Thursz and Shalala were both involved in a White House Conference on Aging.

Faculty Honors

Carole Alexander, MA, a clinical instructor at the School of Social Work, received the William L. Marbury Outstanding Advocate Award on Dec. 6 at the Maryland Legal Services Corp. event for her advocacy for domestic violence victims.

A growing shortage of social workers drew leaders in the field to Capitol Hill for a Congressional briefing on the need for recruitment and retention of the nation's key providers of human services.

Richard P. Barth, PhD, MSW, dean of the School of Social Work, testified on Nov. 17 as part of a panel of experts invited by U.S. House Rep. Edolphus Towns (D-NY), MSW, former chair of the House Oversight and Government Reform Committee.

The briefing explored needs that would be addressed by the Dorothy I. Height and Whitney M. Young, Jr. Social Work Reinvestment Act (SWRA) if passed by Congress. The SWRA was introduced by Towns, and by Sen. Barbara Mikulski, (D-MD), who earned her MSW at the School in 1965.

Recent Publications

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In the Headlines

Maryland can demonstrate progress in child welfare reform according to a report from the state's Department of Human Resources. School of Social Work Assistant Professor **Terry Shaw, PhD** was quoted in *Daily Record* and *Marylandreporter.com* stories on the subject. The Place Matters report measures results in 23 counties and Baltimore in taking steps such as increasing adoptions and reducing the number of children in foster care.



Social networking sites like *Facebook* are more and more becoming the place where some family members and others find out bad news for the first time, often before other family members find out

themselves. **Tanya Sharpe, PhD**, assistant professor at the School of Social Work, who works with families of city homicide victims, told the *Baltimore Sun* that, as great a venue as social networking Web sites are for good news, "there's no safety net when you're talking about sensitive topics such as death or suicide." Sharpe was also quoted in the September issue of *Baltimore Child* magazine on how to seize control with mean girls in a school setting.

Michael Woolley



Q&A with Michael Woolley

While one of our newest faculty members here at the School, Michael Woolley brings with him a long and exemplary list of experiences and accomplishments in school-based social work. Recently, we interviewed the associate professor and we share that conversation with you.

Q. What attracted you to come to Maryland to teach?

A. First, I had friends and former colleagues on the faculty here, Dean Barth was the doctoral program chairperson when I was a doctoral student at the University of North Carolina and I was attracted by his leadership, Michael Reisch, our Thursz Distinguished Professor and Chair of the Search Committee when I interviewed, is a former colleague and a scholar I have great respect for. When I interviewed, I could also tell the School had a positive collegial climate. Next, the Baltimore City Public Schools (BCPS) have a dynamic leader in Dr. Alonso and I anticipated Baltimore would be a good setting for me to forge a collaborative relationship with the city schools in order to design and test innovative ways to advance better outcomes for students.

Q. What challenges do you look forward to addressing in the field of school social work? Research work? Course creation?

A. At the center of my current work is how to take mine and others' research demonstrating the critical importance of the social climate on school outcomes for kids and turn that knowledge into school-wide interventions that leverage positive social influences to advance school outcomes. One such project I am working on currently with a colleague at the University of North Carolina is called CareerStart. CareerStart involves adding career relevant examples into the core curriculum of math, science, social studies, and language arts across the middle grades sixth to eight grades. Students who received the CareerStart intervention accrued more credits toward graduation as 9th graders than the students who did not get CareerStart. The students who got CareerStart also scored higher on end of course standardized tests for Biology and English 1. These findings support the implementation of CareerStart in other places and

I am currently working on bringing CareerStart to Baltimore and Maryland. I have also found that the social relationship between teachers and students is the most influential on school outcomes. When students experience teachers as: supportive, holding high expectations for students, and pushing students to work hard and achieve, students do better.

The first thing we teach social work students is how to facilitate a positive working relationships with clients, then how to intervene once that relationship is established. We have much research that says the best intervention will not be very effective without first building those working relationships. Well, I am very interested in taking such findings and developing a professional development intervention for teachers (and other school staff) on how to effectively build such positive relationships with students characterized by communicating all three critical messages to students--support, high expectations, and push to achieve.

In terms of course creation I have revised the school social work course, which I am teaching this semester. I am also interested in developing a school social work specialization in our program over the next couple years. I would also like to develop an advanced course on direct practice with children and adolescents.

Q. What are some of the challenges a school social worker faces that one might not expect?

A. School social work as a specialty is almost as old as social work itself, having officially begun in 1907. School social work struggles with some of the same issues social work struggles with, for example, the juxtaposition of direct practice (or micro) and community practice (or macro), I assert that this is a false dichotomy. In many settings, especially in schools, social workers have the opportunity to engage in practice efforts across that continuum. For example, while helping a child who is being bullied or socially rejected, a school social worker can also collaborate with other professionals in the school to identify and implement a school-wide bully prevention program that would benefit many students and, in fact, the whole school. Further, I would argue that a school social worker who does not think and act across the continuum from micro (student and family) to mezzo (small groups and classrooms) to macro (school and district) systems is not truly practicing from the social work perspective. I believe our greatest current challenge may also be our greatest current opportunity: How does social work contribute to the success of the current massive effort to advance better school success for students across this country, especially the students from populations vulnerable to poor school outcomes. I believe we have much to contribute, especially in the arena of school climate, mental health services in schools, working with families and communities, which have all recently experienced increasing recognition as critical contributing factors to school outcomes as they have always been.

Michael Woolley earned his MSW from Virginia Commonwealth University and his PhD from the University of North Carolina at Chapel Hill. He served as a Spencer Fellow at Duke University and was a Senior Weiss Fellow, Weiss Fellow, and earned a University Merit Assistantship while at UNC-Chapel Hill. He has been a school social worker, director of social services, research assistant, faculty member, and noted scholar.

A portrait of Mark Wilson, a man with glasses and a goatee, wearing a white button-down shirt, sitting in front of a brick wall. The photo is partially obscured by a dark red banner at the top right and a light brown banner at the bottom left containing his name.

Mark Wilson

From Capitol Hill to Promise Heights. That's the journey Mark Wilson has taken in his social work quest.

Growing up in Marlboro, MA, Wilson, who is studying both macro-level community development and clinical social work at the School, comes to the social work profession after being a teacher, educational researcher, and youth development leader. As Wilson explains it, "I completed my undergraduate studies at The American University in Washington, D.C., with a unique major called C.L.E.G. or Communications, Law, Economics, and Government. It was a program for students who envisioned themselves working on Capitol Hill and needed a well-rounded orientation in the political and public policy spheres. After completing my undergraduate degree, I did, in fact, go to work on Capitol Hill for a short time. However, I found that I wanted to be involved in more direct service work and left my position for an opportunity to travel around the country and teach children."

After a period of time being an elementary school teacher and working with children in economically depressed areas, Wilson came to the conclusion that he wanted to become more focused on solving some of the structural problems that existed in some of the communities he worked. He earned a graduate degree in urban sociology from George Washington University and says "I learned an incredible amount about macro-level social

theory and some of the underlying dynamics that urban communities face in today's environment." From there, Wilson went to work for a research firm that evaluated the success of innovative educational initiatives and also federal and state grant programs around the United States. Wilson says he found the work interesting, but, still, something was missing. As he puts it, "I found myself eager to get back to creating change rather than watching it happen."

"I took two leadership roles in the youth development field and began to enhance my knowledge around building organizational capacity and helping individuals to effectively manage their personal and professional life," Wilson states. He adds, "Through these roles, I was able to increase my leadership skill set while at the same time having the opportunity to work with young adults in a mentoring role. When I found that the University of Maryland offered an MSW program specializing in macro-level community development as well as individual and group clinical work, I thought this would be a great next step for my career."

Wilson is one of the School of Social Work's Research Assistant Scholars, a scholarship program for some of the School's most exceptional students. As part of the Research Assistant Scholars program, Wilson is working directly with School of Social Work Dean Richard Barth and the School's Executive Director of the Promise Heights (PH) Initiative on a PH

