



# SOCIAL WORK

SUMMER 2014

A Publication of the  
**RUTGERS**  
School of Social Work



Celebrating  
60 Years of  
the School of  
Social Work

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# Message from the Dean

We look to the past for inspiration and motivation, and work to educate and launch the social work leaders of tomorrow.



I am pleased to share the summer 2014 Rutgers School of Social Work alumni magazine with you. Reflecting on my first year as dean, I am continually amazed by the passion and drive for social justice shared by our Rutgers SSW community. We are advocates on the front lines of change, and I am grateful for the work of our faculty, staff, alumni and students. This issue shares a similar type of reflection, as we celebrate the School's 60th anniversary. We look to the past for inspiration and motivation, and work to educate and launch the social work leaders of tomorrow.

If the recent distinguished graduates are any indication of the future of social work, we are up for the challenge. This year there were 138 graduates receiving a BASW degree, 473 receiving a MSW degree (with an additional 55 graduating in October and 17 in January), and four graduates receiving a PhD degree. Convocation was held on May 19 and the speaker was SSW graduate Marla Blunt-Carter. We look forward to watching these graduates grow, and become advocates and catalysts for social change.

Another article in this issue highlights the School's support of our students and alumni. On April 4 the SSW Alumni Council hosted an inaugural career fair. More than 230 people attended the event at the Paul Robeson Campus Center in Newark. The fair included 25 employers, all of whom had active job openings to fill. We intend on continuing this tradition each year in an effort to provide our community with every opportunity. We look forward to hosting more events in the future that unite agencies and employers with our graduates.

As we celebrate the past and look to the future, I want to take a moment in the present to thank all of you for your continued support for the SSW and our vision. We hope that you enjoy reading this issue.

A handwritten signature in blue ink that reads "Cathryn C. Potter".

Cathryn C. Potter, Ph.D.  
Dean

# Rutgers Students And Faculty Abroad

For two MSW students studying at the Rutgers-Camden School of Social Work, Israel was a place both full of passion and entirely out of their comfort zone. Kayleigh Sacco and Adam Klein were two of 12 students chosen to take part in Israel Study Abroad Winter 2014, part of the three-credit course, 'Social Issues in Israel: Policies and Practice Responses, A Crossroads of Religions, Ethnicities, Social Services, Cultures, and Civilizations.'

Bert Goldberg, associate director/instructor for the Center for Leadership and Management, was one of three faculty members who went on the trip and explained why Israel is such a great place for students to visit.

"It has one of the most sophisticated social welfare systems in the world, and of course that's the focus of our trip," Goldberg said. "Secondly, because of its



*Bahai Temple, Israel.*



*Photo taken by the Western Wall where people go to pray. It is one of the holiest places in Israel.*

unique position in the religious world, it makes for a very interesting study abroad program."

Klein, a disabled veteran, said that he applied for the program not only to explore a new culture, but also because at one point in his life he wasn't able to do things like that.

"I knew we'd be going to a couple of agencies that dealt with people having disabilities. I wanted to really understand if and how a different country dealt with that, and I found it was similar to the way it is handled in the US," Klein said.

While in the Air Force, Klein was diagnosed with transverse myelitis, a rare inflammatory disease that causes injury to the spinal cord. Klein became paralyzed from the neck down, but worked his way up from there, from

being wheelchair bound, to using a walker, then a quad cane and now just a brace on his leg.

Klein said that it was his personal experiences that inspired him to enter the field of social work. "I feel really passionate about veterans and disabled people and I empathize with what they're going through as well as other aspects," he said. Klein said it is easy for him to keep a positive attitude and he wants to pass on that positivity and any motivation he can.

This course, which requires the

students to do work before departing for Israel as well as keeping a journal throughout the trip, differs greatly from a regular course taught in a classroom. Sacco explained some of the benefits.

"It was very hands on because we visited the different social service agencies and got to see them up close and personal and review all of the things that we're learning in classes," she said.

Klein said that one of the projects they did while in Israel was to work in a community garden. "You can read about things in a class from the books, but to know you're actually helping a



*Group poses in the Israel Elwyn's Kate Manson Sensory Garden in Israel.*

community is really rewarding," he said. "Being there talking to people, seeing how things are being changed, not just reading it, makes such an immense difference."

Kristin Sherrer, an assistant professor who accompanied the students on the trip, said one of the interesting things about Israel is that more of their services are government funded and social work there operates on a more institutionalized level. "They're more likely to be government employees as opposed to a non-profit organization," she said.

Sacco said that she was struck by how passionate everyone was about their work, even though they may only make the equivalent of \$12,000 a year. While in Israel, the group visited an agency that works with refugees who come from Sudan, which Sacco said was incredible in helping the refugees recover from their travels.

Goldberg said that the faculty members involved with the trip do their best to make the trip of the utmost interest for the students who go each year. The trip also focuses on macro-practice level, meaning that it explores why and how the agencies were created.

"If you ever get the chance to go outside your comfort zone and actually be hands on with something, you are going to gain so much more than if you read it from a book," Klein said. "The best way to do something is to live the experience and learn from it."

Visit [socialwork.rutgers.edu](http://socialwork.rutgers.edu) for more information.

## Rutgers Brings Innovative Training Skills Certificate Program to India

Rutgers University's Institute for Families and the Office of Continuing Education recently brought their innovative "train the trainer" curriculum to Lavasa, India. Lavasa Corporation Limited has entered into a partnership with the School of Social Work at Rutgers to offer this specialized certificate program.

The four-day intensive Certificate Program in Training Skills was held in Lavasa from April 24 to 27, and is designed to provide comprehensive skill building and professional development to leaders who manage and "train" people on a daily basis, and to those who hope to become more effective trainers and public speakers.

"This was an exciting learning opportunity for trainers, teachers, and

leaders of all types, and brought the strengths of this certificate program to the Lavasa community. Rutgers School of Social Work has most recently offered this curriculum to philanthropy leaders in China as well," says Andy Germak, former executive director of the Institute for Families, and executive director, Center for Leadership and Management.

For more information about Continuing Education programs, visit [socialwork.rutgers.edu/ce](http://socialwork.rutgers.edu/ce).



## The Center for International Social Work

CISW continues to focus efforts on global social work and social service workforce development through various projects. The Case Management Toolkit, funded by the United States Agency for International Development (USAID), has been finalized. Rebecca Davis and Cassandra Simmel explored opportunities for testing the toolkit during the Summer Romania Study Abroad Program. CISW Intern, Sherri Leonard, completed her field placement with UNICEF's Faith to

Action Initiative aimed to reduce the practice of building orphanages as a first line of support for vulnerable children in Sub Saharan Africa. The Facilitator's Guide Sherri developed was presented at the final conference in May as a legacy that will be used to inform faith-based groups across the globe about good child welfare practice. CISW had two summer placements to advance the global social service workforce and child welfare – one with the Global Social Service Workforce Alliance (GSSW) based in Washington, DC

and a second with UNICEF's Better Care Network based at UNICEF in NY. CISW is a partner with Drs. DuWayne Battle, Francis Barchi, and Patricia Findley in a project to internationalize the undergraduate curriculum that will incorporate global content in all of the core social work courses.

For more information about CISW, contact Rebecca Davis at [redavis@ssw.rutgers.edu](mailto:redavis@ssw.rutgers.edu).

# The Challenges Ahead: An Examination of Several Overarching Trends in the Delivery of Human Services

The delivery of human services in both the public and private human sectors has been and will be continually buffeted by enormous change. Changes in public policy, the economy, the demographics and needs of clients served, adaptations of information technology to service delivery, growing demands for accountability and proof of service efficacy, dramatic changes in the workforce, and methods of contracting for services are some the forces that challenge human services organizations. Many organizations are realizing they will not survive if they are unable to adapt to these changes and are strategically assessing their environments to adjust to new realities and attempting to position themselves to remain relevant and sustainable over time. There is accordingly a growing trend in mergers, acquisitions and joint ventures throughout the field for these very reasons.

With respect to policy, and in consideration of the deep commitment of our profession to social justice, detailed below are several of the relevant, evolving and crosscutting human services delivery policies that have shaped the past and will likely continue to transform the future. These do not include needed public policies that affect the basic safety net services for our citizens – especially those required to more effectively deal with growing poverty and inequality in our nation. Of course, in many ways, public social welfare policy and human services delivery trends are inextricably intertwined.

## Mainstreaming

– or serving individuals in the least restrictive and most appropriate environment has been a longstanding, evolving and pervasive theme throughout the human services, health care and education as well. It was, perhaps first strongly embraced in the field of mental health and became the driving ideology in the “deinstitutionalization” movement in which many public psychiatric hospitals were downsized or closed in favor of placing individuals with serious and

persistent mental illness in community settings. It clearly also applies to those individuals with developmental disabilities in the same manner. This concept applies to other venues of service for these populations. The focus on employment has shifted from “sheltered workshops” to supported employment. The focus initially on group homes has shifted to supported housing of all types – especially independent living.

