

PARTNERING *for* CHANGE

A PUBLICATION FOR ALUMNI AND FRIENDS OF THE RUTGERS SCHOOL OF SOCIAL WORK



BEATING THE ODDS

How the Price Family Fellowship is empowering an under-served student population.

PARTNERING *for* CHANGE

t h o u g h t s



"We are mothers. We are caregivers. We are artists. We are activists. We are entrepreneurs, doctors, leaders of industry and technology. Our potential is unlimited. We rise."

ALICIA KEYS,

SPEAKING AT THE MARCH ON WASHINGTON, JAN. 21, 2017.

PARTNERING *for* CHANGE

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ON THE COVER

Students get a step ahead with the help of the Price Family Fellowship.



SPRING 2017

PARTNERING *for* CHANGE

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Dear Friends,

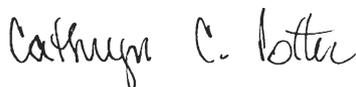
In recent months, we have experienced an alteration in the American political landscape. Over the next few years, we will continue to engage with changes in policy, procedure, legislation, and social programs. As social workers, our mission remains to understand how these changes affect those around us, and to advocate for and protect the rights of people who require assistance. In the pages of this issue, you will find examples of how the Rutgers social world community is engaging in work to advance the public good. First, we are striving to support our students who face the most difficult financial hardships. Secondly, our alumni serve as inspiration as they move forward in their professional lives, helping to build communities. And finally, our faculty remain engaged in on-the-ground advocacy and policy work, as well as in research that undergirds positive social change.

Our cover feature focuses on the life-changing influence of giving for three current students who were formerly in foster care. Because of the support and generosity of The Price Foundation, these students and others like them are flourishing academically and professionally. The second feature focuses on the research of Professor Lia Nower and the Gambling Studies Center in uncovering the prevalence of gambling among people in New Jersey. We have two stories that show how our alumni are working at the forefront of social change, including SSW alumni council member, Dr. Dawn Apgar 'SSW '93, Ph.D.'02, former deputy commissioner of the New Jersey Department of Human Services, who just accepted a professorship at Seton Hall University, and alumna LaTia McNeely-Sandiford '02, an entrepreneur and change-maker whose energy is unparalleled. In addition, you'll note stories that illustrate our faculty's commitment to important issues ranging from the women's march to finding creative solutions to educate and support new mothers to prestigious grants to further research.

For the fall magazine, I invite you to let us know what's happening in your life. You left the school pursuing your own mission and dreams, and we want to hear and share those stories. Today, many of you are on the front lines of social justice. Let us know how we can amplify your efforts. Any note or story idea can be sent directly to our communications director at alabrie@ssw.rutgers.edu.

I look forward to hearing from you, and to working with you in the coming years.

Sincerely,



Cathryn C. Potter, M.S.W., Ph.D.
DEAN AND DISTINGUISHED PROFESSOR
RUTGERS SCHOOL OF SOCIAL WORK



“In recent months, we have experienced an alteration in the American political landscape. Over the next few years, we will continue to engage with changes in policy, procedure, legislation, and social programs.”

'17

CONVOCATION
BY THE
NUMBERS

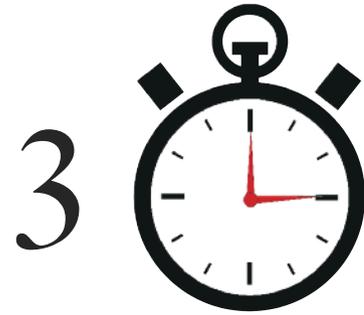
ON MAY 15, 2017,

students gathered in their caps and gowns, poised to receive their diplomas and ready to further the cause of social justice across the country.

Our grads have taken on countless hours of field work, researched topics ranging from early intervention for drug addiction to finding resources for adults with autism, and studied with care the basic tenets of the profession.

They are now ready to join the ranks of our many esteemed alumni worldwide who continue to make a positive difference in the lives of those in need.

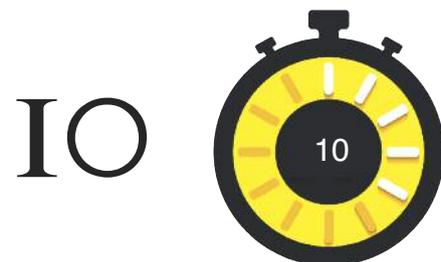
Congratulations, graduates.
Make your alma mater proud, as we know you will. ■



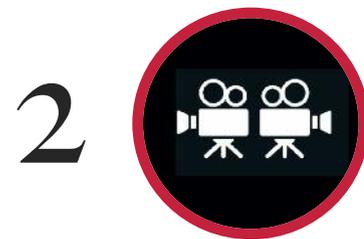
3 P.M. START TIME
on May 15 at the RAC (Louis Brown Athletic Center)



887 STUDENTS
who received their BASW, MSW, Ph.D., and DSW degrees



10 MINUTES ALLOTTED TO THE GUEST SPEAKER,
former SSW dean and current New Brunswick Chancellor, Dr. Richard Edwards



2 CAMERAS TO LIVE-STREAM THE EVENT

Students appearing here are from last year's graduation.





FORMER CHILD OF FOSTER CARE WORKS TO FIX THE SYSTEM

Rutgers student Kaysie Getty recognized for her efforts to improve the lives of foster care youth

By: Lisa Intrabartola

K

AYSIE GETTY can't imagine her life without foster care. The child of a drug-addicted mother and incarcerated father, Getty was born a ward of the state. She spent half her childhood bouncing from home to home, searching for stability and waiting for the day she could extricate herself from a system she describes as broken.

Today, Getty is working toward her undergraduate degree in social work from Rutgers University–Camden so she can fix foster care for future generations.

"There is a need, and I felt as though nobody should have to go through the things I went through. I want to be the person who changes it," said Getty, 25, of Blackwood, New Jersey, who has been living independently for two years. "I don't have a choice but to do this."

She started chipping away at foster care's flaws from the inside, helping found the Center for Family Services' Youth Advisory Board at 18 and later serving as president. Getty continues her work with the Center for Family Services as its youth advocate and helps oversee New Jersey's county Youth Advisory Boards as a Youth Advisory Board Ambassador for the Rutgers School of Social Work. She also serves as a trainer for Youth Thrive, a multiyear initiative that examines how foster youth can be supported in ways that advance healthy development and reduce the impact of negative life experiences. This fall Getty's efforts to improve the lives of foster care youth were recognized by the Congressional Coalition on Adoption Institute, which honored her with their Angels in Adoption award and reception in Washington, D.C.

Getty credits the shortcomings of the system in which she was brought up with grooming her for the work she does today.

"For all those years I didn't have a voice," she said. "I learned what it means to advocate for yourself."

Getty was placed in her first foster home at five months and adopted by her foster family at age two. She lived with them and her adopted brothers and sisters until she was 14, when reports of physical and emotional abuse ripped apart the only family Getty had ever known.

She and her siblings were separated and forbidden from communicating. Between the ages of 14 and 21, Getty lived in 12 different placements including foster homes. Each came with a new set of rules, new neighborhood, new school, and, in most cases, new indignities.

"One family would talk about me as if I couldn't hear them. They treated me differently than their own daughters, and there was abuse going on in the home," she said. "Another foster mom would curse us out. One time she dropped me off at what I thought was a respite house for the weekend. On Sunday when I asked when she was coming to pick me up, they said, 'Oh, she didn't tell you? This is your new foster home.'"

Between the ages of 16 and 19, Getty was moved to various placements, including a treatment program in North Jersey, a youth shelter, and a transitional living program before settling into Camden Dreams, a 13-unit facility with 24-hour staff for young adults aging out of foster care who would otherwise be homeless. Instead of signing herself out of foster care when she turned 18, Getty choose to use the opportunity to improve her life and the lives of others following in her footsteps.

"There are a lot of statistics out there on youth and foster care," she said. "Seventy-five percent in foster care end up on public assistance, 21 percent get pregnant, and the percentage incarcerated is high as well."