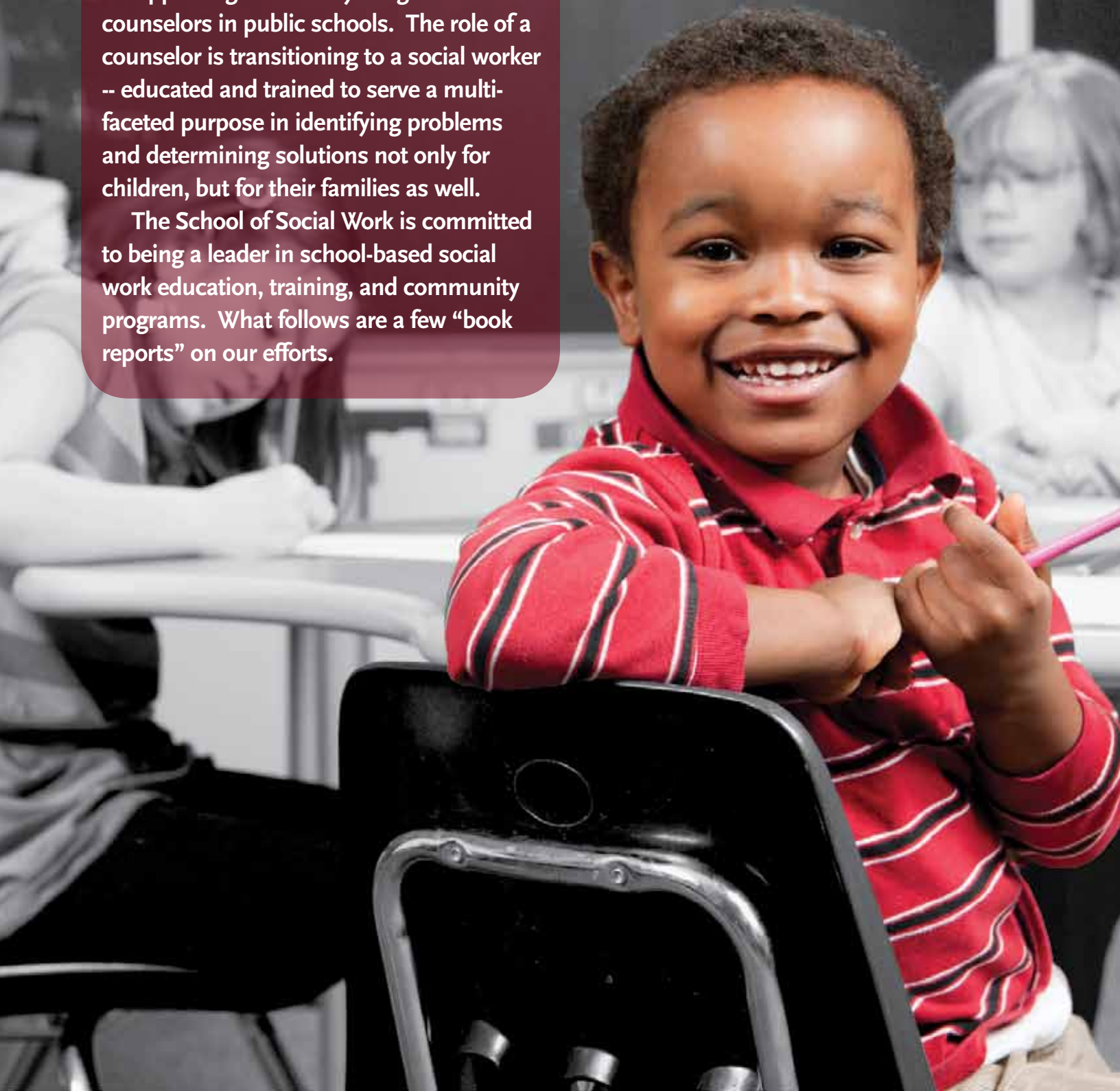
development project. This PH project seeks to create a comprehensive child, family, and community building model in West Baltimore that provides children 0-21 with educational, social, physical, and economic opportunities and allows them to thrive and succeed in work and family life. "My specific role in the project," says Wilson, is to "help build a data collection model that can be used both as a tool to evaluate the overall community impact of the project and provide insight into whether or not individual parts of the collaborative are achieving their intended outcomes. We can then use this data to make changes to programs so that they reach their maximum level of community impact. I feel very lucky to be part of such an innovative project."

While Wilson is very busy right now, he finds being a member of an improv comedy group and aerobic activities a great stress reliever. As for his future plans, he "wants to help education and youth development agencies achieve positive community outcomes by creating mission driven, empowering organizational environments for staff, clients, and collaborating partners. I also want to ensure that these organizations effectively use data in their long-term strategic planning, everyday decision-making, and program implementation processes. In addition, I hope to inform my macro-level work in this field by facilitating life-skill development groups with youth and children in these communities."

SOCIAL WORK IN THE SCHOOLS

Disappearing are the days of guidance counselors in public schools. The role of a counselor is transitioning to a social worker -- educated and trained to serve a multi-faceted purpose in identifying problems and determining solutions not only for children, but for their families as well.

The School of Social Work is committed to being a leader in school-based social work education, training, and community programs. What follows are a few “book reports” on our efforts.



PROMISE HEIGHTS™

Where hope
takes root



Promise Heights, developed by the School of Social Work to help create a comprehensive child, family, and community-building model in West Baltimore provides children 0-21 with educational, social, physical, and economic opportunities which allows them to thrive and succeed in work and family life. Some of the ways they help with the educational efforts in the area include:

Pre-K and Kindergarten Boot Camp at Furman Templeton Elementary School

Any child registered for Pre-K and Kindergarten can attend this week-long, pre-kindergarten session in August designed to welcome new students, acclimate children to the classroom experience, practice basic classroom skills, and learn about classroom rules.

Parent University (PU)

Modeled after the extremely successful Baby College program at the Harlem Children's Zone, Parent University provides everyone in Upton/Druid Heights who is expecting a child or raising children between the ages of 0-3 with information and support necessary to bring up happy and healthy children who enter school ready to learn. The curriculum covers a broad range of subjects including: brain development, immunization, safety, asthma, lead poisoning, parental self-management, and parent-child relationships.

Furman Templeton Elementary School (FTES)

In August, the school got a fresh coat of paint – inside and out – and re-landscaping thanks to volunteers from Wachovia, the United Way of Central Maryland, and the School of Social Work. The school looks beautiful and the students are inspired by the change.

Furman Templeton Elementary School was approved by the Baltimore City Public School (BCPS) Board to become a charter school in the 2011 school year. The school will operate year-round from 7:00 am to 7:00 pm. Serving approximately 600 children in grades Pre-K through 5th grade, the school will prepare students for the 21st century through the utilization of the rigorous Core Knowledge curriculum that will provide the school with a common instructional focus and the implementation of new technology. Students in the 3rd, 4th, and 5th grades will each have a computerized notebook in order to assist the school in becoming a paperless environment. This technology will be integrated into the classroom use of the Promethean Boards (white boards) that actively engage students in their learning. A Board of Directors has been established including parents, community members, and business leaders. Dean Barth is a member of the Board.

Furman Templeton has also received funding for a MSDE funded Judy Center that opened this past fall. The Center serves children from birth through five years of age. It provides comprehensive early care and education services for young children and their families for the purpose of promoting continuous improvement toward school readiness. Many other new initiatives are in the works, as well.

Community Resource School

The University of Maryland School of Social Work received funding from the Family League of Baltimore for a Community Resource School Coordinator at Furman Templeton. Community Resource Schools provide comprehensive services to children and families through effective community partnerships, parent engagement, and support services. In addition, Community Resource Schools offer instruction along with expanded learning opportunities for parents and students, social and recreation opportunities, and health services which strengthen families, children, and neighborhoods. Gillian Gregory has been hired to be the Community Schools Coordinator.

Faculty members and the School are actively involved with research in social work education and collaborating on ways the School educates students to serve as social workers in the schools. Here are several examples.



Michael Lindsey, PhD
Associate Professor

Michael is currently involved in one research project at an area school. The research project is titled "Targeted Intervention to Increase Mental Health Treatment Among Depressed, Black Adolescents."

Michael provides this summary of his work. "Black adolescents with depression represent a group less likely to receive mental health treatment, primarily due to non-financial reasons including,

negative family influences, negative perceptions of services and providers, and self-stigma associated with experiencing depressive symptoms. Interventions that increase the connection of depressed, Black adolescents to mental health services is important because untreated depression is a precursor to other serious problems for this population, including school dropout, teen pregnancy, and suicidality. While previous strategies have been used to improve service engagement in the adult literature, there is a dearth of strategies or interventions that specifically target depressed, Black adolescents in their middle school-age years. The overall goal of this project is to examine the feasibility and acceptability of the Making Connections Intervention (MCI). The MCI is a theoretically-driven one - (possibly two) session intervention designed to improve engagement, perceived relevance, and treatment satisfaction among depressed, Black adolescents. As an initial examination of its feasibility and acceptability, we will implement the MCI as an adjunct to the Interpersonal Psychotherapy for Depressed Adolescents (IPT-A), an evidence-based intervention delivered in schools."



Michael Woolley, PhD
Associate Professor

Michael is a new faculty member at the School of Social Work. A nationally renowned expert on school-based social work education, Michael comes to the School with one clear goal, improve the learning experience for students interested in school-based social work. You can read more about Michael and his work in the faculty profile story on page 8.

Common Elements Approach to Evidence Based Practice Summer Institute: Building Capacity for Social Work Education

The University of Maryland School of Social Work hosted the second Common Elements Summer Institute, funded by the Annie E. Casey Foundation and held on the campus of UCLA in July of 2010. This two and one-half day Summer Institute provided training to 27 social work educators, researchers, and field instructors from 11 schools in the

United States and Canada on common elements of interventions that have been shown in rigorous clinical trials to be effective in treating specific disorders of childhood and adolescence.

"Common elements" are defined as the discrete clinical techniques or strategies such as relaxation, cognitive restructuring, or self-monitoring, which are typically the components of a larger intervention plan. Dr. Bruce Chorpita, the developer of the common elements approach and his colleagues at UCLA facilitated two days of the training. The School's Dr. Kathryn Collins, an associate professor, coordinated the training for the program.

Recently, Chorpita and his colleagues from the Child STEPs network presented findings at the Keck Center in Washington, D.C., from their 5-year multisite clinical trial. That randomized trial included over 200 youth served by primarily by social workers in community and school-based mental health programs and tested a common-elements approach (a flexible library of evidence-based procedures) against traditional evidence-based treatment manuals, and against usual care. Chorpita found that training therapists in a modular, elements-based approach led to significantly more positive attitude toward evidence-based practice than training in standard evidence-based manuals. This work will soon be published.