Mainstreaming has in effect been mandated by the U.S. Supreme Court by their decision in the matter of *Olmstead vs L.C.* in which the Court held that service to individuals in the least restrictive environment is a United States civil right conferred by the Americans with

This same concept broadly applied was the driving force in eliminating welfare checks and food stamps in favor of electronic benefits transfer so that recipients of public assistance could utilize debit cards and enter the mainstream of credit and banking. Transforming Medicaid so that low income individuals and families could receive their healthcare through “mainstream” managed care corporations rather than so called “Medicaid Mills” and hospital emergency rooms is but another example.

The underlying lesson learned in the delivery of human services is that standalone programs for the poor and vulnerable – and especially those stigmatized by the larger society – are



Disabilities Act. (L.C. and other plaintiffs were retained in a Georgia state psychiatric hospital despite a clinical assessment that determined they could function in a community setting with appropriate services and supports – and the Court ordered community placement). This concept has spread and has been and will be applied further to other fields of human services endeavor. It can and will apply further to seniors who do not require nursing home or even assisted living care but can be supported in community settings. It may also apply to youth who may be unnecessarily confined to restrictive residential institutions.

most often destined to become poor, stigmatized and vulnerable programs. We must embrace those who are vulnerable and assure they have the opportunity to fulfill their life potential.

## Striving for Cultural Competence

– New Jersey has one of the most diverse populations in the United States. A number of other states do have larger immigrant populations, for example, but our state has among the most diverse group of immigrants from all parts of the globe. This fact represents an extraordinary challenge as to achieving both the cultural and linguistic competency for organizations engaged



presented by the majority of individuals and families seeking assistance do not neatly fit neatly within the organizational “boxes” we have created. The family requiring child welfare services, for example, may also require assistance with substance abuse, mental health and domestic violence issues. The quest for unified, integrated one-stop or fully coordinated systems of care continues and may be the “holy grail” of human services

delivery systems. in the human services to effectively deliver services. Cultural values, if not understood, respected and accommodated, complicate the provision of child welfare, mental health, substance abuse and other services.

The lesson learned here – and the mandate – is that being tolerant, understanding and supportive is not sufficient and does not represent cultural competency. The trend and true necessity for organizations is to master the ability to deliver services in ways that are accessible and acceptable to persons of different cultures served by that organization. That means understanding and accommodating not only language but also customs, values and traditional cultural practices in tailoring service delivery.

### Coordination and Integration of Services

– The past quarter century has seen a massive proliferation of organizations providing human services. There are not only public organizations at the federal, state, county and local level, but a rich array of private (both for profit and nonprofit) and faith based organizations now providing discrete human services. This proliferation can be confusing for applicants and recipients of these services as well as for social workers and other human services professionals charged with their provision. Fundamentally, this issue in of itself creates significant constraints of access to appropriate services and has driven the primary approach in many service venues to be that of case management. The latter includes working with the recipient to draw in from the sometimes confusing multiplicity of organizations a package or grouping of services customized to the needs of the individual or family to be served.

The fact here is that the problems

delivery systems.

A compounding dilemma associated with the massive fragmentation of our human services system are the particular barriers and constraints to effectively serving individuals and families with co-occurring disorders. We have struggled to create policies and protocols for organizations and professional disciplines to work together to serve such individuals and families but much more needs to be done. Issues of access, confidentiality, conflicting goals, differential determination of who is the client (i.e. individual or family), and others truly complicate service delivery. Historically, many were shuffled between or fell through the gaps of service systems. This has been true of individuals affected by both mental illness and developmental disabilities, families in the child welfare system affected by domestic violence, individuals with both substance abuse and mental health issues and many others. It is time to reach across organizational and professional discipline boundary lines to best serve those in need.

### Accountability and Evidence Informed Services

– A very powerful trend is the demand from policymakers, funders and the general public for evidence and documentation that specific interventions have the desired outcomes and that organizations delivering services do so efficiently, effectively and in ways that comport with quality standards. A significant body of research has evolved that guides us as to efficacious interventions such as cognitive behavioral therapy, head start, home visitation in child welfare and many others. Federal law and regulation have set performance outcome standards for states in human services domains. For example, Federal regulations associated

with the Adoption and Safe Families Act set and enforce measurable performance benchmarks for child safety, permanency and well-being. Similarly, the Personal Responsibility and Work Opportunity Reconciliation Act which authorizes the Temporary Assistance for Needy Families program (TANF) mandates and enforces performance outcomes for states in such areas as employment rates of recipients of public assistance.

Finally, the growth of national accrediting bodies in distinct fields of health and human service endeavors and the number of organizations seeking such accreditation have multiplied. For example, the Joint Commission on the Accreditation of Health Care Facilities (JCAHO) is all but required for hospitals and other health care facilities. The Council on Accreditation (COA) accredits child welfare and family services organizations. The Council on the Accreditation of Rehabilitation Facilities (CARF) accredits a number of organizations serving individuals with



disabilities. The National Association for the Education of Young Children (NAEYC) accredits child care organizations. These accrediting organizations set extensive service delivery standards, require organizational self-assessments, conduct reviews by independent experts and pass judgment on participating organizations as to whether or not the standards have been met and accreditation achieved.

The overarching issue here is that organizations in the future will need to document that the services they are delivering achieve the outcomes that are desired either through evidence produced by quality research, achievement of specified performance benchmarks or adherence to established service industry standards.

### Applications of Information Technology to the Human Services

– This is perhaps the most transformative change agent for the human services

impacting all aspects of service delivery including the how, the what, the when and the where of human services. Evolving technology will dramatically affect our clients, our workers, and our managers and leaders. Technology has the potential to vastly expand access to services for clients as well as to enhance their privacy, dignity and confidentiality in service delivery. Our workers will benefit from decision support systems that will support and facilitate critical decisions in service delivery. IT applications will vastly enhance their access to information to assist clients and more efficiently and effectively complete assigned responsibilities. Management will have the equivalent of “electronic dashboards” that will provide critical information on performance outcomes and other data online and in real time. The net will become the prime venue for marketing and fundraising.

Clearly there are many challenges

going forward in IT applications including the safety, security and confidentiality of data, regulation of what services may be provided on the web, who will provide them, and how they may be provided. These issues ought to be resolved prior to the proliferation of the many more applications to come especially given the geometric pace of technology development.

### Summary

– The magnitude, scope and venues of enormous change affecting human services – and their delivery methods in particular – brings Charles Darwin’s theory of evolution to mind. Those organizations that fail to evolve, embrace, adapt and capitalize on the new methods of service delivery will likely cease to exist. We have an obligation as social work professionals to work with the organizations we

serve as employees or as governance body members to promote and facilitate adaptation. Strategic and orderly adaptation to the overarching human services delivery trends will far better serve the vulnerable populations we dedicate our efforts to than chaotic and reactionary change.



*WILLIAM WALDMAN is a lecturer and executive in residence at Rutgers School of Social Work. He can be reached at [william@ssw.rutgers.edu](mailto:william@ssw.rutgers.edu).*

## Annual Scholarship Reception



The three hundred attendees of the School of Social Work’s Annual Scholarship Reception on May 19th had much to celebrate beyond the start of the summer. At the reception, faculty, staff, students and families met at the Livingston Student Center to recognize the support provided by donors to the School of Social Work and the outstanding achievements of the student scholarship recipients.

After an extensive application process for the most qualified students based on need and merit, 120 scholarships were awarded at the reception. Thirty donors were also in attendance, including Dr. Richard L. Edwards, Chancellor of Rutgers University–New Brunswick, who recently established a new scholarship for students called the Richard L. Edwards Endowed Scholarship.

Scholarships allow students to be recognized and supported for the passionate work that they do, and rewards them for excellence in their work. Donors also enjoy the annual reception as they connect with students receiving direct support.

*To contribute to the School of Social Work Scholarship fund, visit [support.rutgers.edu/socialwork](http://support.rutgers.edu/socialwork).*

# Social Work Student Gives Back and Thrives Despite Years Spent in 30 Foster Homes



**F**ewer than 3 percent of foster kids nationally go on to college. Despite those odds, Gina Pearson, a senior social work major, has excelled at Rutgers, her first real home. She also gives back to foster children as a speaker. It is a remarkable achievement after a lifetime of over 30 foster care placements.

Pearson, a senior, has earned all A's since entering into the social work major, and was inducted into Phi Alpha Honor Society and received the National Honor Society of Leadership and Success presidential award, an honorary award in recognition of her GPA. She has also thrived socially and has a strong group of friends who feel like family.

"Coming to Rutgers took me out of a negative environment and gave me an opportunity to feel a sense of independence and achievement," says Pearson. Now she has taken the opportunity to give back to children still in the foster care system.

## Youth Ambassador

As an ambassador for the Rutgers School of Social Work youth advisory boards, she meets with foster youth to improve the services provided to them by the Department of Children and Families. She hopes that sharing her story will empower others transitioning through the foster system, and her dream is to become a law guardian, a lawyer who advocates for foster kids.