Instead of becoming one of those statistics, Getty set her sights on joining the scant 4 percent of her peers who graduate from college—something she is on track to accomplish in May.

"Every time I think about the fact that I'm graduating this year I want to cry, because I didn't think this would be part of my life," she said. "It took me a little longer than usual, but I'm doing it."

Getting through college comes with its challenges for traditional students, but for those like Getty, who don't have family to call on for emotional and economic support, the chance of faltering increases, said Kendall Depew, a former liaison for the School of Social Work's Transitions for Youth program.

"If you don't have that stability within the household, it's that much harder to have consistency in the other areas of your life," Depew said.

The goal of Transitions for Youth, a statewide initiative, is to ensure that young adults who are transitioning out of foster care or incarceration develop essential skills and competencies in education, employment, emotional resiliency, decision making, and interpersonal communication. Depew was assigned to guide Getty in 2013 when she was struggling academically trying to balance her work and school responsibilities.

Depew admired Getty's work ethic and supported her decision to pursue a degree in social work. Together they worked on Getty's personal statement and qualifications and petitioned professors on her behalf until she was accepted into a program that put her on the fast track to earn her bachelor's degree.

Once she graduates in May, Getty plans to apply to the Advance Standing M.S.W. program. "She has a clearer picture than anyone else of what it's like to be a part of the system and the changes that need to be made in order for youth to be successful in life and school," Depew said. "I think we need more people like her to make those important policy changes and make her voice heard." ■



SSW FACULTY AND STAFF ADD THEIR VOICES TO THE WOMEN'S MARCH ON JAN. 21 IN D.C.

According to a count by *Inside Higher Ed*, over 350 Rutgers affiliates attended the women's march on D.C. the day after Donald Trump's inauguration. Among these participants were staff and faculty from the School of Social Work, inspired to share their solidarity for women's rights.

MEET A FEW OF OUR Ph.D. CANDIDATES



ALICIA MENDEZ

B.A., Psychology, English Minor, University of Washington

What drew you to Rutgers School of Social Work's Ph.D. program? I was drawn to Rutgers for its Center on Violence Against Women and Children, and the school's numerous faculty working on child maltreatment, and family health and well-being. Rutgers' values, and research foci showed me immediately that Rutgers would be a great fit; also I've always wanted to live on the East Coast.

What are you most excited about in coming to the school? Most nervous about? I am most excited about getting to know and learning from the faculty, and my cohort. Most of my family and friends live in Seattle or on the West Coast, so I am looking forward to building more friendships and connections with people. I am most nervous about being homesick.

What are your areas of research interest? Child maltreatment, intergenerational trauma, parent well-being, familial sexual trauma, and first-generation college students.

List 5 words that friends would use to describe you. Compassionate, friendly, runner, dry-humored, movie-lover.

What are you reading/watching *The Savage Detectives* by Roberto Bolaño and I am finishing the original *X-Files* series, just one more episode to go.



AMAL KILLAWI

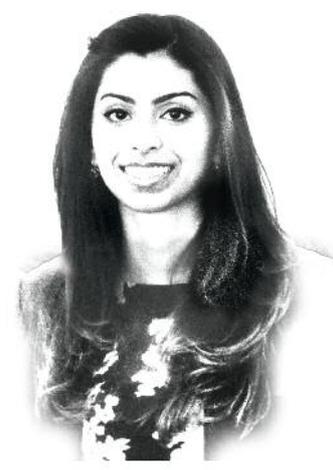
B.A., Psychology, M.S.W., Certificate Sexual Health, University of Michigan

What drew you to Rutgers School of Social Work's Ph.D. program? I was drawn to the school because of its cultural diversity and long-standing reputation as a distinguished school of social work in New Jersey. I also appreciate the program's focus on clinical social work and health disparities among disadvantaged communities, as that aligns well with my research interests.

What are you most excited about in coming to the school? Most nervous about? I am excited about the learning opportunities and meeting like-minded people who care about changing the world. I am nervous about the work load!

What are your areas of research interest? Mental health disparities in marginalized communities, influence of culture and religion on mental health, help-seeking behaviors, sexual health and dysfunction in women, community-based participatory research, mixed-methods research.

What drew you to this particular area of interest? Through my various practice and research experiences, I observed a discrepancy between the real, lived struggles of individuals with mental health issues and their challenges in seeking services and finding healing.



MARIUM RASHID

M.P.H., Health Policy, Rutgers University-School of Public Health; B.A., Biology, Rutgers University-Newark

What brought you to Rutgers School of Social Work's Ph.D. program? My research interests are very interdisciplinary, so the Rutgers School of Social Work was one program that stood out to me. All of the faculty as well as current students have interdisciplinary studies/research interests. I know that there are many faculty members here at the school and universitywide that hold the same research interests as I do and will help guide me through my degree. During my master's program at the School of Public Health, I was able to cross-register for courses at the Edward J. Bloustein School of Public Policy. I enjoyed the freedom of being able to cross-register for courses to better serve my research interests. I look forward to doing the same during my doctoral degree.

What are your areas of research interest? Homelessness, welfare policy, poverty studies, health policy; how social policies affect health outcomes, as well as how current and historical presidential elections and politics affect welfare policy. I am also very interested in politics; I hope to have a political component to my research. ■

Q&a

LAURA DIMARCANTONIO joined Rutgers School of Social Work in 2015 as the director of admissions, overseeing application review and recruitment for all M.S.W. programs at the School.

What are the three main things you are looking for in a candidate when reviewing an application?

1. A strong undergraduate record. The graduate programs at the School of Social Work include a rigorous curriculum and we want to ensure that admitted students will be successful academically. For the M.S.W. program, we typically look for a 3.0 GPA or better at the undergraduate level. We also consider grades achieved in completed graduate and nondegree courses.

2. Demonstrated commitment to social justice and the enhancement of human well-being. Strong applicants have typically spent time engaged in volunteer work or have held a position working in an area related to human services. The personal statement is critical in helping us determine how well-suited an applicant is for a career in professional social work.

3. Good fit. The school offers several different program choices to complete the M.S.W. (traditional/on-campus, 100% online, blended online, and intensive weekend for human services professionals). We closely review each application to ensure

they have selected a program that meets their described needs and professional and personal goals.

What are a few common mistakes applicants make and how can they be avoided?

Not following up on an application. Although you may have been diligent in submitting all of the application requirements, it is important to follow up with each school you apply to, ensuring all items have been received. Transcripts and letters of recommendation can get lost or delayed and prevent your application from being considered. Plus, a quick, courteous call to the admissions office will often get your application quicker consideration.

For the personal statement portion of an application, what helps to make a piece stand out?

I always like to see an appropriate personal story that demonstrates an applicant's passion for the selected program or career and also how they plan to contribute as a student and as a graduate. Follow any guidelines for the personal statement and be sure to address specific questions as requested. We want to select a



thoughtful candidate who will bring talent to the class and who will also be a successful alumni and ambassador for the school.

Are there any parts of the application that matter more than others, or that the applicant should focus on more carefully?

All areas of the application are important. We employ a holistic admissions review process, which means that we consider all aspects of the application to determine your potential for success and contribution to the program. Be thoughtful and concise in crafting your personal statement, select professional sources (supervisors, faculty) who know you well to write your letters of recommendation, and make sure your resume is accurate and up-to-date.

What assistance is available to pay for my graduate degree?

Rutgers offers many need-based

and merit-based types of financial assistance. Submit the FAFSA in a timely manner to ensure you will be awarded the maximum amount of aid for which you are eligible. Also, don't be shy about following up with the Office of Financial Aid to determine if there is other non-need-based assistance for which you may qualify—these include private loans and loan-forgiveness programs. Rutgers School of Social Work also awards significant scholarship funds to graduate students. For students admitted to the M.S.W. program, these can range from \$6,000 to \$10,000. Finally, research assistantships and graduate assistantships offered through the school help with tuition costs and can be completed in a variety of settings including research centers, student services, and academic program support.