Participants learned about how to apply the innovative methods of Bruce Chorpita and his colleagues. The basis of this methodology, including analysis and quality of application in social work education, course and syllabi design, and the application of methods in a range of research-related fields with children and adolescents was presented by the School's Drs. Kathryn Collins, Bethany Lee, Michael Lindsey, and Richard Barth. Further, hands-on experience and dialogue about the experiences, challenges, and strategies for common elements curricula development was fostered through didactic learning experiences. The participants from the first and now the second Institute continue to work together on implementation strategies in social work education.

The third Common Elements Summer Institute is being planned for the summer of 2011 and the School is looking forward to continuing to build capacity and sustainability in social work education and practice using the Common Elements approach to evidence based practice. A related project is funded by the Center for Medicaid and Medicare Sciences.

The Financial Literacy Volunteer Initiative (FLVI) is a 2010/2011 University of Maryland School of Social Work/Social Work Community Outreach Service pilot project. The program uses trained Social Work volunteer interns to facilitate a series of workshops on financial literacy to middle school students (grades 6-8) at partnering Baltimore City schools. The topics covered are: How Do You Get Money; Where Does Money Go; How Does Money Grow; and The Cost of Cool. These topics will encompass discussion on needs vs. wants, budgeting/tracking expenses, savings, and understanding credit.

There are three separate series (waves) conducted over the course of the year. Each wave includes four one-hour sessions (one session per week for four consecutive weeks). These sessions are conducted during the school day in classrooms in the presence of the teacher supervisor while the volunteers deliver financial literacy instruction (a prepared curriculum lesson, activity and snacks/incentive). The outcome objectives are to deliver instruction to 450 middle school students (grades 6-8) across the identified Baltimore City schools, administer pre- and post-tests, and to collect student products: Spending Plan, Essay, etc., to measure student learning. Funding is provided by PNC Bank.

Reaching Beyond Expectations



SWCOS

Social Work Community Outreach Service

For almost two decades, the School's Social Work Community Outreach Service (SWCOS) has been active in Baltimore City schools. School of Social Work students doing their field placements working in these schools have assisted countless students, families, and teachers. Today, that work continues in a multi-pronged approach. Helping to lead the effort is Dante DeTablan.

Dante is a Clinical Instructor/Field Instructor in SWCOS and he is also the Lead Community School Coordinator.



Dante and SWCOS, in partnership with the Family League of Baltimore City have been nurturing Benjamin Franklin High School at Masonville Cove (BFHSMC) into a community resource school. Located in South Baltimore, BFHSMC serves the communities of Brooklyn and Curtis Bay, a low-income area with approximately 13,000 residents.

SWCOS' vision is to create vibrant schools that are central to the lives not only of their students but also the community at large. SWCOS plans to accomplish this through identifying and tracking at-risk students and connecting them with resources; but these efforts do not stop with the students. Rather, they reach into families and communities around these students, including churches, local businesses, community-based organizations, and concerned individuals in order to build long-lasting and sustainable structures that will enhance the development of these students and those who come after them. Central to SWCOS' approach is building community capacity through training and empowering parents, enhancing relationships between families and school administration and faculty, and bringing a sense of excitement, possibility, and growth to the school and the community.

In other efforts, SWCOS received funding for the 2009-2010 Baltimore City School year to provide Expanded School Mental Health Services (ESMH) to students and families in six schools. The schools are divided into two clusters, South and West Baltimore. The South Baltimore Cluster includes George Washington Elementary School (pre-K - 5th grade), Maree G. Farring Elementary/Middle School (pre-K - 7th grade), and Benjamin Franklin High School at Masonville Cove (8th-10th grade). Nine graduate social work interns were placed in those schools. The West Baltimore Cluster included Steuart Hill Academic Academy (pre-K - 8th grade), Mary Ann Winterling Elementary School (pre-K - 5th grade), and Booker T. Washington Middle School (6th - 8th grade). Seven graduate social work interns were placed in those schools. Funding for the Expanded School Mental Health project was provided by Baltimore City Schools and Baltimore Mental Health System (via Baltimore Substance Abuse Systems).

In their role as school-based clinicians, the graduate interns provided a wide array of treatment, prevention, community-building, and consultative services to school students, families, and staff during the year. As an example, during the three-month period between October and December 2009, 115 students were seen individually for 352 counseling and/or crisis intervention sessions. During the same period, there were about 270 contacts with caregivers of these students as well as 273 consultations with various school staff.

Students receiving these services were most often struggling with issues related to disruptive behavior, anger, depression, anxiety, grief, bullying, or other difficulties with peers, multi-generational trauma, and challenging family situations. Under the guidance of their clinical instructors, the interns used clinical techniques including play therapy, modeling, social skills training, relaxation, and cognitive behavioral therapy with the students.

In each of the schools, SWCOS interns and clinical instructors also get involved in providing classroom-wide intervention and consultation and in joining committees and initiatives. By honing their community practice skills, interns in the ESMH program are able to offer support and assistance to entire school communities.

Effective September 2010, SWCOS received additional support to place three, first-year students in Augusta Fells Savage High School for the Visual Arts along with a newly hired Community School Coordinator, alum Nicole Mattocks to help increase attendance, improve the school climate, and decrease chronic absenteeism.

2010 Honor Roll of Donors

The following pages recognize the pledges and gifts of alumni, parents, friends, foundations, and organizations that supported the people and programs of the University of Maryland School of Social Work with new pledges and gifts received between July 1, 2009 and June 30, 2010.

Every gift is important, is very much appreciated, and makes a difference. The entire School of Social Work family extends its thanks to its donors for their beneficence, confidence, and support of the School's mission of excellence in education, research, and service.

Unrestricted gifts help provide current operating support for the School's budget, help close the gap between tuition and the actual cost of a student's education, and offer support for research, education, and community outreach.

We recognize first-time donors with a » in front of their name and individuals who increased their gift with a ^ behind their name. Members of the School's Partner's Circle (five or more years of consecutive giving to the Annual Fund) are designated with an * after their name. Members of the Heritage Society, those with lifetime gifts of \$10,000 or more, are designated with an k after their name.

We note with special recognition the Class of 1965 which lead all other classes with 41% participation. The classes of 1963, 1966, 1967, 1968, 1969, and 1971 all had higher than 20% participation.

Although every effort has been made to ensure accuracy, we apologize in advance for any errors or omissions. To report a discrepancy or for more information, please contact the Office of Development at 410-706-0006 or at alumni@ssw.umaryland.edu.

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 Mrs. Connie LeMire, MSW '76 *
 Mrs. Ellen C. Masciocchi, MSW '76
 Mrs. LaFrance K. Muldrow,
 MSW '76 **^
 Dr. Lynn R. Rosenfeld, MSW '76
 Ms. Angela A. Satterthwaite, MSW '76
 Ms. Marcella Schuyler, MSW '76
 Ms. Sheila M. Seltzer, MSW '76 **^
 Mr. Alan R. Shugart, MSW '76 *
 Dr. Stuart M. Tabb, MSW '76

1977

NUMBER OF DONORS: 18
PERCENTAGE PARTICIPATION: 10%

\$500 to \$999

Ms. Bronwyn W. Mayden, MSW '77

\$100 to \$249

Mr. Russell A. Dick, MSW '77 ^
 Katharine W. LeVeque, LCSW-C,
 MSW '77 *
 Mrs. Barbara G. Orman, MSW '77 *
 Ms. Linda W. Wyatt, MSW '77

Up to \$99

Mrs. Ingrid A. Castronovo,
 MSW '77 **^
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 MSW '77
 Ms. Jacquie Padow, MSW '77
 Ms. Rita E. Robertson, MSW '77
 Stacy Rudin, MSW '77 *
 Ms. Elizabeth M. Salett, MSW '77
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 Mr. Ronald J. Wilson, MCP '77

1978

NUMBER OF DONORS: 33
PERCENTAGE PARTICIPATION: 16%

\$25,000 to \$49,999

Sandra D. Hess, MSW '78 †

\$1,000 to \$4,999

Ms. Gail I. Manza, MCP '78

\$250 to \$499

Ms. Beth Amster Hess, MSW '78 **^

\$100 to \$249

Ms. Lucy K. Carey, MSW '78
 Ms. Deborah R. Cohen, MSW '78
 Ms. Marilyn David-Krasner,
 MSW '78 **^
 Ms. Lucy B. Kerewsky, MSW '78
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 MSW '78 ^
 Mr. Timothy F. Whelan, MSW '78 *

Up to \$99

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 Ms. Marilyn H. Light Geller, MSW '78
 Mr. Aurelio F. Goicochea, MSW '78
 Ms. E. Dorothy Gold, MSW '78
 Ms. Linda M. Heisner, MSW '78
 Mrs. Susan G. Krohn, MSW '78
 Ms. Audrey Leviton, MSW '78



Scholarship In Action

Adrianna M. Overdorff
 Hometown: Tucson, AZ
 Specialization: Aging
 Scholarship: Research Assistant Scholar

My educational background is in political science, a discipline I have come to appreciate as deeply connected to social work and my interest in issues of urban life, inequality, and society. I graduated from the University of Hawaii, Manoa concentrating in American politics and Spanish. I have served two years as a national service volunteer with AmeriCorps working in education, prisoner re-entry, and public safety. Looking forward to my career in social work, I am interested in clinical practice, advocacy, and research. I am especially interested in working with older adults and Spanish-speaking immigrant populations. I am from a single-parent household and the first in my family to attend graduate school.