The story Pearson tells about her life in foster care began

after years of parental neglect, stealing food to survive and running in the streets of Camden unsupervised. While Gina's brothers and sisters cried when they were taken away from their mother and put into foster care, Pearson always knew it would happen.

"I became prepared mentally. It made me emotionally resilient", she says. "And I lean on my faith a great deal."

Pearson recalls being told by a caretaker in one of her foster families that she was, "too stupid" to achieve her dream of becoming a lawyer.

She describes those years as painful, "a crazy, jumbled mess." Four of the siblings were together at the first foster home but were soon separated. At another placement, she was never sent to school but kept home to watch the family's other children. In all, she had 30 placements by the time she finished high school.

"I don't ever remember doing homework or having an adult supervise my work," Pearson says. "It feels like I was just pushed through the system because I was smart enough to survive."

At Haddon Township High School, she rebelled. One day in math class, during a project that involved golf balls, she threw one at her teacher, Cherylyn Straubmuller. But instead of punishing her, Straubmuller became a mentor to Pearson. She saw that Gina was intelligent and capable of great things, and she helped her to attain college acceptance.

"I never trusted women before her because they always hurt me. On my 17th birthday she gave me a journal with the quote, 'You determine your success

and happiness.' Now those are the words I live by."

Pearson is the first recipient of Rutgers Krystal Skinner Memorial Scholarship, established after the death of the Rutgers-Camden student, a senior a working towards her bachelor's degree in social work. She is also able to spend summers on campus through the Transitions for Youth: Summer Housing and Internship Program (SHIP). Overseen by Rutgers School of Social Work and funded by the New Jersey Department of Children and Families, SHIP was created for young college students who need a place to live during the summer. Additionally, she receives funds from the School of Arts and Sciences Educational Opportunity Fund.

One of the best parts of college has been an unexpected reunion with younger brother, Keith, who she had not seen since childhood. It was exceedingly painful when they were separated from that first foster home at such a young age. Keith DuPree, a junior at Rutgers majoring in environmental economics, connected with her on Facebook and suggested that they hang out. Although she was apprehensive, she is thrilled that they are family again.

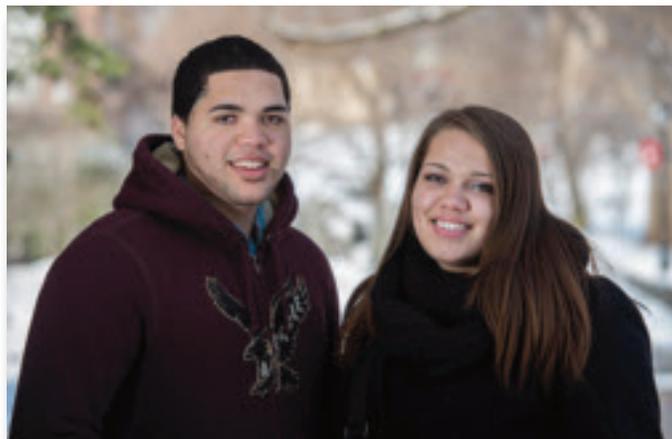
"You wonder, is it awkward after all this time when someone has not been in your life? But it felt like we never skipped a beat. We even look identical. It has been meaningful."

## Success at Rutgers

Pearson feels "safe" at Rutgers on the New Brunswick Campus where she resides and looks to her upcoming graduation with mixed emotions.

"This is the only consistent and comfortable home I have ever had where I am truly able to be myself."

"Gina is a brave, intelligent, remarkable young woman. As Youth Ambassador, she provides leadership to other YAB youth to help them find their voice and become advocates for change in how child welfare services are provided," said Maureen Braun Scalera, director of the Office of Child Welfare Initiatives.



Gina and her brother, Keith

# Recovery House Counselor Understands the Challenges of Students with Addictions

Students who live in Rutgers Recovery Housing, a sober living on-campus residence, are well on their way to recovery from drug or alcohol addictions. But one of the most challenging moments a recovering addict can face is when a friend from the past overdoses.

When this happens, students can turn to Frank Greenagel, a clinical social worker and recovery counselor at both the Rutgers New Brunswick and Newark recovery houses. Greenagel knows on a personal level what it feels like to lose a friend to addiction.

In 2002, one of Greenagel's closest friends, Fraser, died at 27 of an overdose of alcohol and crack cocaine, ending an intermittent period of sobriety with tragic consequences. Greenagel and Fraser had been friends since their sophomore year at Voorhees High School, a location Greenagel recently returned to, along with current Recovery House students, to teach about the perils of addiction.

"I liked Fraser immediately because he was very bright, had a great sense of humor, was a terrific story teller, and was always involved in chaos. But by the time we were seniors, his addiction problem was very evident," recalls Greenagel.

The downward spiral continued with Fraser failing out of the University of Pennsylvania and getting arrested for



drug possession multiple times. Greenagel tried to assist with recovery, even letting him live in his undergraduate apartment at Rutgers. Fraser would be clean, and then relapse. Finally, the call came that he had died, and that loss changed the trajectory of Greenagel's life, convincing him to become a social worker. He applied to the Rutgers School of Social Work MSW program three days before the deadline.

"When I think about why I do what I do, he is at the top of the list. I still cry about him sometimes," Greenagel says. "There is picture of him in each of my offices."

Now Greenagel, who was appointed to the Governor's Council on Alcohol & Drug Abuse and named chair of the New Jersey Heroin & Other Opiates Task Force in 2012, uses that experience to help students.

## Recovery House

When Recovery House at Rutgers was created in 1988, it was the first of its kind in the world, designed as a place where students could support each other's sobriety while forming meaningful relationships. The residence atmosphere is a mixture of academic focus, social activities and recovery support. Students are required to be sober at least 90 days

before moving in and to participate in a 12-Step Program during residence. The average GPA has risen to 3.2. Group activities include hiking, biking and speaking at high schools. There are 18 people in recovery that graduated from Rutgers this year and on average 35 live in the housing. The location is kept private.

For resident assistant Neha, who asked to be identified only by her first name, Recovery House is the main reason she has been able to stay in school and excel, maintaining a 4.0 as a graduate student. Her use of drugs and alcohol began at age 14 as a way to fit in with a peer group. Addiction happened quickly and led to arrests and a brief jail time. Five of the friends that she wanted so much to emulate have since died from drug-related events, overdoses, suicides, accidents.

"I finally got sick and tired of the way I was living and went to an Alcoholics Anonymous meeting. For some reason, it stuck. I was very scared to be newly sober and go back to school, but the Recovery House was essential in that transition. The first few years of sobriety are so delicate. I could not have gotten through it without House support," says Neha.

Life without addition has allowed her to do things she always wanted to do, like volunteering for two years in Costa Rica, going on vacations and partaking in hobbies like bird watching.

"I can have a real relationship now for the first time. I am now learning how to live because I missed so much of life before," she adds.

The House reports a 95 percent abstinence rate and a 98 percent graduation rate. Greenagel, who describes the staff members who assist Recovery House students as "hard-working and capable," credits them with its success. He and his co-workers, including Lisa Laitman, director of Rutgers' Alcohol and Drug Assistance Program, work as a team to achieve those statistics.

"We see students in clinical sessions as well as out in the world, which is gratifying. There is a lot of bonding and we stay connected even after they graduate," he says.

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Recovery House is raising money for scholarships, activities and a new building. The scholarship will be in Fraser's name and in memory of anyone who lost their addiction battle. Donations can be made Rutgers ADAP and sent to Rutgers CAPS, c/o Frank Greenagel or Lisa Laitman.

Visit [rhscaps.rutgers.edu/services/alcohol-and-other-drug-assistance-program-adap](http://rhscaps.rutgers.edu/services/alcohol-and-other-drug-assistance-program-adap).

# White House Chooses Rutgers to Pilot Campus Sexual Assault Climate Survey

A White House task force convened by President Obama is turning a spotlight on U.S. colleges and universities to pressure them for improved handling of campus sexual assaults. Among the new guidelines of the "Not Alone" report will be a campus climate survey to assess the number of victims, as well as student knowledge about how to report sexual violence. The Rutgers School of Social Work is the only school nationally to be chosen to pilot this survey, which will begin this fall.

"We are pleased to be able to help address this serious issue by providing the White House with survey feedback and direction. Sexual assault is incredibly widespread, with 20 to 25 percent of college women nationally experiencing sexual assault on campus. This type of assault affects victims, both women and men, in many ways, impacting mental and physical health and academic performance," says Sarah McMahon, assistant professor at the School of Social Work and co-director of the school's Center on Violence Against Women and Children (VAWC).

According to the task force's first report, one in five women is sexually assaulted at college. Most often it is someone known by the victim, and attacks happen most frequently in freshman and sophomore year. The center will conduct an online random sampling of undergraduate and graduate students on the New Brunswick Campus with a survey about sexual assault. In the spring, they will convene focus groups to garner more in-depth student feedback on the subject.