PROFESSOR LENNA NEPOMNYASCHY RECEIVES WILLIAM T. GRANT FOUNDATION AWARD

THE WILLIAM T. GRANT FOUNDATION recently announced that Rutgers School of Social Work's own Lenna Nepomnyaschy, along with Maureen Waller, Department of Policy Analysis and Management at Cornell University, and Daniel Miller at the Boston University School of Social Work, received a research award under the Reducing Inequality focus area. This \$450,000, three year-grant funds high-quality, empirical projects that examine programs, policies, and practices that can reduce inequality among young people in the United States.

The research project, *Fathers and Low-Income Children's Academic and Behavioral Outcomes: The Role of Social and Economic Policies*, asks if social and economic policies are potential levers for increasing father involvement and reducing economic disparities in youth academic and behavioral outcomes. The team will examine existing survey and qualitative interview data to provide new insights into whether, and in which contexts, father involvement reduces economic-based inequality in children's academic and behavioral outcomes. They will use several nationally representative datasets to test if father residence and involvement are associated with differences in children's reading, verbal, and math scores; grade retention; and suspensions for children from low- and high-income families. They will also consider children's mental health symptoms and delinquent behaviors. To examine if state-level policies are associated with father involvement across states and over time, the team will compile a database of state-level wage, labor, child support, and criminal justice policies and link these to the individual-level datasets. The team will analyze the interview data for fathering challenges related to low-wage work, child support debt, and incarceration to contextualize the quantitative findings.



Research grants target early-to midcareer researchers for high-quality empirical projects. The largest of the three programs for researchers, research grants are awarded three times each year. The William T. Grant Foundation awarded five grants in June for projects that will address inequality in youth outcomes. ■

PHOTOGRAPHS BY PETER BYRON

How can an applicant determine if s/he is ready to pursue graduate education? Rutgers is one of the most diverse schools in the country and the students who enroll in the School of Social Work graduate programs certainly reflect this. Our applicants include those completing their undergraduate degrees, as well as seasoned professionals, many years removed from college, looking to change or advance their career. Whatever the background, I always encourage prospective students to consider their readiness to commit to graduate study. While we offer multiple flexible graduate programs, it is critical to plan for the time and financial commitment. Also, realize that for most, there is no "perfect" time to start a new degree program. However, with planning and diligent research on the best program for your lifestyle and goals, the rewards are immense and will set you up for future professional success. ■

IN THE NEWS

OUR FACULTY ARE NATIONAL EXPERTS IN THEIR RESPECTIVE FIELDS. HERE ARE JUST A FEW SAMPLINGS OF THEIR ARTICLES OR QUOTES IN THE NEWS OVER THE LAST SEVERAL MONTHS.



“Just like with most things in life, it all comes down to choice.”
 Blair Donner, an RA at Huamin Center, quoted in *The Hill*.
 November 2, 2016.
“The Difference Between Donald Trump and Warren Buffett – and What It Means for our Economy.”



“Some of us who are white are rightfully accused of being ‘colorblind.’ There’s an equivalent for straight men who can be ‘culture blind.’” Michael LaSala, director of the D.S.W. Program and associate professor,
 quoted in *The New York Times*.
 October 4, 2016. *“The Rise of the ‘Bromosexual’ Friendship.”*



“The job is going to be clear for those working in the field as activists, and those already working on college campuses, to make sure they advocate more loudly.”
 Sarah McMahon, the associate director of the Center on Violence Against and Women, quoted in *Buzzfeed*.
 January 5, 2017.
“Obama White House Issues Final Call On Combating Campus Rape.”



“When children are unnecessarily and traumatically removed from their parents, their physical and mental well-being suffers. These trauma effects are not short-lived. They can last a lifetime, even increasing the risk of early death.”
 Michael MacKenzie, associate professor for SSW,
 op-ed in *The Star Ledger*. March 30, 2017.
“N.J. psychologist: We must not harm children as a deterrent to immigrants.”



“Encouraging young people to become civically engaged is important not just for the here-and-now, but might have effects that last over decades to come.” Emily Greenfield, associate professor, quoted in *Reuters*. February 3, 2017. *“Extracurricular activities in youth tied to social engagement later in life.”*

<http://in.reuters.com/article/us-health-social-engagement-idINKBN1512AF>

ASK THE FACULTY

WE ASKED OUR FACULTY and staff to send along the best work-related advice they've received in their careers. Here is a sampling of what they shared.

"My mentor said one thing over and over: 'Focus, focus, focus.' We're all multi-taskers and it's too easy to answer phone calls, look at email, stop to resolve something etc. But if you want to be productive, you need to identify a task and resist distractions until it's done."

Lia Nower, J.D., Ph.D., Professor, Director, Center for Gambling Studies, Co-Director, Addiction Counselor Training Certificate Program

"Dr. Katherine Wood, a wonderful professor who taught at the Rutgers SSW from 1970 to 1996, provided my master's class with a wonderful piece of practice wisdom. She said, 'Once you get a job in an agency, don't walk around with an air of superiority. Treat the support staff with the same respect as you do other professionals. They usually run the agency and can make your life easier—or harder.' This sage advice is one of the keys to creating a culture of support and teamwork in the workplace."

Doug Behan, LCSW, Director of Continuing Education, Assistant Professor of Professional Practice

"I was in the store support center of a national retailer when I received one of the best pieces of work-related advice, though I didn't realize it then. I was working as a corporate trainer and was excited to take my sister on a tour of the corporate office. We happened upon the CEO and I asked him to give us advice about how to achieve professional success. He said, 'Work hard.' Work hard? I was annoyed. What a boring, trite platitude. But, in the years that followed, I watched that man lead the organization through spiking fuel costs and continue to drive growth in unexpected and highly profitable ways. As I reflect on the culture of that organization, I now see how a willingness to work hard has benefited my own career, and understand that his phrase remains one of the gold standards for success."

Lauren A. Davis, Instructional Technology Specialist, Jersey Child Support Institute Institute for Families School of Social Work

NEW JERSEY BECOMES FIRST STATE TO OFFER NEW PARENTS BABY BOXES



PHOTOGRAPH BY PCAMERON BOWMAN

WHEN RUTGERS' JUDY POSTMUS read an article last year about a program in Finland that provided sturdy, safe boxes to new mothers for their babies to sleep in, she sent an email to a few people in state government saying, "Why not do this in New Jersey?" She never imagined it would happen so fast.

On January 26, New Jersey became the first state nationwide to launch a universal baby box program for its residents. The cardboard boxes, which come with a mattress and other newborn supplies, are the newest effort on the part of the state to lower infant mortality rates from Sudden Unexpected Infant Death (SUID).

"When you review the deaths of infants under 5 months old in New Jersey, nearly 90 percent died because of unsafe sleeping environments," said Postmus, who, in addition to her role as director of the Center on Violence Against Women and Children (VAWC) at Rutgers' School of Social Work, is also vice-chair of the New Jersey Child Fatality and Near Fatality Review Board. In 2014, the latest year for which statistics are available, there were 57 deaths from SUID statewide.

"We're really excited that New Jersey decided to open this program to all state

residents, and not just to a certain socioeconomic group," Postmus said. "This universal program is crucial to prevent SUIDs in all families in New Jersey."

Here's how the program works: any expecting parent or parents of infants younger than 3 months old in New Jersey can register for free at Baby Box University. They then watch a 15-minute online parenting education course and take a short quiz to get certification of completion, which entitles them to a sleeping box filled with newborn essentials, such as wipes, diapers, breast pads, and more.

New Jersey has partnered with The Baby Box Co., a California-based company, which will ship boxes directly to families' homes. Parents can also pick up their boxes at one of six distribution centers in the state, including Cooper Hospital in Camden; new locations are being added every day.