Mr. Thomas P. Mee, MSW '78 *
 Mrs. Rosalie Renbaum, MSW '78 *
 Ms. Ilene W. Rosenthal, MSW '78 *
 Terri Budin Schindler, MSW '78
 Ms. Penelope J. Scrivens, MSW '78
 Mrs. Mary P. Sellers, MSW '78
 Virginia Barrett Shanley, MSW '78 *^
 Mary Catherine Webb, MSW '78 ^
 Ms. Dana Burdell Wilson, MSW '78

1979**NUMBER OF DONORS: 27****PERCENTAGE PARTICIPATION: 15%****\$25,000 to \$49,999**

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\$100 to \$249

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 Ms. Patricia Cronin, MSW '79
 Dr. Claire Gilbert, MSW '79 *
 Ms. Judith Schagrin, MSW '79
 Ms. Anne E. Weiss, MSW '79 *

Up to \$99

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 Ms. Jan Rothschild Sachs, MSW '79 ^
 Mrs. Moira Hearn Schwartz,
 MSW '79 *

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 Ms. Susan H. Yochelson, MSW '79
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1980**NUMBER OF DONORS: 24****PERCENTAGE PARTICIPATION: 10%****\$500 to \$999**

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\$100 to \$249

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 Ms. Susana Cheng Lee, MSW '80
 Mrs. Janet Passapae-Sauer, MSW '80
 Ms. Phyllis Z. Simon, MSW '80 *

Up to \$99

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 MSW '80 *^
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 MSW '80 *^
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 Ms. Donna R. Era, MSW '80
 Mr. Gary S. Honeman, MSW '80 *
 Arlene Lishinsky, MSW '80 *^
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 Ms. Jacqueline W. McGlen, MSW '80
 Ms. Margherita C. McMullen,
 MSW '80
 Mr. Robert K. Sellers, III, MSW '80
 Ms. Carol C. Shulman, MSW '80
 Mr. Dean A. Solomon, MSW '80 *
 Ms. Anna W. Stanton, MSW '80
 >>Mr. John M. Sullivan, MSW '80
 Ms. Linda S. Todd, MSW '80
 Ms. Zahava Velder, MSW '80
 Ms. Jane E. Welsh, MSW '80
 Ms. Jennifer L. Wright, MSW '80

1981**NUMBER OF DONORS: 25****PERCENTAGE PARTICIPATION: 13%****\$1,000 to \$4,999**

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\$100 to \$249

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 Ms. Wendy Pressoir, MSW '81 *
 Ms. Phoebe S. Tobin, MSW '81 *
 Ms. Joan C. Weiss, MSW '81 *^

Up to \$99

Ms. Marsha G. Ansel, MSW '81
 Ms. Diane W. Baum, MSW '81 *
 Ms. Norma B. Berlin, MSW '81 *
 Ms. Suzanne B. Brocklebank,
 MSW '81
 Mrs. Susan F. Burger, MSW '81 *
 Ms. Marjorie A. Cuneo, MSW '81
 Ms. Beulah M. Downing, MSW '81 *
 Ms. Stephanie R. Evans-Jones,
 MSW '81

Ms. Jane F. Gerber, MSW '81 *
 Mr. Dennis E. Lewis, MSW '81 *
 Ms. Patsy Milner, MSW '81 *
 Katherine Alban Phillips, MSW '81
 Ms. Karen M. Olsen, MSW '81
 Ms. Suzanne L. Ricklin, MSW '81
 Ms. Diane L. Scheininger, MSW '81 *
 Ms. Amy Taswell, MSW '81 *
 Mrs. Ilene S. Gallner Toller, MSW '81
 Mrs. Leslie Wareheim, MSW '81
 Ms. Roberta Weinstein-Cohen,
 MSW '81
 Mrs. Susan E. Zimmerman, MSW '81

1982**NUMBER OF DONORS: 21****PERCENTAGE PARTICIPATION: 9%****\$1,000 to \$4,999**

Ms. Dorothy C. Boyce, MSW '82 *^

\$100 to \$249

Dr. David E. Biegel, MSW '70,
 PhD '82 *
 Ms. Janet L. Blondo, MSW '82
 Dr. Catherine E. Born, MSW '73,
 PhD '82
 Mr. Robert M. Eaton, MSW '82
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 MSW '82 *^
 Ms. Sylvia S. Gundy, MSW '82 *
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 Mr. Martin J. Piepoli, III, MSW '82 *^
 Mr. Thomas G. Scott, MSW '82

Up to \$99

Deadra Carnack Atkins, MSW '82 *
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 Ms. Lois Ann Keller-Poole, MSW '82
 Dr. Carol L. Pearson, DSW '82 *^
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 Mrs. Barbara J. Smith, MSW '82

1983**NUMBER OF DONORS: 25****PERCENTAGE PARTICIPATION: 12%****\$100 to \$249**

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 Ms. Margaret C. Cohen, MSW '83

Mary Ellen Elwell, PhD '83 *
 Mr. David A. Kandel, MSW '83
 Ms. Marcia Kennai, MSW '83 ^
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 Mrs. Josephine H. B. Merrill, MSW '83
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 Ms. Barbara T. Cutko, MSW '83 ^
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 Ms. Paula E. Gish, MSW '83 *^
 Ms. Kathleen L. Guernsey, MSW '83 *
 Ms. W. Kay Jacobsen, MSW '83
 >>Ms. Anna M. Johnson, MSW '83
 Ms. Sandra L. Kemp, MSW '83
 Ms. Jacqueline S. Mallinger, MSW '83
 Ms. Nancy L. McElwain, MSW '83 *
 Ms. Katherine Meyer, MSW '83 *
 Ms. Holly H. Pertmer, MSW '83
 Ms. Melissa A. Wilkins, MSW '83 ^

1984**NUMBER OF DONORS: 17****PERCENTAGE PARTICIPATION: 9%****\$25,000 to \$49,999**

Mrs. Alison L. Richman, MSW '84 †*

\$5,000 to \$9,999

Mrs. Jane Baum Rodbell, MSW '84 †*

\$250 to \$499

Ms. Nancy R. Kutler, MSW '84 ^
 Elizabeth Hughes Schneewind,
 MSW '84
 Ms. Debra S. Weinberg, MSW '84
 Mrs. Mary Ann Blotzer, MSW '84
 Martha A. Marsden, PhD '84 ^
 Ms. Judith L. Temple, MSW '84 *^
 Ms. Catherine D. Watson, MSW '84 *

Up to \$99

Sharon S. Bernstein, LCSW, MSW '84
 Mrs. Janice A. Board-Hoyt, MSW '84
 Ms. Anne Rohman Brusca,
 MSW '84 *
 Ms. Anne P. Burrows, MSW '84
 Gerard R. Kelly, PhD '84
 Mrs. Karen D. Oppenheimer,
 MSW '84 *

Mr. Stephen J. Ports, MSW '84
Ms. Marlene I. Shapiro, MSW '84

1985
NUMBER OF DONORS: 14
PERCENTAGE PARTICIPATION: 7%

\$100 to \$249
Ms. Margot R. Aronson, MSW '85 *^
Mr. Dana F. Czapsanski, MSW '85
Ms. Mary P. DiPaula, MSW '85
David M. O'Hara, PhD '85
Mrs. Sarah W. Straus, MSW '85

Up to \$99
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Mrs. Christine S. Campbell,
MSW '85 *
Ms. Sandra E. Falconer, MSW '85
Lisa Ferentz, LCSW-C, MSW '85 *
Ms. Joanne H. Lewis, MSW '85 *
Ms. Mary Pabst, MSW '85 *
Ms. Julia S. Pierson, MSW '85 *
Ms. Ellen Schaefer-Salins, MSW '85 *
Ms. Marie S. Warnock, MSW '85

1986
NUMBER OF DONORS: 14
PERCENTAGE PARTICIPATION: 6%

\$1,000 to \$4,999
Anne P. Hahn, MSW '71, PhD '86 †*^

\$100 to \$249
Samuel B. Little, PhD '86
Ms. Jane A. Walker, MSW '86 *
Mrs. Elizabeth Garland Wilmerding,
MSW '86

Up to \$99
Wendy M. Berlinrood, PhD '86 *
Ms. Janice S. Dansicker, MSW '86
Roslyn M. Hyman, LCSW-C, MSW '86
Ms. Elizabeth B. Kehoe, MSW '86 *^
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Ms. Diana Taylor Livi, MSW '86
Ms. Linda L. Mogol, MSW '86
Ms. Helen L. Pitts, MSW '86
Ms. Dinah A. Smelser, MSW '86 ^
Ms. Jo Ann Staples, MSW '86 *

1987
NUMBER OF DONORS: 12
PERCENTAGE PARTICIPATION: 5%

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Ms. Carolyn C. Workman, MSW '87

Up to \$99
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Ms. Mary L. Botticelli, MSW '87
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Ms. Dale V. Koch, MSW '87
Ms. Susan S. Rosenzweig, MSW '87
Mrs. Kathleen J. Sirota, MSW '87 *
Ms. Carol S. Suker, MSW '87 *