The hope is to gather information about student perception and response to sexual assault on campus and to then address any standout areas through training programs and services. Rutgers plans to use the results of the survey to improve its policies and procedures for responding to student reports of sexual assault, and to help enhance education and supports for all students, including international and graduate students, and members of the LGBTQ community.

The task force recommendations are, in part, a response to schools' concerns about how to comply with Title IX, a federal law enacted in 1972 that prohibits discrimination on the basis of sex in



educational institutions that receive federal funding, says Jackie Moran, Title IX coordinator at Rutgers. In the first Congressional inquiry of its kind, U.S. Senator Claire McCaskill launched a nationwide survey of colleges and universities in April to learn how schools handle rapes and sexual assaults on campuses and gauge the effectiveness of federal oversight and enforcement under Title IX and the Crime Awareness and Campus Security Act. In April 2011, the U.S. Department of Education, Office for Civil Rights sent a letter to colleges and universities emphasizing their mandated responsibility to appropriately address sexual assault to comply with Title IX.

Rutgers has been at the forefront of addressing the problem of campus sexual assault long before the White House task force and OCR's letters to sites of higher learning. Ruth Anne Koenick, director of Violence Prevention and Victim Assistance, reports that since 1991 Rutgers' Violence Prevention and Victim Assistance (VPVA) has provided crisis intervention, confidential counseling and advocacy services, educational programming, and training to the University community. She and her staff sit on national, state and local boards and play a role in creating policy on issues of sexual violence.

## Rutgers Leads

VPVA created SCREAM (Students Challenging Realities and Educating Against Myths) Theater, an educational improv theater group made up of Rutgers

undergraduate students. The students perform on issues of sexual and relationship violence, stalking, bullying and harassment, with a focus on bystander intervention and the understanding that sexual violence is a community issue. SCREAM provides orientation programming for area universities and colleges and performs more than 80 times a year at high schools, colleges, community groups and for all incoming Rutgers students. SCREAM, mentioned in the White House's tool kit of source recommendations, is designed to model positive bystander intervention and primary prevention.

"The White House task force is a great opportunity for Rutgers to continue its leadership role in this area. Rutgers has always been committed to the issue of violence prevention and helping victims of assault," says Koenick.

The climate survey is part of a four-pronged approach by the White House: provide a tool kit of recommendations for how schools can best conduct a climate survey; recommend prevention strategies based on survey findings; help schools respond effectively when assault happens; and make the federal government's enforcement efforts more transparent.

"The White House has now elevated the discussion about sexual assault on campus to a national level, and that is exciting and hopeful. This task force will shape how college campuses address the issue in the future," says McMahon.

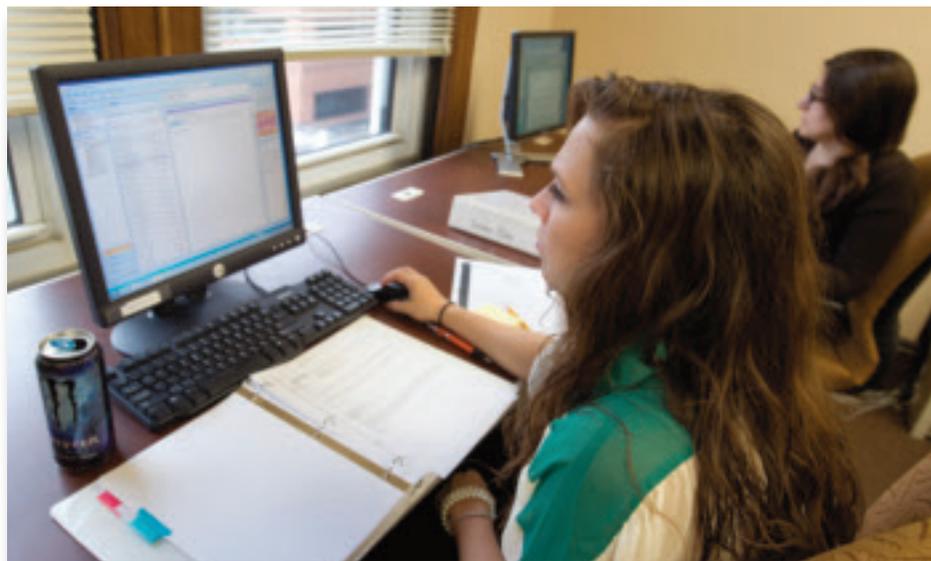
*For more information about VAWC, please call 848-932-4397.*

# The 100% Online MSW Program: A New Era in Virtual Education

Veterans and military spouses, busy mothers with children, older adults returning to school after raising families, individuals in the workplace who are seeking a career change, and traditional students from an undergraduate program, all of these types of students have found the 100% Online MSW Program to be a perfect fit. Busy lives and active schedules have led to a greater need for online degrees, and the Rutgers School of Social Work's Online MSW Program provides the perfect platform to obtain a prestigious degree from Rutgers University.

"Rutgers University has made a commitment to offering more online degree programs and our online MSW Program provides students from across the nation and around the world with a degree from an elite research university and one of the largest schools of social work in the country. At the same time, the program has a low student to teacher ratio, which creates a small school feeling and a more personalized education," says Laura Curran, associate professor and director of the online program.

The Online MSW Program offers students the opportunity to study with an internationally recognized faculty of cutting edge researchers and clinicians. The entire SSW MSW program is ranked in the top 12% of "Best Grad Schools" for Social Work by *U.S. News & World Report* and offers a robust online learning community with close interactions between students and faculty, as well as a competitive tuition. Sections are capped at 25 students per online class and this small size ensures that the students receive individualized attention. Upon



completion of the program, students earn a prestigious degree and join a network of alumni leaders in social work.

From the Virgin Islands and Germany to the East and West Coasts, students enrolled in the online MSW program hail from many diverse areas. Students complete their MSW in three years and usually take two courses a semester, and begin their field placement in their third semester. Courses run year round in a 15-week fall semester and a 10-week summer semester, and the field work requires the same number of total hours as for traditional students.

## Outstanding Placements

One of the best parts of the Rutgers online program is the strength and variety of the field placements across the country. The Field Education component

of the Rutgers Online MSW program is spread out over 7 semesters, in order to allow students to complete fewer hours each week than in a traditional program. Students begin planning for the field placement process early on in the program so that they can make any necessary arrangements for time away from work

and caregiving.

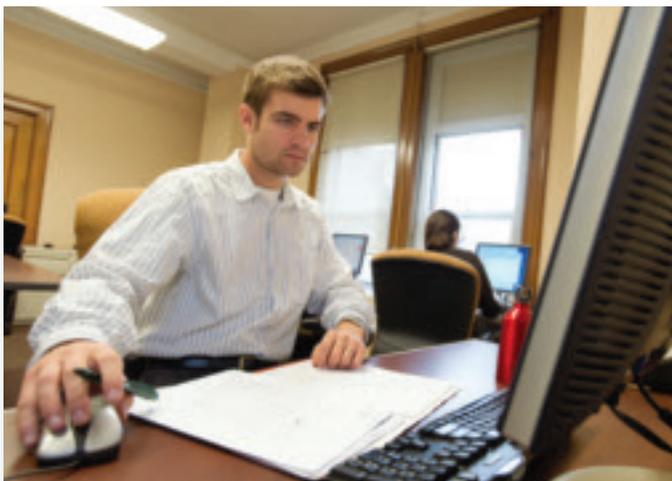
"We are currently authorized in 40 states and we actively help students find field placements, unlike many other online programs where they have to research and obtain their own placements," says Curran.

Online students have instruction from the same distinguished faculty members as traditional students. While some online degrees might carry a negative connotation as a lesser degree than a traditional one, the SSW online MSW is as rigorous and challenging as the traditional program, says Rachel Schwartz, assistant director of Online Education.

Students have the ability to "log on" any time to their classes, providing flexibility for those who work or who are raising a family. Faculty members are available for video chats and conference calls. Students also get to know the others in their cohort group as they travel through the three-year-program together. Online discussions in courses, group projects, semester meetings and threaded discussions provide a sense of community to online students.

In addition to their traditional academic advisor, each student is also assigned a Coach to provide a point of contact and source of ongoing connection and support. If you are interested in serving as a field placement site for the online program, please email [onlinemsw@ssw.rutgers.edu](mailto:onlinemsw@ssw.rutgers.edu) for more information!

Call 1-866-935-3024 or visit <http://online.rutgers.edu/msw>.



# First Social Work Career Fair a Success



Rutgers School of Social Work is committed to launching new students into the job market with the best training and preparation possible. To connect more students and alumni with job opportunities, the School of Social Work Alumni Council this spring held an inaugural Career Fair that was open to Rutgers students and alumni on April 4 from 10:00 - 2:00 pm at the Paul Robeson Campus Center in Newark. More than 230 people attended, and the event included 25 employers who all had active job openings to fill.