The use of baby boxes, which can be used for the first 5 or 6 months of life, has been linked to improved health outcomes for newborns. The concept originated about 80 years ago in Finland, where the infant mortality rate is the world's lowest at 1.3 deaths per 1,000 births. ■

Anna Haley-Lock

D

R. ANNA HALEY-LOCK arrives at Rutgers most recently from the University of Wisconsin-Madison School of Social Work, where she was an associate professor from 2003 to 2009 and served as associate director from 2013 to 2015. From 2003 to 2009, Professor Haley-Lock was on the faculty of the University of Washington School of Social Work. She earned her M.S.W. in clinical practice and Ph.D. focused on organizations and management from the University of Chicago School of Social Service Administration, and B.A. in women's studies from the University of Michigan.

Dr. Haley-Lock's work investigates how organizations are shaped by a range of internal and external forces, and in turn shape the lives of individuals, families, and communities. Within that emphasis, she studies employers' choices about designing, managing, and rewarding jobs, and the impacts of those choices on employment outcomes experienced by organizations and their workforces. She focuses on low-wage or "working poverty" jobs in for-profit, nonprofit, and public settings, including retail stores, restaurants, long-term care facilities, domestic violence services programs, the U.S. Postal Service, and occupations disproportionately held by vulnerable groups of workers such as women and primary or sole family caregivers. She draws on perspectives from sociology, political science, and business to frame her work theoretically, and utilizes quantitative and qualitative methods.

Dr. Haley-Lock's findings inform social work practice by identifying "upstream" strategies for changing workplaces and public employment policies to promote worker, family, and community economic and social well-being. Her work is published in varied social work and other journals (e.g., *Social Service Review*, *Nonprofit and Voluntary Sector Quarterly*, *Administration in Social Work*, *Journal of Community Practice*, *Work & Occupations*, *Industrial Relations*, *Harvard Civil Rights-Civil Liberties Law Review*, and *Community, Work & Family*).

She describes the importance of several objects in her office.

1 Obama Ticket:

There is a beautiful coincidence with the framed Obama/Springsteen ticket. A past student who had been a long-term campaign operative for President Obama got me a ticket to this last speech of his in Madison. It was thrilling. I was maybe 20 feet from the stage. I was extra tickled at the time that the musical guest was Bruce Springsteen. Who knew how apt that would wind up being years later, when I returned to New Jersey. As for its off-centered placement in the frame, it slipped during my move here, and given current circumstances, I've left it that way for the symbolism.

2 Chinese Brush:

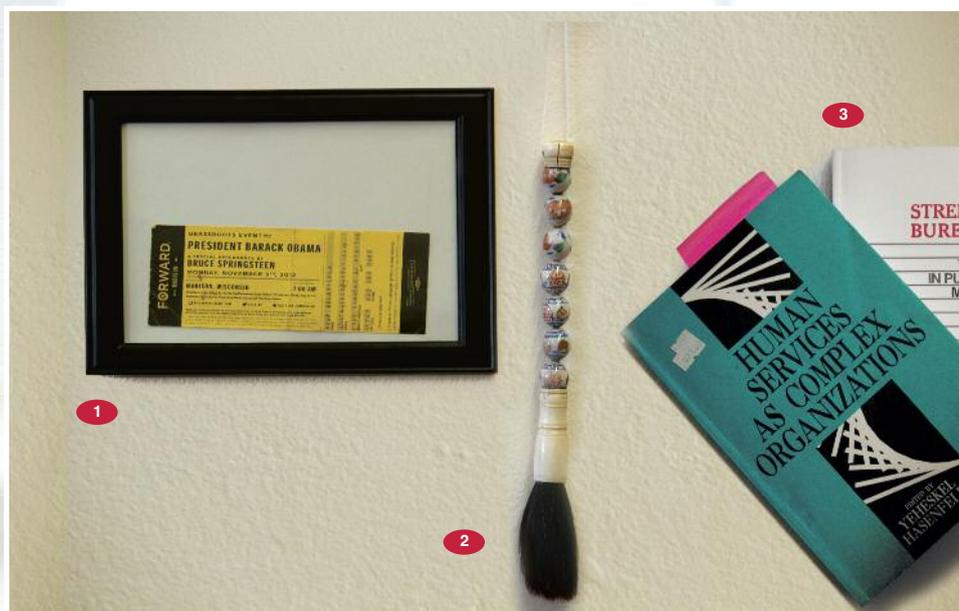
The traditional Chinese scholar's brush was a gift from my former dean, Professor Eddie Uehara, upon my departure from the faculty of the University of Washington School of Social Work. It reminds me of her wonderful support for my work, and of the extended nature of my intellectual community.

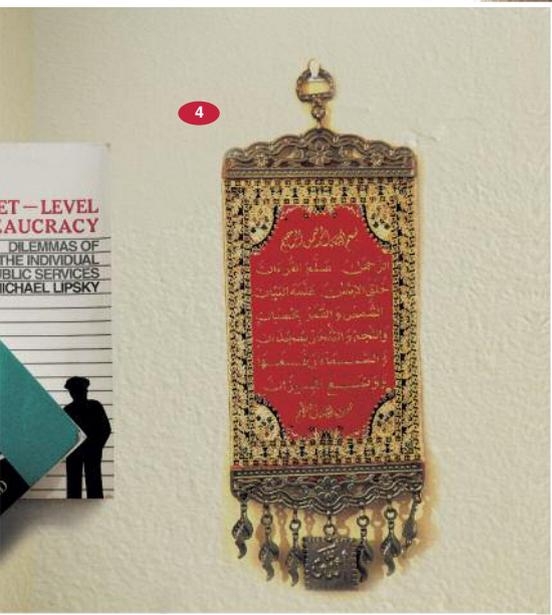
3 Books:

Two books, written by Michael Lipsky and Yeheskel (Zeke) Hasenfeld, which I first read during my master's studies at the University of Chicago, opened my eyes to the macro and organizational side of social science and social work. Ever since then, they have continued to profoundly shape how I think and approach both my teaching and research.

4 Arabic prayer hanging:

This was a gift from one of my first students at UW-Madison, who had followed a remarkable career path: she had served in the U.S. Navy for five years, during which she had become an Arabic linguist, and then decided to get her MSW. As part of her Master's studies, she pursued an overseas field placement in Cairo with the World Health Organization. This piece is a miniature version of a prayer rug, which she purchased at a historic souk in Cairo, and bears a chapter from the Koran. ■





PHOTOGRAPH BY PETER BYRON

BEATING

HOW THE PRICE FAMILY FELLOWSHIP IS

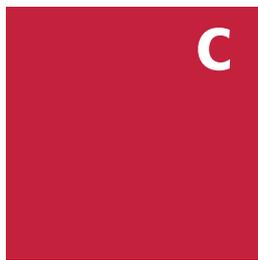
PHOTOGRAPH BY PETER BYRON



THE ODDS

EMPOWERING AN UNDER-SERVED STUDENT POPULATION.

By: Melissa Khavidahl



COLLEGE IS OFTEN described as a time to freely explore academic interests, build friendships, live away from home for the first time, and have a little fun along the way before entering the “real world.” But for students transitioning out of the foster care system, the reality is much more complicated.

According to data presented at the 2015 annual meeting of the American Education Research Association, just 3 percent of students who have lived in foster care graduate college—one of the lowest performing demographics in the country. Presenters cited many factors that contribute to this low graduation rate, among them a lack of access to resources like counseling or tutoring, and financial challenges, including but not limited to raising funds for tuition, housing, food, and other necessities of college life.

with the Division of Child Protection and Permanency (formerly DYFS) or any state child welfare agency after age 13.

The program provides each accepted student with a laptop, a \$1,000 yearly stipend for books, transitional housing on campus during breaks, and mentoring services. Mentoring services are designed to facilitate access to resources on campus that can help students thrive, succeed, and, ultimately, earn their degree. Essentially, as program coordinator Adam Staats describes it, “the university has

FINANCIAL AID

Undoubtedly, some of the biggest challenges facing the Price community are financial. Staats estimates that not having support during the financial aid application process could leave valuable dollars on the table for these students. So, assisting with these and other applications and scholarships is a top priority.