1988
NUMBER OF DONORS: 22
PERCENTAGE PARTICIPATION: 8%

\$1,000 to \$4,999
Ms. Anne Dobbin Bailliere,
MSW '88 *^

\$100 to \$249
Mrs. Sharon Manette Doner-Feldman,
MSW '88 ^
Mr. Robin Wood, MSW '88

Up to \$99
Mrs. Alisa S. Adler, MSW '88 ^
Mr. David Agger, MSW '88 *
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Ms. Julianne Bodnar, MSW '88
Ms. Sally E. Eller, MSW '88
Mrs. Jean C. Gavel, MSW '88 ^
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Ms. Ellen S. Krieger, MSW '88
Ms. Tina R. Levin, MSW '88
Ms. Alison L. Malkin, MSW '88 *
Ms. Maureen A. McKinley-Gutowski,
MSW '88 *
Ms. Jane L. Meyer, MSW '88 *
Mrs. Kathryn W. Miller, MSW '88
Ms. Phoenix M. Ray, MSW '88
Dr. Howard M. Rebach, MSW '88 *
Ms. Linda M. Schwartz, MSW '88
Ms. Joan M. Segreti, MSW '88 *^
Ms. Elizabeth D. Speer, MSW '88 *^
Ms. Nancy E. Willett, MSW '88 *

1989
NUMBER OF DONORS: 16
PERCENTAGE PARTICIPATION: 6%

\$500 to \$999
Barbara Appell, MSW '89
Ms. Patricia A. Young, MSW '89

\$250 to \$499
Ms. Wanda J. Bair, MSW '89 *^

\$100 to \$249
Ms. Vera M. Boardley, MSW '89 *^
Ms. Susan A. Johns, MSW '89
Ms. Jean Payne Rogers, MSW '89 ^
Sarah Hirschhorn Shapiro,
MSW '89 ^

Up to \$99
Ms. Laura S. Ash-Brackley,
MSW '89 *^
Mr. Michael J. Bucierka, MSW '89 *^
Ms. Katherine L. Callahan, MSW '89
Mrs. Mona Deighan-Volante,
MSW '89
Ms. Alison Campbell Kinnahan,
MSW '89
Ms. Sandra L. Mac Kenzie, MSW '89
Ms. Cari Mackes, MSW '89
Ms. Barbara E. Maury, MSW '89 *^
Ms. Diana L. Tracey, MSW '89

1990
NUMBER OF DONORS: 21
PERCENTAGE PARTICIPATION: 7%

\$1,000 to \$4,999
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\$250 to \$499
Ms. Paula Klepper, MSW '90 *

\$100 to \$249
Ms. Rachel J. Cohen, MSW '90 *^
Ms. Sharon E. Friedman, MSW '90
Mr. Dale G. Schacherer, MSW '90 *^
Frederick H. Strieder, PhD '90 *^
Mr. Michael P. Wall, MSW '90 *^

Up to \$99
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Mr. John C. Galzerano, MSW '90 *
Mr. M. R. Kirk, MSW '90 *
Ms. Nancy B. Lohman, MSW '90

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>>Ms. Laura L. Minnick, MSW '90
Ms. Sandra E. Patterson, MSW '90 *^
Ms. Judith Rae Peres, MSW '90
Ms. Leslie O. Persse, MSW '90 ^
Joyce Kreutzer Rader, MSW '90
Ms. Erika M. Rauch-McQuillan,
MSW '90
Ann W. Saunders, LCSW-C,
MSW '90 *

1991
NUMBER OF DONORS: 18
PERCENTAGE PARTICIPATION: 5%

\$500 to \$999
S. Opie and Daniel Smeragliuolo,
MSW '91

\$250 to \$499
Ms. Nancy B. Goldstein, MSW '91 ^

\$100 to \$249
Ms. Deena Goldsmith, MSW '91 ^
Mr. Daniel M. Kavanaugh, MSW '91

Up to \$99
Ms. Lisa Connolly Bailey, MSW '91
Ms. Elizabeth J. Biliske, MSW '91
Mr. Franklin C. Chappell, MSW '91 ^
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>>Mr. Charles R. Heron, MSW '91
Ms. Elena W. Houston, MSW '91
Mr. Michael W. Marshall, MSW '91 *^
Margaret L. McFarland, PhD '91
Mrs. Vineeta L. Porter, MSW '91 *
Ms. Jane K. Sahmel, MSW '91
Ms. Iris S. Sochol, MSW '91 *
Mr. Hugh G. Ward, MSW '91
>>Ms. Pamela A. Wilson, MSW '91

1992
NUMBER OF DONORS: 18
PERCENTAGE PARTICIPATION: 5%

\$250 to \$499
Mr. Timothy C. Donovan,
MSW '92 *^
Clark J. Hudak, Jr., MSW '79,
PhD '92 ^
Ms. Suzanne M. Price, MSW '92 *

\$100 to \$249
Mrs. India S. Anderson, MSW '92
Mrs. Lisa F. Chodnicki, MSW '92

Nancy-Bets Hay, MSW '92 *

Up to \$99

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 >>Ms. Janet S. Ramsey, MSW '92
 Barbara A. Soniat, PhD '92
 Mrs. Sandra J. Stromberger,
 MSW '92 *^
 Ms. Tracey L. Waite, MSW '92 *
 >>Ms. Patricia A. Wilson, MSW '92

1993

NUMBER OF DONORS: 17
PERCENTAGE PARTICIPATION: 4%

\$250 to \$499

Mr. Robert E. Adams, Jr., MSW '93 *^

\$100 to \$249

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 Ms. Erin H. Hodge-Williams,
 MSW '93
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 Ms. Marci Van De Mark, MSW '93
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 Ms. Patricia O. Meinhold, MSW '93
 Ogden W. Rogers, PhD, ,MSW '81,
 PhD '93
 Ms. Kristin K. Sheffler, MSW '93
 Ms. Elizabeth E. Ward, MSW '93
 Mr. Richard D. Winchester, MSW '93 *

1994

NUMBER OF DONORS: 16
PERCENTAGE PARTICIPATION: 4%

\$250 to \$499

John C. McMillen, PhD '94 ^
 Ms. Joy S. Paul, MSW '94
 Carol B. Sisco, PhD '94

\$100 to \$249

Ms. Sylvia A. Haydash, MSW '94 *^
 Ms. Julia A. Paradiso, MSW '94 *
 Rob Scuka, PhD, MSW '94 *
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Up to \$99

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 MSW '94
 Mrs. Roberta E. Golden, MSW '94 *
 Ms. Melanie L. Martin, MSW '94
 Joanna L. Pierson, PhD '94
 Ms. Karen J. Rabins, MSW '94
 Ms. Darlene E. Sampson, MSW '94
 Ms. Sally W. Vermilye, MSW '94 ^
 Ms. Curtisha L. Wilson, MSW '94

1995

NUMBER OF DONORS: 13
PERCENTAGE PARTICIPATION: 4%

\$100 to \$249

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 Mrs. Seska Ramberg, MSW '95

Up to \$99

Ms. Sara J. Cartmill, MSW '95 *
 >>Ms. Susan C. Forhane, MSW '95
 Mr. Stephen H. Levitt, MSW '95 *
 Ms. Carole L. Menetrez, MSW '95 *^
 Mr. Stanley G. Moore, MSW '95
 Ms. Diann K. Onsted, MSW '95
 Ms. Eloise T. Plank, MSW '95 *
 Ms. Diane Douglas Quinn,
 MSW '95 *
 Ms. Sandra K. Saville, MSW '95
 Ms. Jennifer M. Vauk, MSW '95 ^

1996

NUMBER OF DONORS: 14
PERCENTAGE PARTICIPATION: 3%

\$250 to \$499

Diane E. DePanfilis, PhD '96 k*
 >>Ms. Susan E. Landry, MSW '96

\$100 to \$249

Michal N. Merritt, PhD, ,MSW '75,
 PhD '96
 Mr. John J. Sedlevicius, MSW '96
 Mr. David H. Stebbing, MSW '96
 Ms. Carol Walden, MSW '96



Scholarship In Action

Shawna Q. Murray
 Hometown: Baltimore, MD
 Specialization: Families & Children
 Scholarship: Alumni Association Scholarship

I plan to work for two years at Baltimore City Department of Social Services after graduating as part of my Title IV-E Urban Child Welfare experience. Upon completion, I will apply for acceptance into a Doctorate Program in social work. I will focus on culturally influenced black family interventions, along with informal kinship care and the parent-child relationship effected by substance abuse. I am a first generation college graduate so all financial support impacts my ability to achieve.