Students from the New Brunswick and Camden campuses were provided with transportation to the event. After a spirited opening by Karun Singh, director of the Newark MSW Program, Cathryn Potter, dean of the Rutgers SSW, welcomed attendees and kicked off a day that included career panels and networking opportunities.

"We are pleased by the positive response from our students and alumni and look forward to providing more events in the future that connect community agencies and employers with our outstanding graduates," said Dean Potter.

From Celgene and the NJ Department of Corrections to Youth Advocate Programs, Inc., and The Crisis Ministry of Mercer County, employers were pleased with the professionalism of the attendees and the chance to hire future leaders in the social work field.

"I met many strong, qualified and passionate students Easter Seals, New

Jersey would benefit from having on board. They matched the committed culture of our organization and we are hoping to welcome many of them to the Easter Seals, New Jersey family," said Mariann Corin, talent acquisition specialist for Easter Seals, New Jersey.

Students and alumni in attendance spoke positively about having an employment event that catered just to the field of social work, unlike many large job fairs on campus that don't always have many employers from social service agencies.

"I attended the Social Work Career Fair, which was a great experience for me. I had the opportunity to learn good tips on professional communication skills in terms of interview behavior and resume preparation. The Career Fair provided me with the chance to practice my professional skills with other participants," said Taufika Sakhawat, an MSW student with a clinical concentration who graduated in May.

One of the most popular features of the event, which will be expanded next year, was an open resume review that offered resume building and critiquing.

A career panel included Kyle Smiddie (NLAW'11, SSW'11) and three others: Kathleen Ray (GSNB'12), VA Health Care NJ, Patricia Findley, associate professor at Rutgers SSW, and Paula Sabreen (SSW'77), Family Connections. Professional skills development advice was provided by Rutgers SSW Executive Director Field Education, Mark Lamar (SSW'76, RBSG'91), while Mary Jean Weston of NASW-NJ offered suggestions on licensure, which was very helpful to graduating students.

Dawn Hall Apgar (SSW'93, GSNB'02), a member of the Alumni Council and the Deputy Commissioner of the NJ Department of Human Services, moderated the Career Fair and led a professional development workshop.

"I don't think that anyone here went into social work for merely a paycheck – you chose it as a profession because it defines who you are. A career is much

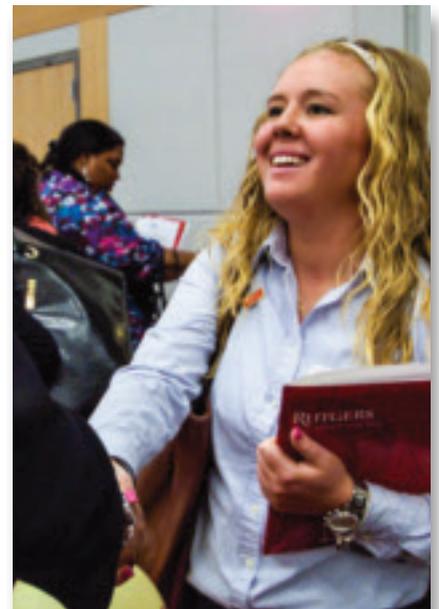
more than a job – it is all the roles you undertake throughout your life – including education, training, paid and unpaid work, family, volunteer experiences, your recreation activities and more," says Apgar.

Overall it was a highly successful event, appreciated by all attendees, and the intention is to continue this tradition each year.

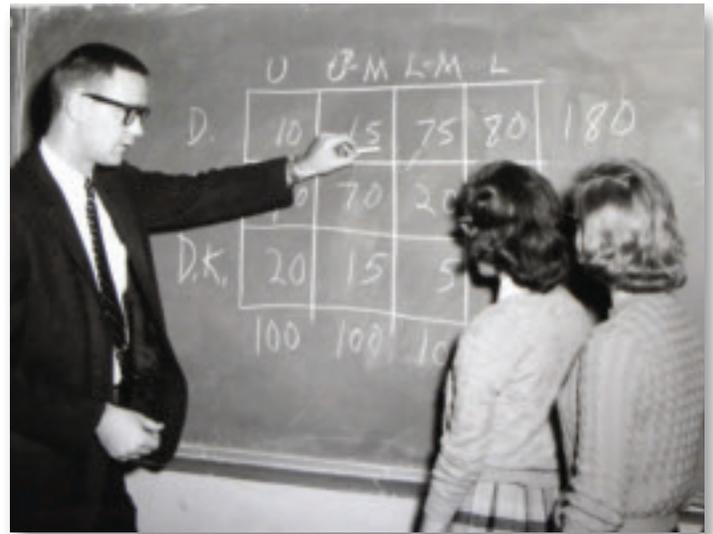
"Do not underestimate the value of regular and systematic networking to strategically increase your prospects of career advancement," Karun Singh



advised event participants. "And, of course, never forget your connection with and duty of care towards enhancing the resplendent luminosity of the star that is your alma mater, the brave, the proud, and the fabulous Rutgers School of Social Work!"



# Celebrating 60 Years of the School of Social Work



**A** New Jersey newspaper article on Thursday, April 1, 1948, declared, "A bitter fight against legislation establishing a graduate school of social work at Rutgers University was lost yesterday." The legislation was approved 50 to 8, despite the protestations of Assemblyman Joseph Patrick Tumulty, who would later become private secretary to President Woodrow Wilson. Tumulty felt the university received too much state funding. After he lost, an angry Tumulty was quoted as saying that he wouldn't be surprised if Rutgers awarded a posthumous degree to Jesse James because, "it has improved on his techniques."

Fortunately for the Garden State, and all the champions of the cause of social work, Tumulty was not successful in thwarting the creation of the Rutgers School of Social Work. Now celebrating the 60th anniversary of its establishment in 1954, the SSW Work is devoted to education and committed to advancing the field of social work through original research. Perhaps Tumulty, the son of a grocer and Civil War veteran, would now appreciate the tremendous contributions the School has made to educating social workers who assist countless individuals through programs that cover every part of the life cycle.

The faculty is a dynamic community of over 200 leaders, tenured professors advancing the field of social work through original research and adjunct professors actively working in local communities and bringing those experiences into the classroom.

"As we celebrate our last 60 years, we look to the future with the understanding that the field of social work is more relevant and important than ever. Social workers are on the front lines helping the mentally ill, traumatized children, families in crisis, veterans experiencing post-traumatic stress, those in foster care, and anyone experiencing grief or loss. We are community builders and educators. We are advocates for social policy change. I commend all of our current students, alumni, and faculty and staff in their daily efforts to support others," says Cathryn Potter, dean of the School of Social Work.

## 60 Years of Growth

The School was chartered in 1954, a year when the first mass vaccine of children against polio began, Senator Joseph McCarthy begins hearings investigating the Army for being "soft" on Communism, and The Miss America Pageant was broadcast on television for the first time.

The School of Social Work was created by an act of the New Jersey State Legislature. There were three legislative mandates for the new School:

- **18A:65-56.** The Corporation shall maintain in the university a graduate school of social work to be known as the graduate school of social work.
- **18A:65-57.** The school of social work shall offer courses of instruction in accordance with professional standards in the field of social work for persons preparing to enter this profession. It shall also provide part-time instruction for the benefit of persons already employed as social workers.

• **18A:65-59.** The school of social work shall establish programs of research in the field of social work to aid in carrying on its program of instruction and to improve the standards of social service in New Jersey.

In a January 25, 1965 letter to Dr. Mason W. Gross, President of the University, Dr. Ernest E. McMahon, Dean of the University Extension Division, stated: "every indication points to the fact that Rutgers will be called upon to provide a wider range of educational services than ever before in its history. Communities in New Jersey will have great need for such services because they must meet the impact of enormous urban change."

## Faculty Member Highlight



### William Neal Brown

William Neal Brown of Montclair, NJ, the grandson of a former slave and son of a steelworker in Pennsylvania, served as a Tuskegee Airman prior to becoming one of the first African-American faculty members at Rutgers. He was a member of the Rutgers School of Social Work faculty from 1956 until his retirement in 1989. He was among the 300 surviving Tuskegee Airmen who attended the inauguration of President Obama in January 2009.

Over the years, Rutgers SSW has grown in scope and size, with programs that meet the needs of every type of student, full time, part time, and online, and with programs on all three campuses.

**1954 Master of Social Work (MSW).** The school's largest program prepares skilled direct-service providers to function in both public and private sectors of social welfare.

**1975 Bachelor of Arts in Social Work (BASW).** The B.A. with a major in social work prepares graduates for beginning social work practice.

**Dual Degrees.** Rutgers School of Social Work offers dual degrees in the following areas: Juris Doctor/Master of Social Work (J.D./M.S.W.), Master of Social Work/Master of Divinity (M.S.W./M.Div.), Combined MSW/Ph.D. Program

**2006 Intensive Weekend MSW Program.** This program enables students employed in the social service and human service related fields to pursue their MSW while continuing to work full-time.

**2010 Doctor of Philosophy in Social Work (Ph.D.)** The program prepares students for careers in higher education, research and advanced positions in social policy and administration.