And, of course, providing \$500 per semester for books bridges the gap for many fellows. “I don’t have money for books,” says Vanessa Raymond, a Price Fellow from West New York, New Jersey, currently in her fourth year of a five-year master’s degree track program in public policy. “Without that stipend, I wouldn’t be able to perform academically because I wouldn’t be able to access the materials I need.”

Raymond, who has been living on her own since graduating high school, was also able to secure a summer internship through Price, allowing her to live on campus and access a food stipend each week during break—without which, she says, she would have been homeless.

Indeed, many Price Fellows hold jobs while they complete their studies. But the program takes immense care to ensure that students don’t need to make the difficult choice between working to pay for necessities and working to pay for tuition. Because, as Staats explains, “once a student takes a semester off to help support a family member or themselves, it is unlikely they will return.” To avoid this, the program often covers the cost of summer classes and housing, and even digs into emergency funds to provide students with gift cards to local grocery stores when times are especially rough.

Another goal is to ensure that those who want to take on an unpaid research position or internship aren’t deterred from doing so purely on the basis of finances. Kayvon Toofani, a senior economics major from Ridgefield, New Jersey, for example, was able to accept an unpaid position with an economics professor when Price stepped in with a \$750 stipend to support his work.

Family obligations also put a financial strain on many fellows, including Raymond as well as Seph Williams, a senior from Trenton,



But, thankfully, there is a bright side: researchers also found that students who were introduced to campus resources took advantage of them and ultimately performed better academically, thereby improving their chance of reaching graduation. Even better, said the researchers, is if an institution has a formal program targeted specifically toward this student population to help them connect the dots.

Here at Rutgers, the School of Social Work answers this call with the Price Family Fellows program, housed within the Institute for Families and funded by the Price Family Foundation. In order to become a fellow, students must be accepted full-time on the New Brunswick Campus, complete the Free Application for Federal Student Aid (FAFSA, and have had previous or current involvement

tons of resources, and I see Price as a conduit that connects our students to these resources.” That may be the program’s goal on paper. In practice, Price’s efforts are invaluable in anchoring students to campus and providing personal support they may not have had while in the welfare system. “It may take me going with them to counseling the first time. It may take sitting with them and reviewing the tutoring schedule together, and then texting them afterwards to see how it went,” adds Staats. “But the bottom line is, we want to show them they have support here, that someone really cares about them, and that there’s a home for them on campus—a safe place where they can be who they are and talk about their problems, and we help them to the best of our abilities.”

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New Jersey, double-majoring in neuroscience and finance. Both students find themselves supporting their younger siblings. “I have to take time out of my schedule to help my sister because no one else can,” Raymond says. “I’m giving her money for food or a number of other things she needs. Because of the financial support I get from Price, I’ve been able to stay in school while I continue to help my sister.”

As Williams puts it, “Price gives me a cushion, and makes the difference between knowing I can do this versus it being out of my league.”

PREPARING FOR THE FUTURE

While many of Price’s benefits are targeted toward helping students meet the financial and logistical needs of attending Rutgers, many more prepare students for life after they leave campus.

Facilitating internships is just one of these initiatives. Toofani, for example, is embarking on his first internship at a local art studio, where he’ll be able to marry his love of the arts with his business aspirations.

Professional development is another component. During their senior year, Price Fellows begin working with staff on a transition plan, designed to help them reach graduation and prepare for life after Rutgers. According to Staats, this includes professional development training, resume critiques, interview preparedness seminars, networking events, and job readiness workshops, as well as making sure they have a housing plan (and a few backups, just in case), a proper savings plan, and appropriate clothing for interviews. The experience is invaluable, says Williams.

“So much of this was introduced to me for the first time, and that’s with all the life experience I had and being the nosy kind of kid that I was,” he says. “So it’s not a far reach to say it was a first for everyone else as well.”

If you ask Staats—and the Price Fellows themselves—the financial aid, housing assistance, and career support are just one part of what makes the program so special. “Our students come to refer to this as a family, and that’s what’s most meaningful—having that support and feeling like they’re not alone,” Staats says.

“Price is a lifeline,” agrees Williams. “Most children have families they can go home to, or a support system to turn to in an emergency. But that’s not the case for many of us in Price, and that brings us together. We have that sense that you don’t have to walk into the room and be looked at as the foster kid. That, in and of itself, is comforting, and we have built bonds that will last long after we leave college.” ■



There are many ways to contribute to the Price Family Fellows program that don’t cost a cent. Here are three ways alumni and friends can give back, according to Staats:

BE A MENTOR.

Connecting with a supportive adult can be life-changing for a Price Fellow. “We had one alumna from the School of Social Work offer Sunday dinners for students, so they had somewhere to go and eat a home-cooked meal,” he says. “That’s just one way alumni can spend quality time.”

HOST AN INTERN.

It’s important that Price Fellows — and, arguably, all interns — get paid for their work. Can’t afford it? Price will cover the cost of the stipend if a company cannot afford to pay an intern coming from the program. “It’s making the work available, and all we ask is that they be a supportive supervisor and mentor, and help our students develop their skills so they’re prepared for work,” Staats says. “We don’t want our students to have to turn down a great internship just because it doesn’t pay.”

TELL YOUR STORY.

Staats is always looking for speakers to join panel discussions about career paths. This opens the door for students who, because of their backgrounds, may not know the practical steps to achieving success in a given career.

Reference:

1. <https://www.sciencedaily.com/releases/2015/04/150419193908.htm>

GAMBLING IN NEW JERSEY:

**BIG FUN,
BIG MONEY, AND
BIG PROBLEMS**



N

NEW JERSEY continues to double-down on gambling expansion. Revenues are up, sports betting is likely, and nearly 70% of adults in the state report gambling last year. But a newly-released statewide gambling prevalence survey suggests expansion may have a price: The rate of gambling disorder in the state is four times the national average, with one out of every 16 adults surveyed reporting symptoms of a serious gambling problem.

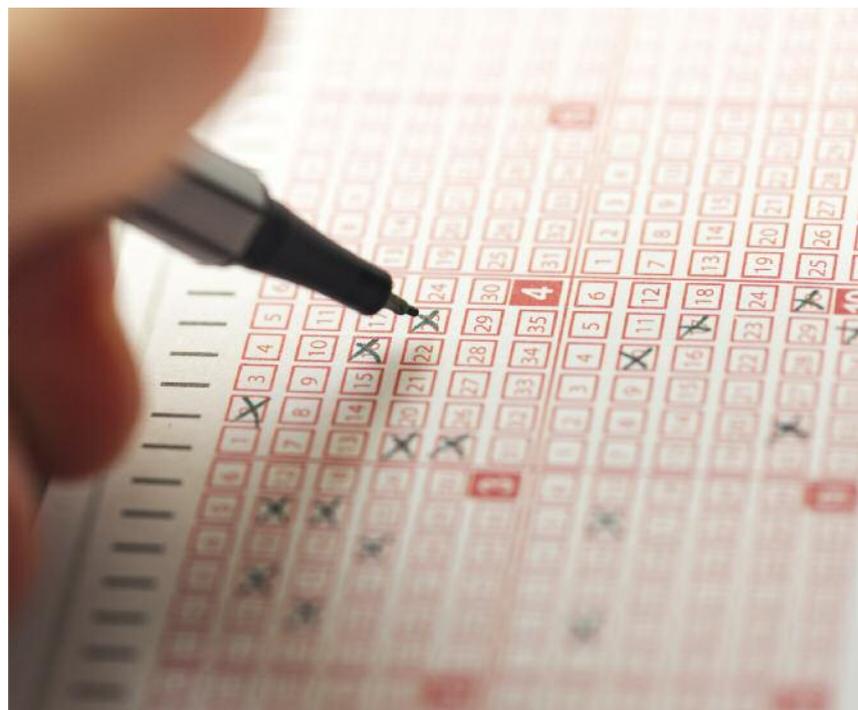
The Center for Gambling Studies at the School of Social Work conducted the study of a representative sample of 3,634 adults by phone and online. It was the first comprehensive look at gambling behavior in a representative population in New Jersey since the 1980s. The New Jersey Division of Gaming Enforcement and the Division of Mental Health and Addiction Services commissioned the study.