Up to \$99

- >>Ms. Jennifer Wheeler Brooks, MSW '96
- Erica Siegel Hobby, MSW '96 *^
- >>Ms. Anita M. Roschy, MSW '96
- Ms. Edwina M. Stewart, MSW '96
- Ms. Lorraine P. Tripp, MSW '96
- Mr. Thomas R. Wachter, MSW '96
- Ms. Katherine C. Watkins, MSW '96 ^
- Ms. Lisa Monfred Wilentz, MSW '96

1997

NUMBER OF DONORS: 10
PERCENTAGE PARTICIPATION: 3%

\$250 to \$499

- Ms. Mary G. Piper, MSW '97 †*

\$100 to \$249

- Ms. Rebecca Russel Brenner, MSW '97 *^
- Mr. Michael D. Demidenko, MSW '97 ^

Up to \$99

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- Ms. Leslie C. Dunham, MSW '97
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- Mr. Dana S. Grubb, MSW '97
- Ms. Amy H. Peck, MSW '97 *^
- Ms. Jacqueline R. Schnee, MSW '97
- Ms. C. F. Weems, MSW '97

1998

NUMBER OF DONORS: 10
PERCENTAGE PARTICIPATION: 2%

\$5,000 to \$9,999

- Mrs. Pamela F. Corckran, MSW '98 †

\$100 to \$249

- Ms. Andrea E. Morris, MSW '98
- Ms. Charlene M. Reilly, MSW '98
- >>Donna M. Weinreich, MSW '94, PhD '98
- Joan Levy Zlotnik, PhD '98

Up to \$99

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- Mrs. Yolanta M. Stawski, MSW '98
- Ms. Irene V. West-Dixon, MSW '98 ^



Scholarship In Action

Matthew R. Tanner
 Hometown: Richmond, VA
 Specialization: Social Action & Community Development
 Scholarship: Research Assistant Scholar

Serving as a Peace Corps volunteer for two years in Costa Rica opened my eyes to the advantages of a grassroots approach. My goal is to rejoin the Peace Corps as a Program Director/Country Director.

1999

NUMBER OF DONORS: 12
PERCENTAGE PARTICIPATION: 3%

\$100 to \$249

- Ms. Jane K. Beller, MSW '99 *
- Ms. Deborah K. Meyer, MSW '99 *^
- Peter J. Smith, PhD, MSW '88, PhD '99

Up to \$99

- Ms. Regina Sims Alston, MSW '99
- Ms. Michelle A. Byers, MSW '99
- Mr. Christopher Cofone, MSW '99 *
- >>Ms. Isadora S. Ferraro, MSW '99
- Ms. Carrie A. Grundmayer, MSW '99
- Ms. Sheri G. Laigle, MSW '99 *
- >>Ms. Dorrian M. Maddox, MSW '99
- Ms. Kathryn K. Rushing, MSW '99
- >>Mr. Lane A Victorson, MSW '99

2000

NUMBER OF DONORS: 14
PERCENTAGE PARTICIPATION: 4%

\$250 to \$499

- Denise A. Pintello, PhD '00
- >>Ms. Kristina Gilbertson, MSW '00

\$100 to \$249

- >>Ms. Mary P. Fannon, MSW '00
- Mr. Stephen D. Hein, MSW '00 *^
- Ms. Alethea M. Schmall, MSW '00
- Ms. Karen Michon Weaver-Powell, MSW '00 *

Up to \$99

- Ms. Chonita A. Booker-Tindall, MSW '00
- Ms. Sylvia A. Faragalla, MSW '00
- Ms. Rachael B. Glick, MSW '00
- Ms. Jodi P. Green, MSW '00
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Lauren M. Moser
 Hometown: Apex, NC
 Specialization: Mental Health Sub-Specialization: Substance Abuse
 Scholarship: Research Assistant Scholar

I look forward to obtaining my Masters and aspire to become a substance abuse counselor. A combination of my research, internship, and work as a peer educator in the substance abuse field throughout my undergraduate years has fueled my passion. The assistantship is providing me with a much needed financial boost to continue my studies.

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 Ms. Laura M. Thorpe, MSW '94
 Ms. Linda S. Todd, MSW '80
 Ms. Stacey A. Van Horn, MSW '01
 Ms. Zahava Velder, MSW '80
 Ms. Sally W. Vermilye, MSW '94
 Ms. Carol Walden, MSW '96
 Ms. Marie S. Warnock, MSW '85
 Patricia Fina Weaver, MSW '93
 Donna M. Weinreich, MSW '94,
 PhD '98
 Ms. Susan C. Westgate, MSW '06
 Ms. Camille B. Wheeler, MSW '68
 Ms. Elizabeth J. White, MSW '02
 Ms. Melissa A. Wilkins, MSW '83
 Ms. Jennifer L. Wright, MSW '05
 Ms. Linda W. Wyatt, MSW '77
 Ms. Susan H. Yochelson, MSW '79
 Ms. Patricia A. Young, MSW '89

Golombek Scholarship Endowment

The ASSOCIATED: Jewish
 Community Federation of
 Baltimore
 Mrs. Betty E. Golombek, MSW '65
 Leonard H. Golombek, MD

Harris Scholarship Endowment

Mrs. Lisa F. Chodnicki, MSW '92
 Corckran Family Charitable
 Foundation
 Dorothy V. Harris
 Ms. Mildred E. Harris
 Pal-Tech, Inc.

Hess Scholarships in Community

Practice
 Anonymous

Leontine Young Endowed Scholar

Dr. Leontine R. Young

Magladery Scholarship

Mr. Edward J. Barry, Jr.

Richman Scholarship

The ASSOCIATED: Jewish
 Community Federation of
 Baltimore
 Richman Family Foundation, Inc.
 Mrs. Alison L. Richman, MSW '84
 Mr. Arnold I. Richman

Resnick-Sollins Scholarship

AST Capital Trust Company of
 Delaware

Barbara M. Resnick, PhD
 Howard L. Sollins, Esq.

Stanley Wenocur Scholarship

Ms. Lucy B. Kerewsky, MSW '78
 Dr. Shoshana Kerewsky

TRIBUTES

In Honor of Ms. Barbara L. Abrams

Ms. Laura Ratner

In Honor of Richard P. Barth, PhD

Ms. Anne Dobbins Bailliere, MSW '88

In Honor of Mr. Richard V. Cook

Mr. David M. Carrera

In Honor of Ms. Lily Gold

Dr. Aina O. Nucho
 Ms. Nancy Gardner

In Honor of Ms. Madeline King

Ms. Anne H. Lewis

In Honor of Ms. Susan A. Wolman

Ms. Ali-Sha Alleman
 Ms. Laura A. Bumiller, MSW '09
 Mr. H. Ted Busch
 Mr. Richard V. Cook, MSW '72
 Mr. Dante M. De Tablan
 Mrs. Randalou H. Deacon, MSW '98
 Ms. Betsy Anne Fay
 Ms. Sandra D. Hess, MSW '78
 Ms. Lori James-Townes
 Mr. M. R. Kirk, MSW '90
 Rebecca L. Sander, PhD '08
 Ms. Effie Seaborn

In Memory of Dr. Oliver C. Harris

Richard P. Barth, PhD
 Mrs. Lisa F. Chodnicki, MSW '92
 Corckran Family Charitable
 Foundation
 Dr. Richard T. Criste, MSW '69
 Ms. Barbara Dowling
 Dorothy V. Harris
 Ms. Mildred E. Harris
 Pal-Tech, Inc.

In Memory of Mr. Wayne Keary

Brody Transportation

In Memory of Irona Pope

Ms. Regina Sims Alston, MSW '99
 Richard P. Barth, PhD

Dr. Howell S. Baum
Mr. Alfred R. Berkeley
Ms. Ann-Marie Bond
Ms. Jane C. Brown
Mr. Richard V. Cook, MSW '72
Mr. Samuel L. Frank
Julie Community Center, Inc.
Mr. Eugene E. Langellotto
Mr. Alexander Pope, Jr.
Ms. Barbara E. Seabolt
Ms. Irona M. Thompson
Dr. Stanley Wenocur
Mr. Grenville B. Whitman

In Memory of Dr. Daniel Thursz
Mrs. Hadassah N. Thursz

In Memory of Dr. Ruth H. Young
Corckran Family Charitable
Foundation
Mrs. Janet M. Millard, MSW '76
Morgan Stanley Smith Barney
Global Impact

2010 MSW Class Gift

Ms. Carole Alexander
Ms. Valerie C. Bachela Davlin,
MSW '10
Ms. Rhonda Bavis, MSW '10
Mr. Drew Borkovitz, MSW '10
Ms. Nakeia L. Bradshaw, MSW '10



Ms. Darlene Brailsford, MSW '10
Ms. Meghan Bruce, MSW '10
Ms. Frances Callahan, MSW '10
Ms. Brenda E. Conway, MSW '10
Mr. David J. DeLamatre, MSW '10
Ms. Charlene C. Easter, MSW '10
Ms. Chinomso A. Ememe, MSW '10
Ms. Eytayo Enitan, MSW '10
Mr. Trevor M. Goodyear, MSW '10
Ms. Terri A. Hill, MSW '07
Ms. Judith M. Kuzmak, MSW '10
Ms. Ebony N. Lea, MSW '10
Mr. Gavin Macaulay, MSW '08
Kelley R. Macmillan, PhD
Ms. Francesca P. Mengarelli
Ms. Jerilin B. Mesa, MSW '10
Ms. Sarah S. Mohajer, MSW '10
Ms. Sara E. Montag, MSW '10
Ms. Joyce D. Morris, MSW '10
Ms. Vanessa C. Okechukwu, MSW '10
Dr. Joan Harman Pittman, MSW '97
Ms. Laura J. Reagan, MSW '10
Ms. Joyce R. Rohlfing, MSW '10
Ms. Danielle Ross, MSW '10
Ms. Lucia Rusty
Ms. Alethea Schmall, MSW '00
Mr. Christopher M. Stadter, MSW '10
Mr. Emilio C. Stewart, MSW '10
Ms. Deborah Svoboda
Ms. Briana N. Walters, MSW '10
Ms. Susan R. Witter, MSW '10

Scholarship In Action

Melissa C. Bokow
Hometown: Baltimore, MD
Specialization: Mental Health
Scholarship: Oliver Harris Scholarship

I hope to work with victims of domestic violence, as well as looking at the impact of domestic violence on the children of a victim. In the past, I interned with the Montgomery County Abused Persons Program and ultimately hope to become a social worker for an agency such as this.