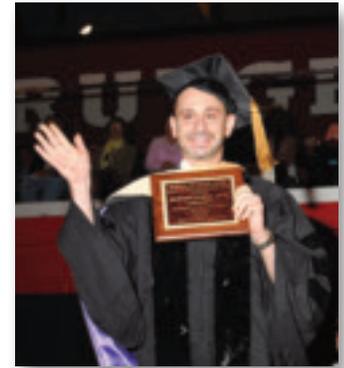
**2012 Doctorate in Social Work (DSW)** The program fills the gap between theory and practice, preparing practitioner-scholars to reconnect knowledge production with practice while they create new practitioner knowledge in the field.

**2013 100% Online MSW program in Clinical Social Work.** This online program is designed for self-directed students who seek the flexibility and convenience of online learning.

## The Growth of Our Centers

As demand for more specialized programs has grown, the School has met those needs by establishing a variety of Centers, many of which maintain a host of partnerships with public agencies, local non-profit organizations, foundations and socially active corporations.

• **Institute for Families (IFF)** has a mission is to support and strengthen individuals, families, and communities by building the capacity of human service professionals and organizations.



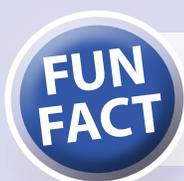
• **The Center for Gambling Studies** serves as the only gambling research and policy center in a School of Social Work in the U.S.



## Revitalizing New Brunswick

In the early 1970's, the city of New Brunswick was plagued with urban decay. Many businesses chose to leave the city for the suburbs. Johnson & Johnson contemplated a move of their World Headquarters from where it was founded in 1886. Before doing so, the company commissioned a study to determine if there was a willingness from the community to work in partnership to revitalize the city. An Eagleton poll found that New Brunswick residents were far more optimistic about the future of their city than the residents of other communities in the tri-state area.

So Johnson & Johnson remained in the city, built a new headquarters, and established a private/public partnership for revitalization. In July 1975, New Brunswick Tomorrow was officially organized, with a Board of Directors representing all segments of the community, and John J. Heldrich from Johnson & Johnson elected as chairman. Thus began a revitalization of the city. The bustling area of New Brunswick today, filled with restaurants and shops, businesses and centers of education and medical excellence, hums with life and activity.



Longtime faculty members remember when there was one restaurant in town. Tumalty's was built in 1937, and described back then as "a watering hole for a colorful blend of New Brunswick townspeople, politicians, students and businessmen."

# Reflections by Faculty

## Donald Dickson J.D., Ph.D. Professor Emeritus and Lead Teacher for Law and Social Work

You've come a long way... OK, so I wasn't there when RU played Princeton (College of NJ back then) in the first college football game (1869) nor when the RU football mascot was, would you believe, the Chanticleer, a fighting rooster (until 1955). But I was around over 40 years ago when tuition was about 400 bucks, and behind J & J, there was a collection of decaying brick structures which as I recall had been tanneries – making leather goods, saddles and such (we don't want to know what they had dumped in the Raritan) and the D&R canal, before it got paved over. The School had about 200 total students in an accelerated 16-month program, and about 30 full time faculty. It was located only at 536 George, the old Ceramics building, thick walls (probably for kilns and such), cool in summer, lots of heat in winter. The student lounge was in the basement – sometimes under water – and this was back in the time of asbestos ceiling tile. Downtown programs, and other locations would come later. Student and faculty parking was problematic, some things never change. Of course no computers or document copiers, just typewriters, dirty carbon paper, mimeographs, overworked secretaries. No smart classrooms, online programs, laptops, cell phones (dial back then). There was, however, a strong research program. No MSW programs in Camden or Newark. Some international faculty exchange, but no actual programs with students abroad. Dual degrees with Newark and Camden Law wouldn't happen for another 25 years.

## Kathleen J. Pottick, Ph.D., LCSW Professor of Social Work Acting Dean (2011-2013)

As a 32-year veteran of the school, I have seen practice evolve from untested normative models of intervention to the use of systematic and scientifically tested models. Technological advances in computing and knowledge retrieval have accelerated these changes through an explosion of information unimaginable in my early years. That has significantly changed clinical practice, research methods, and public policy initiatives. Additionally, this technology, coupled with effective health and mental health consumer movements, has empowered clients to influence their care, and improved delivery systems and practitioners' accountability. Clinicians have always been the "canaries in the mineshaft," recognizing social problems long before policymakers, although their contributions to public policy have been underrated. Technology and increased information and communication will likely change that to improve social work and social welfare in the U.S. and abroad.

- **The Center for International Social Work** aims to be a leader in responding to global interdependence, increasing awareness to shared human problems across the globe.

- **The Center for Leadership and Management** is dedicated to scholarship, training, research, consultation, technical assistance and public policy formation relevant to the leadership of nonprofit organizations in NJ, the United States and globally.

- **The Center on Violence Against Women & Children (VAWC)** exemplifies the land grant mission of Rutgers by engaging community partners from the academic, corporate, nonprofit, and government sectors to collaborate on different projects.

- **The Office of Continuing Education** at the Rutgers School of Social Work is the largest university-based program of its kind in the country.

- **The Huamin Research Center's** mission is to develop and disseminate knowledge through research and exchange that promotes professional development of nonprofit organizations and strengthens individual, family, and community well-being in China.

- **Programs on Aging** aim to increase the number of professional social workers with expertise in aging and develop a gerontological workforce that provides leadership and demonstrates excellence in meeting the challenges and maximizing the strengths of an aging population.

- **Study Abroad Programs** offer students an opportunity to examine social welfare policy and social work practice in other countries, and a deeper understanding of another culture.

- Rutgers University Center of Alcohol Studies and the School of Social Work have been awarded \$3.4 million from the NJ Department of Human Services - Division of Mental Health and Addiction Services for an **Addictions Counselor Training (ACT) Certificate Program**.

As one of the largest schools of social work in the country, Rutgers SSW's reach is vast. The School trains nearly 1,600 professional social workers annually. Graduates go on to work in government, the nonprofit sector and the corporate world, doing everything from counseling victims of abuse to leading human resources department at private corporations. The School leverages its many community partnerships to create change locally. Every day, students, faculty, staff and alumni from our School make profound and lasting changes in the world of social work.

And as for whatever happened to Tulmulty, he published a tell-all memoir, *Woodrow Wilson As I Knew Him*, and was never again admitted into Wilson's presence or inner circle.



# Social Work Students Lead the Way

Launched in 2012, the Students Supporting Students Campaign has built a strong foundation of philanthropy that will ultimately decrease the cost of an education for our social work students. Our dedicated students are showing alumni how important private giving is by making a contribution themselves, despite the financial constraints nearly all of them encounter. This year, 58% of graduating MSW students made a monetary gift to support their peers, which will allow for 11 students to receive scholarships in 2015. "Although the dollar figures are nice, this campaign isn't about raising a ton of money from our soon-to-be graduates. It's to prove to students now, while they're still in school, how when we all make a modest sacrifice, together we can make a huge impact on our school. And this year, I'm proud to say we did just that! We've left a legacy that won't be forgotten," said John Schafhauser, recent graduate and Campaign Chair, during the MSW Class of 2014 Graduation Celebration.

The success of this campaign would not be possible without the support of faculty at the Rutgers School of Social Work, who set the bar high for other schools and universities. Nearly all faculty members provide financial support to the University, and this year they donated over \$74,000 to provide necessary funding to scholarships, programs, research, and other initiatives. "I was pleased when the Students Supporting Students campaign began as it gave me a way to directly support the students rather than wondering where my donation might go. Now that I've had some of the scholarship recipients in classes I've taught, I get to see even more clearly how important the scholarships can be in enabling students to complete the program," said Dr. Judith McCoyd, an Associate Professor and donor to various initiatives at Rutgers, including the Library Fund.

With the average debt for an MSW student surpassing \$38,000, initiatives like the Students Supporting Students Campaign are critical to the future of our

school. As the cost of tuition continually rises, students weigh the availability of scholarships and financial aid more heavily on their enrollment decisions. To compete with other top schools of social work, it is essential that we continue to increase our scholarships and cultivate our alumni into donors who will help sustain our school and ensure students have the best educational experience possible.

To make a donation, visit [support.rutgers.edu/socialwork](http://support.rutgers.edu/socialwork).



Members of the Students Supporting Students Committee, Matthew Mayo, Taufika Sakhawat, John Schafhauser, and Denise Thiel, at the Graduation Celebration on May 9, 2014.