“Like Nevada, gambling in New Jersey is part of the culture, and there are always new opportunities,” said Professor Lia Nower, who directs the center and led the study. “For most people, gambling is recreation. But the more games you play, the more often you gamble and the more venues you frequent, the more likely you are to develop a problem.”

Rates of gambling disorder in the general population hover below 2%. But in New Jersey, the survey found that more than 6% of residents would likely meet clinical criteria for disorder. In addition, nearly 15% of those surveyed reported experiencing low to moderate problems with gambling—a rate that is three to four times those found in most other states.

“Not only do we have a lot of gambling in New Jersey, but we’re surrounded by states like Pennsylvania, Delaware, and New York that are also dependent on gambling revenues,” Nower said.

More than 75% of gamblers in the study said they only wagered at land-based venues like casinos and race tracks, and only 5% reported gambling online. About 19% of



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gamblers said they gambled both online and at land-based venues. The most popular games in the survey were lottery tickets and instant scratch-offs, gaming machines, and live casino table games.

“Online gambling may contribute to problems,” Nower said, “but it doesn’t appear that online gambling is responsible for higher rates of problem gambling. The people with the most severe problems are typically those who gamble on activities like slot machines and video poker at casinos and also played casino games online. Machine games allow people to lose a large amount of money in a short amount of time. It’s the additive effect of multiple games that contributes most to gambling problems.”

Gambling used to be a man’s game, but women are now gambling at increasingly higher rates. In New Jersey, a slightly smaller percentage of women (67%) compared to men (73%) gambled in the past year—84% of them exclusively at land based venues. Most women who gambled were middle-aged and were more likely to gamble without problems, though about 13% reported moderate or severe gambling problems. In addition to the lottery, women who

gambled weekly preferred gaming machines compared to men, who endorsed sports betting, horse racing, and live casino table games.

Two doctoral students in the School of Social Work—Kyle Caler and Jose Ricardo Vargas Garcia—assisted with the study. To them, the most surprising finding was the high rate of gambling and gambling problems among ethnic minorities, particularly Hispanics.

“In social work, we learn about the Hispanic Paradox,” said Caler, the study’s director. “Hispanics and Latinos normally have better mental health outcomes than whites and others with higher socioeconomic status. But the study here found the opposite, and that was a surprising finding.”

Hispanic adults reported the highest rates of problem gambling, followed by Asian gamblers. About 16% of Hispanic adults in the survey would likely meet criteria for gambling disorder—a rate more than eight times the rate in the general population and three times the rate of white adults. Hispanic gamblers were also more likely than whites (29% versus 14%) to gamble both online and in land-based venues, a combination associated with higher rates of problem gambling. They reported the highest gambling frequency of any group; about 47% of Hispanic adults in the survey said they gambled once a week or more.

“Before, we thought that being Hispanic was a protective factor,” said Vargas Garcia, who studies attitudes toward gambling among Hispanics and Latinos. “But a lot of that research was based on undocumented or immigrant Hispanics. It appears that there is a more established population of Hispanics in New Jersey than we had realized, and that population has assimilated and acculturated. We are seeing how they really gamble in relation to other established ethnic groups. And we know nothing about them.”

He added that no research to date has examined the role of



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gambling in the Hispanic culture. “Do Hispanics and Latinos—or certain groups of Hispanics or Latinos—have a more permissive attitude toward gambling?” asked Vargas Garcia. “Is it part of our culture like with certain Asian groups? Nobody knows.”

In addition to gambling behavior and problem severity, the study examined the relationship of gambling to daily fantasy sports (DFS) play.

To investigate the relationship of gambling to DFS, the study examined individuals who played the game the previous year. Of those 336 players, only seven were non-gamblers. Nearly 80% of players were men, and a majority (62%) gambled both online and in land-based venues. All 70 of the women who played DFS were gamblers, with more than half indicating they bet both online and at land-based venues and nearly 40% playing only at land-based venues.

Characteristic of gamblers in general, DFS players who gambled played the lottery, scratch-offs, gaming machines, bingo, and live casino table gambles. However, unlike other gamblers, 95% of DFS players who gambled did so once a week or more and likely met criteria for gambling disorder. Both frequency and severity of gambling in this group were significantly higher than among gamblers in general.

The study uncovered a more striking disparity with regard to mental health problems and addictions. Compared to non-gamblers in the study, gamblers were significantly more likely to report higher levels of tobacco use, alcohol consumption, binge drinking, illicit drug usage, and problems with alcohol, overeating, sex, or pornography and excessive exercise.

But DFS players who gambled reported double the rate of tobacco use, binge drinking, and serious mental health problems in the past 30 days when compared to other gamblers. They were also four times more likely to use illicit

drugs and to experience problems with sex or pornography. Notably, 14% of DFS players reported thoughts of suicide and 9% had attempted suicide in the past year, the study reported.

“To me, there is no question that DFS play is gambling,” Nower said. “What the study shows, however, is that, regardless of how it’s classified, people who play DFS are likely to also gamble at problematic levels and to have other serious mental health and addictive problems. Our findings suggest that not only should DFS be regulated, but it should also contribute to the development and delivery of evidence-based treatment.”

Nower added: “In social work, gambling disorder is not even on our radar. Most social workers think gambling is all fun and games. Most schools don’t teach students how to identify or treat it. Most agencies don’t screen for it or understand how devastating it can be.”

Caler echoed those concerns. A former group home supervisor, his research focuses on people with disabilities, particularly developmental and intellectual. “With the internet, anyone can gamble and most people who work with people with disabilities wouldn’t think to monitor their gambling activity,” he said. “That makes it unlikely that caregivers would know there is a problem until the problem is severe. In social work we try to protect the most vulnerable groups, but we aren’t doing a lot to educate social workers about gambling.”

A follow-up prevalence study is scheduled for late this year. Dr. Rachel Volberg, a leading gambling prevalence researcher, and Leger, a Canadian-based marketing and research firm, are collaborating on both studies. ■

Advice for Alumni from Alumni



LATIA MCNEELY-SANDIFORD

("The Adversity Expert") M.S.W. '02 was born and raised as an only child in Jersey City, New Jersey, among poverty and addiction. Her journey is reminiscent of many of those you'll serve. Her parents were both heroin addicts. Her mother died at age 26, when McNeely-Sandiford was only 9 years old. Her father remained present in his addiction, and absent in her life. At age 13, she became a single parent. Through her adult years, as she struggled to free herself from an abusive relationship, her desire to succeed never wavered. Despite the many adversities facing her, she refused to be seen as merely a statistic.

Today, McNeely-Sandiford is a published author, entrepreneur, success coach, consultant, philanthropist, and mentor. Below, she offers fellow alumni her five "Tools to Take" on their journeys of service.

Share your hope.

As social workers, our life's work is to empower others. We are also responsible for helping our clients to envision lives that their circumstances prevent them from seeing. However, through your words of hope and optimism, you will inspire them to access their own power. When they

understand that success is attainable, they will be more motivated to achieve it.

Have the courage to take a stand and be authentic.

Social workers are a voice for the voiceless. Sometimes, circumstances and/or policies may position you against the grain, but don't be afraid to take a stand against the powers that be. The best way to help your client is to be authentic and consistent. A great advocate will make some people uncomfortable. We are to protect the human dignity of those without access or for whom the scales of justice are imbalanced. In those times of great difficulty and unpopularity, you must remain steadfast in the mission. Advocacy isn't going to be easy, but it will always be worth the fight for the person for whom you are advocating. Always stand for what's right and what's true on behalf of your clients and yourself.

Learn the business.

Once you begin your career as a servant, you may forget that social work is a business. Leading successful social services agencies requires an understanding of how

businesses operate. For most social workers, much of your career will be spent in the nonprofit sector. Eventually, you'll be positioned to lead those agencies. Understanding how nonprofit agencies operate as businesses will prepare you to best strategically implement policy and practice for the betterment of your clients. An administrative skills set provides the experience needed to lead progressive and transformative agencies. To lead change, one should strive to be in executive positions seated at the tables where decisions are made.