Dorothy Harris



"I came to the United States on a foreign exchange scholarship," begins the story of Dorothy Harris. Recognized as a "Social Work Pioneer" by the National Association of Social Workers for her lengthy and distinguished career in child welfare policy and human service administration, Harris currently serves as a member on the School's Board of Advisors and is the spouse of the late School of Social Work Professor Emeritus Oliver Harris.

Harris came to the U.S. several decades ago to pursue a business education degree at Morningside College in Iowa. The Panama native quickly discovered that a career in social work was her future. "While there as a business administration major, I did volunteer work in a community center. My volunteer work centered on support services to adolescent girls whose family income was extremely limited. The legacy of that work has been a motivating factor in my philanthropy through the years," says Harris. She adds, "I was really impressed with the Executive Director of the community center in Sioux City where I did volunteer work. I was so moved by her caring, compassion, and ability to make good things happen for people in the neighborhood that I decided to work real hard and do the course work that would lead to a second major, i.e., sociology."

After completing her bachelor's degree, Harris left Sioux City for Denver, Colorado, to earn the MSW. From there, she decided to stay in Denver. "One of the most exciting experiences in my long career was the years I spent as a Program Director of a neighborhood center in Denver," exclaims Harris. "I had the opportunity to work with children and families who could benefit from every advantage our society could provide. These were the days before safety nets like school nutrition, medical assistance, and government-funded preschool were in place." Harris adds that, "The one constant theme in my professional, volunteer, and personal life has been that of a supportive role in helping parents be the strongest and most effective advocates for their children in all aspects of their child's development."

Through the years, Harris has been involved with Head Start since the

program's inception, first as Delegate Agency Director of a Head Start program in Denver and, since 1990, as Project Director of the Head Start Resource Center. Ms. Harris has overseen the planning and implementation of six national conferences on child abuse and neglect for the Children's Bureau. Harris was a Fellow in the U.S. Department of Health and Human Services, where she served as Special Assistant to the Commissioner of the Administration for Children, Youth, and Families. She served as Expert Advisor on Child Care Issues to the Commissioner of the Social Security Administration, and as Director of the Governor's Office for Children and Youth in Maryland. She has also served as Past-President of the National Association of Social Workers.

Today, Harris serves as senior vice president at Paltech, a government consulting and management firm. "I oversee several contracts with the U. S. Department of Health and Human Services in addition to serving as an advisor to the President and CEO assisting in the development of corporate operating policies, business strategies, and quality assurance procedures," she says.

Together, Dorothy and her husband Oliver established the Deborah Harris Memorial Fund at Temple University following the tragic murder of Oliver's daughter. Today, Dorothy has created the Dr. Oliver C. Harris Scholarship Endowment for the Prevention of Intimate Partner Violence. "The murder of Oliver's daughter was a life-changing experience for our family," explains Dorothy, "I continue to live with the hope that no other family would travel this road. We established a scholarship in Deborah's name at Temple University where she completed graduate studies and that was very important to Oliver. I am hoping that this scholarship, like the one at Temple, will support the training of practitioners who contribute to prevention and/or are able to provide the necessary understanding and support families need in situations like these."

For more information on supporting this scholarship, or establishing one of your own, please contact the School's Development Office at 410-706-2357.

Connections

Alumni News



Alumni Board of Directors President Tanya Bryant, MSW '08

Hello Fellow Alumni! As a 2008 graduate of the school with a clinical concentration and an EAP specialization, I was prepared by the School of Social Work (SSW) to work in a wide range of environments, including my current position as a grief counselor in the Office of the State's Attorney for Baltimore City where I deliver clinical and support services to individuals and families who have lost a loved one to homicide in the city. As a student, I had field placements in a non-profit mediation organization and at a large engineering firm. Also, during my education at the SSW, I worked full-time in the UMB School of Medicine, Department of Psychiatry, where I collaborated with clinicians (social workers, counselors, and psychologists) who delivered mental health in approximately 29 schools throughout Baltimore's West side. I was afforded the opportunity to work in a public school -- whose environment is constantly changing.

The theme for this edition of *Connections* is Social Work in the Schools. As the needs of children change, so does the climate of the school. During my time as a clinical extern at a Baltimore middle school, there was a push towards evidence-based practice (EBP). In keeping with the research surrounding EBP, the SSW has incorporated a program that equips students with educational and practical experience in delivering mental health in the schools. The classes are structured to teach students to navigate the different

hurdles which include collaborating and communicating with school faculty, staff and administrators; parents; students and other mental health professionals. The following list is not all-inclusive but can go a long way to help those graduates working in the school environment: Special Topics: Application of Evidence Based Methodology in the Practice of Social Work, Common Elements in Child Mental Health Practice; Art Therapy; School Social Work; and Best Practices and Innovations in School Mental Health. If you were unable to take advantage of the classes geared towards working in schools, alumni are always welcome to return to the School to satisfy their life-long learning goals. The Maryland Board of Social Work Examiners recognizes one academic credit as five credit hours for the CEU requirement.

As President of the Alumni Board of Directors, I hope that you will become more connected to the school by taking a class or seminar and participating in our Alumni events. At the end of 2010, we hosted two successful "Meet Ups," or alumni gatherings; one in Baltimore, and one in Silver Spring, MD, for our DC crowd. Keep your eyes open for future "Meet Ups."

The alumni board is working hard to prepare for the annual Homecoming, which will be held on Friday, March 11, 2011, and the topic will be Innovations in Social Work and Education. We are extremely excited to feature Nancy S. Grasmick, State Superintendent of Schools, along with a panel featuring some of our alumni working in the schools. Last year, we had more than 150 alumni join us for the panel discussion and the celebratory lunch. We hope to have even more take part this year! As always, CEUs will be offered and it will be followed by our second annual awards celebration luncheon in the Southern Management Corporation Campus Center.

Last, but not least, the Alumni Board, Advisory Board, and School administration and faculty are gearing up for the 50th Anniversary Celebration, which will kickoff beginning later this year. As a fellow alumnus and a social worker, I look forward to greater participation from each of you and I want the School's many resources to benefit your pursuit of enhancing your social work careers.

Yours very truly,

Tanya N. Bryant, LGSW '08
President, Alumni Board of Directors

class of **1966**

Stephen M. Davidson, MSW

You may be interested in the book I published recently, especially in view of Donna Shalala's recent Thursz lecture (see page 6).

The title is *Still Broken: Understanding the U. S. Health Care System* (Stanford University Press, 2010). You can get some descriptive information about it at www.sup.org/book.cgi?id=17309. You can get information about other writings related to the health care reform law at my blog: blogs.bu.edu/sdavidso.



class of **1976**

Arthur Becker-Weidman, MSW

Graduated in '76. Went on to get my PhD in '83 from U of MD College Park. Now focusing on work in the child welfare system: writing, training, providing evaluations and

treatment as Director of the Center For Family Development. I've got four books out and several articles.

class of **1978**

Susan Russell, MSW

January 2010 marked the culmination of my employment with the State of Maryland: 30 years at Baltimore County DSS, DHR, and Maryland Dept. of Aging. I am particularly proud of my last project at MDoA: a resource guide for grandparents and other relatives raising children. It can be found at www.mdoa.state.md.us. Click on "Caregiver Resources," then scroll down to "Grandparents Caring for Grandchildren."

I spent much of the next seven months in my hometown of Rochester, NY, helping my 93-year-old father move from his home, dispose of a lifetime of possessions, and relocate to an independent senior facility. Shortly thereafter, he was diagnosed with a terminal illness and I returned to help care for him until his death and again to help break up his apartment. It was a difficult start to a "new chapter" but also included many precious moments.

class of **1989**

Neil D. Isaacs, MSW

After 20 years of clinical practice (LCSW-C), I have written a book for and about couples, who made up the preponderance of clients I worked with. Called *The Package and the Baggage*, it has been praised by all who have seen it, including Gordon Livingston (psychiatrist, author of *Too Soon Old, Too Late Smart*), who said it "should be required reading for all marriage therapists and the couples they serve."



class of **1992**

Leslee Hecht, MSW

After 20 years in adoption work with Catholic Charities in Baltimore, I made the change to working with the end of the life cycle in hospice. I work with patients in facilities patients (nursing homes, assisted living and group homes) in Montgomery County and their families. Another rewarding and fulfilling time to be with families and much closer to home.



class of **1994**

Robert Scuka, MSW

Robert had his article, "The Rationale and Principles of Effective Limit Setting in Child-Centered Play Therapy, Filial Therapy and Parenting Education" published in *Play Therapy Magazine* (5.2) 10-14, June 2010.

The article can be downloaded at www.nire.org.



class of **1995**

Michelle Lynn Farr, MSW

Since graduation and my brief tenure with the University of Maryland Family Connections as a Title IV-E Clinical Instructor (11/98-2/00), I have experienced diverse opportunities in the

field of child welfare, to the credit of the teachings and hands-on coaching from the staff of the School of Social Work.

Through my private practice, JUST a little LOVE, LLC, I continue to provide multi-systemic community-based therapeutic treatment, mentoring services, professional development consult to families, children, and professionals in the Washington Metropolitan area.