## Every gift makes a difference!

**\$25**

Provides toiletries during the summer for a foster student in the SHIP program

Provides in-country transportation for a student while studying abroad

**\$500**

Supports student travel to present at the NASW-NJ conference

**\$50**

**\$1,000**

Covers the cost of one scholarship award

**\$100**

Provides a doctoral student with funding for research

Covers the cost of tuition for one 3 credit course

**\$2,000**



# 2014 Graduates And Celebrations

## Faculty and Staff Awards 2014

**Professor of the Year Award**  
EDWARD ALESSI

**Most Supportive Professor Award**  
MARK LAMAR

**Most Supportive Staff Award**  
ARLENE HUNTER

**Innovative and Creative Teaching Award**  
MICHAEL LASALA

**Outstanding Adjunct Instructor Award**  
JACQUELINE PHILLIPS

**Outstanding Adjunct Instructor Award**  
TAWANDA HUBBARD

## 2014 Student Graduation Awards

**Outstanding Doctoral Student Instructor Award**  
KIM STOLOW

**Dean's Recognition Award to Outstanding MSW Graduate**  
JULIANN VIKSE

**Dean's Recognition Award to an Outstanding Student in Nonprofit and Public Management**  
DIANNA RODRIGUEZ

**Dean's Recognition Award to an Outstanding Student in Clinical Social Work**  
BRITTANY GILBERT

**NJ Society for Clinical Social Work Outstanding Achievement Award**  
KRISTEN PALATELLA



*Graduation Celebration on Friday, May 9. Dean Cathryn Potter welcomed the Class of 2014 and their guests to a hors d'oeuvre celebration with the Rutgers School of Social Work faculty and staff at the Hyatt Regency. A lovely time was had by all.*

## New Brunswick 2013 and 2014 Graduates

Ainyette, Ayana\*  
Alleman, Cassandra  
Alvarez, Duneska\*  
Andreychyk, Kristina  
Ansari, Arfa  
Apaza, Jennifer  
Arias, Jeanette\*  
Bacchus, Priya  
Barnhill, Rosa  
Berger, Chloe  
Bessasparis, Sean  
Bowden, Katherine\*  
Bryant, Jasmine  
Carranza, Genevieve  
Castronovo, Dominiquea  
Cheon, Hyun Jin\*  
Cohen, Jason  
Coral, Jocelyn  
Coyle, Michelle  
Curtis, Shilletha  
David, Esther\*  
DeSimone, Deborah  
DiBello, Veronica  
Feinberg, Sara  
Fennimore, Amanda  
Ferrier, Kirk

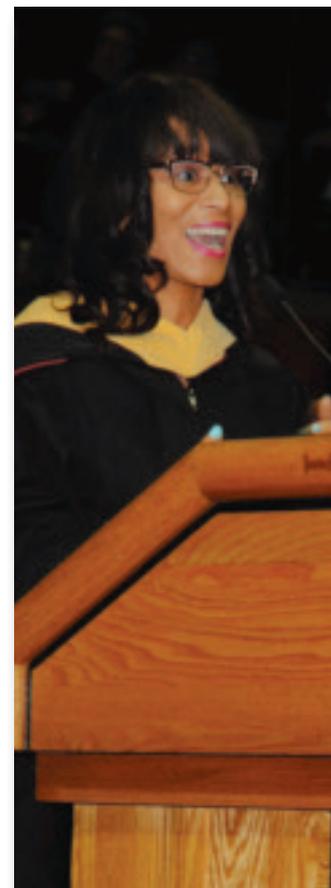
Flores, Stephanie  
Freisinger, Kristen  
Garner, Abigail  
Gibbons, Candace\*  
Graff, Charles\*  
Grieco, Rachel  
Gross, Samira  
Grossett, Stefanie  
Harcum-White, Delilah  
Hogans, Sharonda\*  
Howard, Cheyenne\*  
Huff, Nicole  
Ike, Chinelo  
Irizarry, Jennifer  
Jackson, Olivia  
Johnson, Kerri  
Jones, Christopher  
Jones, Catherine\*  
Knight, Kristina\*  
Lee, Diane  
Maisonet, Marilyn  
Marquez, Krist  
Mazza, Nicole  
Medina, Lorraine  
Meehan, Margaret\*  
Nogueira, Sally  
O'Brien, Lauren  
Ojeda, Ytzayrys  
Pearson, Gina\*  
Piccialo, Lauren  
Quinn, Melissa  
Ramirez, Jasmine  
Romano, Jocelyn\*  
Rosiecki, Renee  
Rotolo, Taylor  
Ryan, Linzi\*  
Salazar, Angelo  
Salerno, Corinne  
Serrano, Elizabeth\*  
Sicherman, Sammi\*  
Silva, Sierra  
Smith, Victoria\*  
Thomas, Kate  
Valentini, Deirdre\*  
Vasquez, Danielle  
Viehl, Amanda  
Vivanco, Katherine  
Wong, Oi Kwan (Bonnie)\*

\*Phi Alpha designation

## Camden Graduates BASW 2013 and 2014

Akpassa, Jonas\*  
Ambert, Nilsa  
Arroliga, Joy\*  
Baker, Kelli\*  
Barber, Jaclyn\*  
Bizzell, Traci

Borden, Lucinda  
Brown, Margaret\*  
Caprio, Jillian\*  
Coleman, Jeanette  
Davis Bell, Nakia\*  
Delayee, Matthew\*  
Fennell, Laverne  
Formanek, Brenda\*  
Frias, Anamaria  
Gaston, Kenneth  
Gonzalez, Christina  
Gourdine, Vanessa  
Greenwood, Christine\*  
Harding, Colleen  
Hartman, Catherine\*  
Hawkins, Christine  
Hirschfeld, Kathleen\*  
Holcomb, Aleah\*  
Iwanicki, Jaimie\*  
Julu, Patrick  
Kelley, Jessica  
Kemp, Christine Ann\*  
Kennedy, Lauren  
Lambo, Melissa\*  
Larrier, Deidre  
Littlejohn, Lashera  
Lopez, Zul\*  
Loshikian, Madelyn\*





Mehaffey, Kristen\*  
 Meyer, Karin\*  
 Mitchell, Lakyndra  
 Morabito, Michelle  
 Morris, Davanna\*  
 Morrison, Christen\*  
 Murray, Victor  
 Myricks, Valarie  
 Nelson, Michelle  
 Ottinger, Ashley\*  
 Paye, Harriett  
 Pragle, Kelli  
 Pryor, Natalie\*  
 Richardson, Janet  
 Roundtree, Rasheeda\*  
 Santiago, Angelica  
 Santiago, Carey Milagros\*  
 Sees, Francis\*  
 Shields, Jeanette  
 Small, Erin\*  
 Thompson, Nahtonya\*  
 Thurber, Jamie\*  
 Tibbs, Dermont  
 Vergara, Jennifer\*  
 Waters, Cheryl\*  
 Weatherington, Yolanda  
 Williams, Ashley  
 Yochum, Stephanie\*

Zunair Ashfaq  
 Charise Atiba  
 Deborah Ellen Atzbi  
 Yaritza Avila  
 Monica Estalilla Avisado  
 Gabrielle R. Avitabile  
 Isaac Awuah  
 Samuel Eric Badillo  
 Angela A. Bailey  
 Robert H. Baker  
 Joyce Balducci  
 Chamomile Sienna  
 Woodstock Balzano  
 Carly Diane Banes  
 Jamie L. Baran \*\*  
 Brittney Ann Barat  
 Lauren Ruth Barbary  
 Claire Maureen Barbato  
 Carlos M. Barbosa  
 Jackeline Barco  
 Lauren Sarah Bardach  
 Brandy M. Barefield \*  
 Heather J. Barreto  
 Francesca A. Bautista  
 Jennifer Bayne  
 Alison Beaton  
 Leah Behar  
 Dane Bender  
 Adriana Benko  
 Maria M. Bennett  
 Sara Katherine Bennett  
 Thomas L. Bergen Jr.  
 Cynthia Margarita Gutiérrez  
 Bernstein

\*Phi Alpha designation

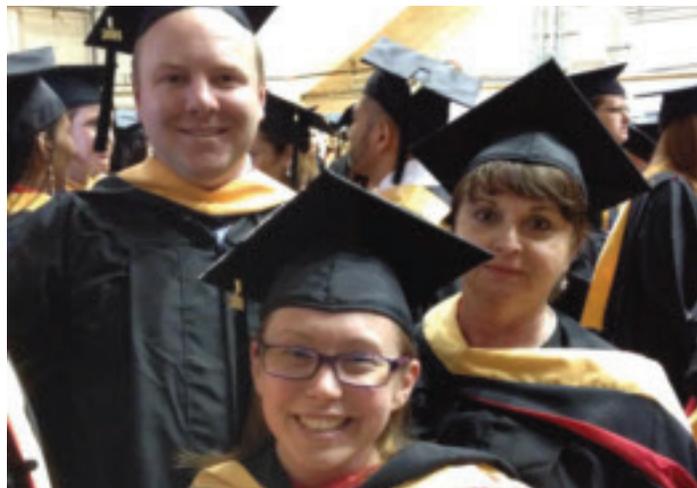
### 2014 MSW Graduates

Dana B. Abramson  
 Cathia F. Abrantes  
 Melissa Addonizio  
 Victoria Ayodele Akanbi  
 Marilyn A. Albrecht  
 Stephanie C. Albuquerque  
 Jane Altshul  
 Rachel S. Alvarez \*\*  
 Josue Anacius  
 Rosio O. Antigua  
 Julia Rose Antinori  
 Lucia G. Appleby  
 Ryan K. Appleby  
 Robin Teresa Arbubakrr  
 Rannette W. Archer \*  
 Carlo Arellano  
 Brittany Arsenault  
 Courtney Anne Artz