Develop an area of expertise.

Find your passion place. The area of service takes on many forms. While you're in the process, you won't realize how the work takes a toll on you. To minimize the effects of burnout and create a longstanding career, I encourage you to transition your passion into expertise. Developing an expertise best prepares you as an SME (subject matter expert) and entrepreneur. By becoming a leading expert in your field, you narrow your work to what you love. By doing what you love most, you can develop a business that never allows the "work" to feel like work.

Surround yourself with people who support you.

Social work is a thankless profession. You'll often find yourself at your wits end fighting for change that can sometimes seem impossible to attain. In these moments, you'll be forced to ask yourself, "Why do I continue?" It's important that you have support in those times. While the need to improve the quality of life for all will surely push you, someone to call can carry you from day to day. Just remember this, you were called to do this work because you are strong enough to bear the burden. We fight. We fall. We forge partnerships so that we can get up the next day and do it all again. May God bless you!

To connect with LaTia, visit www.lvpnj.com and www.mslatia.com

Alumna's Personal Experience Propelled Activism on Behalf of Adoptees

Susan Merkel lobbied for passage of the New Jersey Birthright Bill, which went into effect this year



SUSAN MERKEL looked around the dining room at the elegant Highlawn Pavilion in West Orange that day in 1986, struggling to keep from blurting out the truth to people eating lunch at nearby tables.

"I wanted to scream out to everyone present that I was meeting my mother for the very first time," the Rutgers graduate recalls.

She was 23, a newly-minted college graduate pondering her next steps in life, and for the first time she was face to face with someone who looked like her, someone whose personality matched hers—someone who had given birth to her.

The encounter was surreal, overwhelming and fraught with tension, Merkel says today. But it finally provided answers to questions she had struggled with most of her life as to where she fit into the greater world.

Thanks in part to lobbying by Merkel and like-minded activists, reunions such as these have become easier for those who search for their origins.

As of January 1, 2017, the state enacted the long-awaited New Jersey Birthright Bill, granting adoptees access to their official birth certificates, essentially opening records

sealed away since 1940.

The West Windsor, New Jersey, resident, who received her master's degree in social work from Rutgers' School of Social Work in 2012, can draw a direct line between that charged meeting three decades ago and her advocacy efforts on behalf of the measure—as well as the work she does as a clinical social worker at the Infertility and Adoption Counseling Center in Pennington, New Jersey

Signed by Gov. Chris Christie in 2014 after more than 30 years of lobbying, the bill brings adoptees closer to information about their parents, as well as their medical histories and places of birth.

It also provided a safety net for birth parents: Those who wished to have their names redacted from the pertinent documents had until December 31, 2016, to make their request. Birth parents who change their minds and decide not to redact their names can reverse the decision at any time, according to an announcement by state health commissioner Cathleen Bennett.

Both as an adoptee herself and the mother of an adopted daughter—Merkel and her husband, Barry Leavitt, brought 10-year-old Maia home from China in 2007—Merkel dramatically experienced the barriers erected by rules and policies set in stone generations ago.

"When adopted persons don't have access to their original birth certificates, they are barred from their own medical history," she says. They often grow up not knowing of their heritage, or their ethnic identification—basic civil rights enjoyed by citizens who have not been adopted.

Case in point: When her birth mother died of breast cancer less than 10 years after that emotion-filled encounter, Merkel was unable to bury her because she lacked the original birth certificate to prove she was indeed the daughter of Joan Babbage, the woman who had relinquished her at birth.

So while her mother's body remained

in cold storage, the heartbroken young woman found herself fighting in court for permission to arrange for the interment.

Later, when Merkel and her husband decided to adopt a baby from Russia, the birth certificate issue reared its head again.

"We got stopped even before we went, because the document I had was not the original—we had to go to China instead," says the social worker, who later joined members of the New Jersey Coalition for Adoption Reform and Education to lobby for the policies being put into place in January.

Merkel is convinced her life would have been easier if the New Jersey Birthright Act had passed earlier.

"I would have been able to spend time with people who 'got me,'" she says, "and I would have understood the details surrounding my relinquishment. Instead, I felt like an outsider in my own family. I did not look like them, think like them, and [we] had very little in common.

"I would characterize my reunion with my birth family as a healing process."

Today in her work at the Infertility and Adoption Counseling Center, Merkel uses these memories to help guide clients who are about to set off down the same road.

She encourages them to prepare for a possible reunion with birth parents by asking themselves penetrating questions: What do I hope to achieve? What are my expectations?

And she primes them to understand that the encounter may have unexpected reverberations: How about people in your birth family who don't know you exist—how will they react? What if your birth mother wants to have a long-term relationship with you—and you don't?

Merkel has also lent her voice to the American Adoption Congress, which is working state by state for legislation permitting adult adoptees access to their original birth certificates. To date, 20 states permit such access, some with restrictions.

"The power of that document—it's something people take for granted," Merkel says.

That's a luxury she never had. ■

— Fredda Sacharow

IN MEMORIAM

We extend our deepest sympathy to the loved ones of the deceased alumni listed below who have passed away since October 2016.

Albert E. Beaton III SSW '14

Dan Patrick Downey SSW '69

Dolores A. Ostrow SSW '94

Esther E. Brome NCAS '75, SSW '78

Susan Roth Feldman LC '80, SSW'83

Leroy H. Pelton SSW '85

Mary T. Brown SSW '76

Helen I. Goode SSW'02

Susan J. Rabinaw Ph.D. '93

Kimberly A. Chatlos SSW '90

Gary T. Holman SSW '00

Ellen N. Resnick SSW '81

A. Maral Clemments NCAS '83, SSW '88

Geoffrey G. Kennedy SSW '66

Grace J. Zelaney SSW '78

Marianne Damiano Perzel SSW '79

Sister Marian I. McMullen SSW '87

Audrey O. Dow SSW '68

Frank A. Migliaccio SSW '71



Challenging Racial Disparities: Poverty, Race, and Addiction

Join us for the School of Social Work's first-ever comprehensive conference devoted to topics related to racial disparities.

Wednesday, June 7, 2017 • 9 a.m. to 3:30 p.m.
Busch Campus Center • Rutgers Busch Campus, Piscataway, NJ

**SOLD
OUT**

Designed with the practitioner in mind, this conference will provide social workers and allied professionals with a dynamic learning opportunity on the topic of racial disparities. Through expert presentations and interactive discussions, attendees will gain new skills to address issues of race in their practice with clients, organizations, and communities. Let's further the national conversation together.

Breakout sessions include:

- Addressing Racism within Substance Abuse Treatment Programs
- Children and Race: The Influence of Social Workers on Future Generations
- The Relationship Between Race and Trauma: Race-Based Traumatic Stress
- Unpacking the Unintentional Expressions of Racism in Clinical Practice
- Targeting Racial Disparities in Achievement: School-Wide Approaches

Keynote Speaker:

Carl Hart, Ph.D.
Chair, Department of Psychology, Columbia University and Nationally
Acclaimed Speaker & Author on Drug Policy and Inequality

Cost is \$69 and includes lunch and continuing education credits.

**To see the full line up and to register, go online today at RaceConference2017.Rutgers.edu.
Send your questions to the Office of Continuing Education, at ce@ssw.rutgers.edu.**

SNAPSHOT

This past December, nearly 175 Rutgers alumni, students, faculty, and friends attended the Annual Winter Alumni Reception. Many were there to celebrate the Intensive Weekend program's tenth anniversary and to reconnect with friends and faculty over food and drinks.

During the evening, Dean Catherine Potter introduced guest speakers who played an important role in the development of the program. Richard L. Edwards, Chancellor of Rutgers New Brunswick and Dean when the program was initiated, spoke about the early history and highlighted its significance for students working in public child welfare and in the human services. Allison Blake, Commissioner of New Jersey's Department of Children and Families, reminisced about her experience teaching in the program and its influence on some of her top staff. Nancy Carre-Lee, '08, assistant director of the Division of Child Protection and Permanency and Kate Keisel-Caballero, '16, CEO and founding co-director of Sanar Wellness Institute, represented the program's first and most recent graduating classes. Ericka Deglau, director of the Intensive Weekend program since its founding, presented a bouquet of recognition to Jacqueline Zapata, a alumna now retired from DCF, who did much to facilitate students participation in the program.