Effective January 2006, as a Program Manager with Child and Family Services Agency (CFSA), Washington D.C., I provide oversight to an eclectic array of services, to include the Hotline, Special Abuse, Institutional, Traditional Unit, and After-hours Units in the Child Protective Services (CPS) Administration. As of this writing, I am the interim CPS Program Administrator as the agency pursues a national search for a permanent selection.

In conjunction to working full-time with CFSA in the aforementioned roles, my most recent accomplishment is graduating on September 13, 2010 from the Program for Excellence in Municipal Management course (PEMM) offered by the George Washington University Center for Excellence in Public Leadership. This 13-month, 300-hour course is certified by the National Certified Public Manager Consortium. In addition to the Certified Public Manager certification, I successfully completed the Lean Six Sigma Greenbelt Certification, focusing on “Expediting Foster Care Licensing” for CFSA. Many thanks to the staff of the SSW for laying the foundation for commitment, perseverance, and resiliency. Maybe a PhD is next... Stay Tuned!

class of **1998**

Sally Bailey, MSW

Sally Bailey’s book, *Barrier-Free Theatre* was published in August by Idyll Arbor Press. The book details how to make accommodations for a wide variety of physical and cognitive disabilities and addresses how drama and theatre arts can contribute to the lives of people of all ages with disabilities. She is currently Associate Professor of Theatre at Kansas State University in Manhattan, Kansas, and directs the Drama Therapy Program.

Stacey L. Curran, MSW

Fellow Alumni, I am so excited to report that I am now working part time at UMB School of Social Work as an Adjunct Faculty member and I am a Field Instructor as well (both at UMB and at Morgan State University). It has been an amazing experience and I look forward to many years of teaching/field instruction. The future generation of social workers is bringing a new perspective and a new energy that our profession needs to grow and develop. Their ideas and self awareness are too be envied by those of us who have been in the field for years. It has reenergized me and it has forced me to take a closer look at myself and what I really have to offer as a Clinical Social Worker. I recommend to any of you who are feeling burned out or just weary in some way to reconnect with the School and become a mentor, a trainer, or a field instructor/liaison. It will certainly give you a renewed outlook on why you chose to be a social worker in the first place!

class of **1999**

Ertha Sterling Garrett, MSW

I am a versatile and highly capable individual with 27 years experience with the State of Maryland.

I love exploring opportunities in which my background, energies and skills will make a valuable contribution. In addition to a MSW degree, I am a Licensed Certified Social Worker-Clinical, (LCSW-C) with dual specialization in clinical and human service management. I have extensive experience with the Maryland Department of Human Resources, currently as a Program Manager for the Office of Licensing and Monitoring Unit.

I am serious about my spiritual growth and maturity. I am very grateful to my family, mentors, and angels God has placed in my life that has helped to keep me grounded. It is my belief that nurturing one’s own spiritual needs, benefits not only oneself, but those whom we serve.

Katheryn Lotsos, MSW

Katheryn was recognized by the NASW New York City Chapter as an Emerging Social Work Leader. Specializing in treating children who have experienced trauma, Lotsos has over ten years of clinical experience with children and their families in a variety of settings. In her current position as the Director of Clinical Services at The New York Society for the Prevention of Cruelty to Children (NYSPCC), she oversees the Trauma Recovery Program and the largest therapeutic supervised visitation program in New York City.

class of **2004**

David Dowd, MSW

I received a new promotion to Clinical Manager with PsychSolutions. I'm also an Adjunct Professor in the Barry University School of Social Work teaching Psychopathology. I'm excited about sharing my excellent education at the University of Maryland with Barry University.

class of **2005**

Renee Van Meter, MSW

After graduating from the University of Maryland in 2005, I stayed around the area for a few years before moving back to the Midwest to be close to most of my family. I obtained my clinical license in 2008 and currently work as a therapist in a children's psychiatric hospital in a suburb of Kansas City.

class of **2008**

Leigh E. Ris-Bowen, MSW

I got married September 5, 2010!

Thomas Proctor, MSW

Thomas Proctor, MEd, MSW, LGSW, published his first article, "Transitions in Therapy — Residential and Outpatient Challenges," in *Social Work Today.com's* E-News Exclusive. Proctor is a residential therapist for children aged 11 to 15. He conducts weekly individual sessions, group therapy, family sessions, and team meetings. In addition, he works part time in an affiliated outpatient mental health clinic where he treats clients aged eight to adult. Read the article here: www.socialworktoday.com/news/enews_1110_01.shtml.

class of **2010**

Shanika Bradford, MSW

I passed the LGSW Exam on August 4 after my first attempt!

In Memoriam

David Giegerich, long time audio-visual technician at the School died December 29, 2010 following a lengthy illness. A good friend to all, David, in addition to being a valuable member of the School of Social Work team, was also an internationally known steel guitar and dobro player.

Marcia Caplan Hess, MSW '91, died August 20 in Baltimore, MD.

Susan Paula Kramon, MSW '73, passed away October 15 in Baltimore, MD.

Shirley Landon Lupton, MSW '87, died October 18 in Baltimore, MD.

Dorothy "Dot" Rosinski, MSW '74, died January 7 in Fredericksburg, VA.

Dorothy Gold, MSW '78 Earns National Honor



Dorothy Gold, MSW '78, has received a prestigious national honor in her field of social work. Gold, a senior oncology social worker at Greater Baltimore Medical Center's Milton J. Dance, Jr. Head and Neck Center, has been named Social Worker of the Year by the Association of Oncology Social Work.

"I'm humbled and proud to receive this professional recognition," Gold said.

"Working with outstanding colleagues in a multidisciplinary approach certainly has

allowed me to reach great individual achievements and contribute to our team's successful work with patients and their families."

The AOSW's Social Worker of the Year award recognizes a professional who in the day-to-day delivery of compassionate service is a model for the profession, and who displays integrity and commitment to oncology social work, clinical expertise in delivering patient care services, and knowledge of community resources and skills in advocating for fulfilling patient and family needs.

Peace Corps, School of Social Work Enter New Partnership

By Patricia Fanning

Giving students the option of serving abroad while working toward a graduate degree at home, the University of Maryland School of Social Work (SSW) has entered into a new partnership with the Peace Corps.

The partnership is part of the Peace Corps' Master's International (MI) program, in which its volunteers combine their stints overseas with master's degree programs at U.S. universities. The University of Maryland campus in Baltimore becomes one of only four universities in the nation to offer MI participants a degree in social work.

"The Peace Corps welcomes the University of Maryland School of Social Work to the Master's International program," said Peace Corps director Aaron S. Williams, MBA. "This program will help create a new generation of social workers prepared to bring the Peace Corps experience back to classrooms in the United States."

Participants must apply separately to the Peace Corps and to the SSW, where they are expected to specialize in families and children to prepare for work on youth development. Participants typically finish one year of graduate school in the United States before spending 27 months as a Peace Corps volunteer. Upon returning to their campuses, they earn academic credit for their experiences as volunteers and go on to complete their degrees.

SSW Dean Richard P. Barth, PhD, MSW, said the new partnership provides the "opportunity to bring talented and committed individuals into our social work program, to help them to become aware of a range of strategies related to youth development, and to learn how those strategies play out during their years in the Peace Corps."

Jody Olsen, PhD, MSW '72, led the proposal to bring the MI program to the School after joining the faculty as a visiting professor in 2009. Previously, she was acting director of the Peace Corps and before that, the agency's deputy director. In 1966, she went to Tunisia as a Peace Corps volunteer.

"The new partnership adds to an already popular program at the School that confirms returning volunteers' entry into the U.S. market," said Olsen, whose appointment is intended to help expand the School's international ties.

She referred to the Peace Corps USA Fellows program, which has attracted more than a dozen students who are pursuing graduate studies, can lead to full-time social services jobs in Maryland. Another international opportunity at the SSW involves field placements in India.

The School's first MI volunteer is Cristen Cravath, a first-year student who got a taste of international volunteerism in South Africa while enrolled at James Madison University. As part of undergraduate studies in health sciences, she taught dental care to children being treated at HIV/AIDS clinics. "They were so welcoming," she recalled, "and so poor." She also overcame language and cultural gaps to become acquainted with a woman in her own age group. Each was able "to learn from each other and gain a new perspective," she said.

Cravath has been nominated for the Peace Corps after successfully completing the first steps in the application process. If all goes as planned, she would be posted abroad next summer. Olsen said future applicants are advised to first gain acceptance to the SSW and then apply soon afterward to the Peace Corps. The Peace Corps' MI program, which began in 1987, has expanded to more than 80 academic institutions in various disciplines.





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Helping the Kids: Innovations in Social Work and Education

Strengthening Children, Families, Schools, and Communities

Friday, March 11, 2011

8 a.m. to 2:30 p.m.

University of Maryland School of Social Work
525 West Redwood Street, Baltimore, MD 21201

Keynote Speaker: Nancy Grasmick, Maryland State Superintendent
of Schools

Also on the agenda:

- Panel Discussion
- School Update with Dean Richard Barth
- Reunion Lunch and 2011 Alumni Association Awards in the Southern Management Corporation Campus Center
- Cost for the Day is \$25 for Alumni, \$35 for Friends, and \$10 for Students
- (3 Category I CEUs are available)

More information at www.ssw.umaryland.edu/homecoming or
call 410-706-5354.