The Intensive Weekend program currently has over 200 students in four off-campus locations throughout New Jersey and will surpass 400 graduates in 2017. For more information about the program, please visit socialwork.rutgers.edu/academics/master-social-work-msw/msw-intensive-weekend-program.

Stay tuned for details about the next alumni reception in 2018.





CALENDAR OF EVENTS

Challenging Racial Disparities: Poverty, Race, and Addiction

Wednesday, June 7, 2017, 9 a.m. to 3:30 p.m.
Busch Campus Center, Piscataway

The 2017 Conference Challenging Racial Disparities: Poverty, Race, and Addiction, will feature guest speakers and break out sessions around issues of racial inequality and social justice.

Human Error Reduction Training

Extension Conference Center, Cook Campus
Wednesday, June 21, 2017, 8:30 a.m. to 3:45 p.m.

All are welcome to participate in the workshop designed to help you understand the fundamentals of human performance and behavior necessary to prevent accidents and injuries both at work and at home.

Exhibition - Reflections: Photographs of Iconic African Americans by Terrence A. Reese (TAR)

Current through Saturday, July 30, 2017
Thursdays and Fridays, 10 a.m. to 4:30 p.m.
Saturdays and Sundays, Noon to 5 p.m.
First Tuesday of most months, 10 a.m. to 9 p.m.
Zimmerli Art Museum
71 Hamilton Street, New Brunswick

In his series "Reflections," Terrence A. Reese, also known as TAR, depicts pioneers from a variety of fields who have shaped American culture and history. The exhibition features a wide range of African American politicians, artists, educators, and musicians—many with overlapping roles as activists who have fought against racial, social, and economic inequality.

Movie Date Night

Thursday, August 10, 2017, 7 p.m.
140 Log Cabin Road, Cook Campus

Watch a movie on a warm summer night under the stars in the Gardens while picnicking on blankets.

Exhibition - Guerrilla (And Other) Girls: Art/Activism/Attitude

Current through Saturday, July 29, 2017
Thurs. and Fri., 10 a.m. to 4:30 p.m.
Sat. and Sun., Noon to 5 p.m.
First Tuesday of most months, 10 a.m. to 9 p.m.
71 Hamilton Street

Explore how the Guerrilla Girls have used bold graphics, statistics, and irreverent humor to expose inequalities within the art world (and the world) with witty posters, performances, and guerrilla tactics since they became active in 1985.

SOLD OUT



An alumna with true passion:

A DAY IN THE LIFE...

By: Dawn Apgar, SSW'93, Ph.D.'02

D

r. Dawn Apgar, SSW'93, Ph.D.'02, who received a bachelor of arts degree in psychology from Bucknell University, as well as a master's degree and a doctorate in social work from Rutgers University, recently joined the faculty at Seton Hall University as an assistant professor and director of the BSW Program. Prior to that, since 2010, she served as deputy commissioner of the New Jersey Department of Human Services, the largest department in New Jersey state government with more than one-third of the state workforce. Before then, she was an assistant professor at Marywood University and the director of the Developmental Disabilities Planning Institute at the New Jersey Institute of Technology. Perhaps best known for her work on social work licensure, Dawn recently served as chair of the New Jersey Board of Social Work Examiners and has written test preparation guides that are used across the country to assist social workers with passing the licensure examinations.

Early in my social work career, I was given a bumper sticker that said, "The world belongs to those who show up." It highlights the importance of being at the table, visible and active, in our personal and professional lives. Social work is a "team effort"—we all benefit when others do better. Our work is not done in isolation sitting in an office, but rather interacting with others who are concerned about addressing the same problems and meeting similar needs. Making real change requires hard work at all levels—ensuring that sound policies and programs are enacted as well as services that are delivered effectively and efficiently. This work

is difficult and never-ending so it is important that social workers take time for themselves to avoid burnout, as well as educate and mentor those who will be the next generation of advocates, change agents, and helpers.

I try to dedicate a portion of my day to each of my professional and personal interests, which requires multitasking and juggling a very busy schedule. A colleague once told me that managing lots of different activities is a job in itself, though it is never recognized as such by those who do it. I have always lived my life in multiple social work worlds—policy, practice, and teaching/scholarship—so time management and "switching gears" is inevitable and is reflected in my typical day.

At 5:51 am, my iPhone tells me that I have nine minutes before I have to get out of bed. I usually take those nine minutes to think about what I will be doing on that particular day, and most important—what I need to do before and bring with me when I leave the house. This short but important planning makes sure the rest of my day goes smoothly.

By 8 a.m., both my kids are on the bus or at school with their lunches, homework, gym clothes, books, backpacks, and their own daily schedules of who has what activity, and when and how they will get there and home. I need to make sure my own family is taken care of before I can help others.

I am ready to make the one-hour drive to Trenton. There is a joke about "Trenton time" as everything seems to run late there,

probably because things are always changing and there are ongoing competing priorities that demand immediate attention. I use the drive and time before my first meeting to make phone calls or dictate emails that I had on my "to do" list from the day before.

The functioning of state government is very difficult to understand. An issue can often involve the operations of multiple departments. The duties of the legislative and executive branches are also very unclear to most people. I may spend the morning speaking to different legislators about concerns raised by their constituents, discussing the implications of proposed or adopted legislation, or meeting with other government leaders about a common issue or problem.

By noon, I am on the road again in order to get to Essex County for a 1:30 p.m. meeting. I always bring my lunch and have it with me at all times as I never know when and where I am going to have a chance to eat. I learned the hard way to make sure that it is not something that has to be heated and can be eaten easily while driving!

Today, I am meeting with an individual who left a developmental center after it closed to see how he is doing. I try to make sure that at least part of my day involves speaking directly with those who are receiving services. This interaction is important as it helps me see individuals' needs and reminds me who will be affected by changes to policies or programs. The best ideas about how to help come directly



At 5 p.m., I am at Seton Hall University advising students and teaching a class aimed at preparing seniors for entering the social work profession.

from these interactions.

This meeting is also part of a legislatively mandated evaluation of the impacts of two developmental center closures. I have been involved in deinstitutionalization of individuals with developmental disabilities from the onset of my social work career, either as a community service provider for those leaving institutions, an academic evaluating its impacts, or a state official charged with transitioning individuals from institutions to less-restrictive settings.

At 5 p.m., I am at Seton Hall University advising students and teaching a class aimed at preparing seniors for entering the social work profession. I have been helped so much by others in the field and teaching is an opportunity to “pay it forward.” Teaching, whether as a field instructor, continuing education provider, adjunct instructor, or full-time faculty member, has always been important to me, so I make time for it regardless of other demands.

By 7:30 p.m., I am on my way to a nighttime activity, having a quick dinner at home or eating on the way. Many nights, it is related to one of my children’s multiple interests. My son’s involvement in theater has led me to run a non-profit costume shop that rents vintage and custom-made costumes to school and other community theater groups. On some evenings, I head to a local school board or town council meeting or a gathering of social workers for a professional committee to which I belong.

At 9 p.m., I walk in the door in time to unpack my kids’ backpacks, sign permission slips, and get organized for the next day. I quickly change into the world’s most comfortable pajamas and slippers and turn on one of the many shows that I have recorded, but never watched. I see five minutes of it before...my iPhone is telling me it is 5:51 a.m. the next day! I am ready. ■



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Guerrilla Girls - Schapiro Miriam Schapiro Frida & Me, 1990 Nine-color lithograph, color Xerox, fabric, photolithograph, chine collé on Mohawk superfine paper Collection Zimmerli Art Museum at Rutgers 1990 RAPS Commission Photo Victor Pustai See calendar of events on page 29 for details.