John Zayas Berrios Jr.  
 Katie Christine Blake  
 Mariane Blouin-Gascon  
 Nicole M. Bonacci  
 Brittany E. Bradshaw  
 Emily Daiktea Braithwaite  
 Meghan Brandecker  
 Syreeta L. Bratton  
 Ginger A. Bright  
 Jessica E. Broadnax  
 Shenijah S. Brown  
 Tiffany M. Brown  
 Megan Marie Brozema  
 Marie Bruno-Mayel  
 Cheryl Lynn Burdett  
 Carol Burke  
 Matthew Tobin Burke \*\*  
 Carolyynn Faith Burns

Jessica Lena Burstein  
 Kayla Bursztyn  
 Tiffany B. Burt  
 Rebecca Lorraine Cadena  
 Jonathan Caley  
 Alexandra B. Camarda  
 Meredith Vitale Cann  
 Amanda Lee Cannella  
 Steven Lazarus Caraccio  
 Angel I. Cardenas  
 Amy B. Cargill  
 Jessica Carroll  
 Jessica N. Carruolo \*\*  
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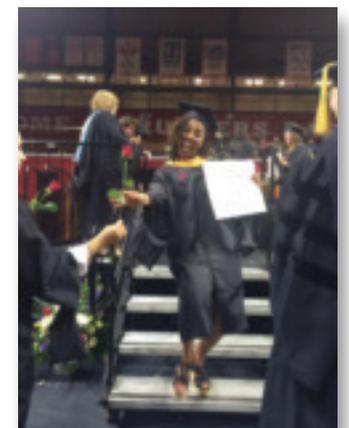


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*Candidate list is correct as of  
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**PhD Program 2014  
 Dissertations**

**October 2013**

**Jessica Strong**

*Dissertation Chair:* Beth Angell  
*Dissertation Title:* Women at War: A Qualitative Study of Combat Experiences of Female Veterans of Iraq and Afghanistan

**January 2014**

**Jamey D. Lister**

*Dissertation Chair:* Lia Nower  
*Dissertation Title:* The Relationship of Gambling Goals and Loss/Win Conditions to Chasing Behavior During Slot Machine Play

**May 2014**

**Aleksandr M. Cheryomukhin**

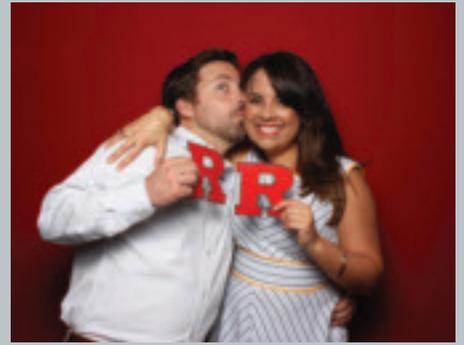
*Dissertation Chair:* Andrew Peterson  
*Dissertation Title:* Development and Validation of the Azerbaijani Empowerment Scale: Support and New Implications for Theory

**Kristen C. Niemczyk-Kistner**

*Dissertation Chair:* Ayse Akincigil  
*Dissertation Title:* U.S. Physicians Treatment of Adolescent Tobacco Use



# Congratulations to the 2014 Graduates!



To download photos from the graduation celebration, please visit:  
[welovephotobooths.com](http://welovephotobooths.com)

# Rutgers Student Named Miss New Jersey 2014

Undergrad social work major Cierra Kaler-Jones champions the arts and female advancement



The fourth try has proven to be a charm for Cierra Kaler-Jones, who was named Miss New Jersey on Saturday, June 14. Her perseverance has led the rising senior to her next competition, Miss America. The winner of the Miss New Jersey pageant receives scholarship money totaling more than \$50,000.

With beauty and brains, Cierra Kaler-Jones, a first generation college student in her family, was a powerful package as she contended for the title. Ranking in the top 10% of her class, Kaler-Jones, a rising senior studying social work on a pre-law track through the School of Arts and Sciences Honors Program, won the pageant on June 14.

When Rutgers students watch Kaler-Jones perform as a member of the nationally-ranked Rutgers University Dance Team, they may not realize that her love of dancing began as a therapy for a physical disability. She was born with a developmental dysplasia of the hips and had to wear a Pavlik harness in order for the hip ball and socket joint to develop correctly. Dance was a tool to overcome her hardship, and it gave her a goal to work towards.

"Dance was my way of feeling like I was normal. Even now it is difficult and my hips are still a bit misaligned. I will never be able to do a split. But I believe things happened for a reason and you grow from your challenges. My issue makes me very relatable to children who have a disability, or anyone who is poor or a minority. Anyone who struggles with something."

When Absegami High School voted

five years ago to cut arts from the program, she was dismayed that her dance company would be disbanded. She went to the Greater Egg Harbor School Board meetings and delivered speeches detailing the importance of arts education. Later she learned her efforts had assisted in the reinstatement of all art programs.

She then founded The Arts Empowerment Project which uses visual and performing arts to empower economically disadvantaged young women and girls. She offers free arts lessons in visual arts, acting and dancing, and allows children to produce and perform in their own showcases. Over 400 children have been involved in the program.



Outside of academia, Kaler-Jones calls herself an overachieving bookworm. She enjoys attending Rutgers home football and basketball games, as well as fueling her self-described obsession with Pinterest and her "inner fashionista." Someday she hopes to be the next Miss America as well as a world traveler.

This past May, Kaler-Jones started her own troop of Daisies and Brownies in Millville. Her troop lives in a housing project and they are able to participate through a special scout program for those who would not otherwise be able.

"We have formed this beautiful relationship. I have become attached and

it is very hard to see that a lot of the time I am the only role model that they can rely on. One of the girls told me that she was tired because she had not eaten in days. It is a reality check for me about what really matters and what doesn't," she says.

Kaler-Jones hopes to become an education law and policy advocate, shaping curriculum so that it is engaging for all students. She founded the Rutgers campus chapter of She's the First, a non-profit organization that sponsors girls' education in developing nations. She has interned with the American Civil Liberties Union of New Jersey, and The Office of the Attorney General-Criminal Justice Division, and is a research assistant for the New Jersey Child Welfare Training Partnership through the Institute for Families at the School of Social Work. She just graduated from the Institute for Women's Leadership Scholars Program.

Unlike other pageant participants who might cast a dim view of their competition, Kaler-Jones has become close friends with the other young women on the pageant circuit.

"Recently five of us drove up to the Miss New York Pageant and stayed up most of the night. I have found most of my very best friends through competing. They are all high achieving young women and I am constantly inspired by them," she says.



## Camden Campus Panel Discussion on Human Trafficking

Graduating MSW student, Robert Mundy, along with the Graduate Student Association, held a panel discussion at Camden Campus with five professionals all speaking to the issue of human trafficking. The event, held on April 2, included presentations from each speaker followed by a Q & A session. Speakers were Jamie Manirakiza of The Salvation Army of Greater Philadelphia, Shea Rhodes of Dawn's Place, Hugh Organ of Covenant House Philadelphia, Nevan Soumilas of Camden County's Major Crimes Unit, and Jennifer Ingegneri of Community Treatment Solutions.

"It was very helpful to have representatives from both Pennsylvania and New Jersey because, as we learned at the discussion, Pennsylvania's trafficking laws are much weaker than the ones in place in New Jersey. It gives Camden students an incentive to help in that state and be advocates for change," says Mundy.

## Annual Krystal Skinner Walk

On Saturday, March 29, the Social Work Undergraduate Student Association on the Camden Campus hosted the Annual Krystal Skinner Walk. This event aims to educate the community about the social issue of domestic violence and commemorate Krystal Skinner. At the walk, resources are provided to help those facing domestic violence. This walk also raises support for the Krystal Skinner Memorial Scholarship Fund. Krystal Skinner, 22, of Linwood, NJ, was stabbed to death on March 26, 2008, in an apparent domestic violence dispute. Krystal, who had a two-year-old son, was a senior at Rutgers University-Camden and a social work major interning with the Division of Youth and Family Services (DYFS). The Krystal Skinner Memorial Scholarship Fund has been established to financially assist eligible individuals pursuing their social work degree at Rutgers University. The Camden students and Krystal's family have been very supportive of this scholarship fund for the last six years.

*To make a gift, visit [support.rutgers.edu/socialwork](http://support.rutgers.edu/socialwork).*



## Huamin Research Center Hosts Symposium

The International Symposium on Labor Security and Social Welfare on April 18 featured outstanding speakers for labor security and social welfare issues in both China and the US. Renmin University of China was the co-host for the event, and is hosting Rutgers for our China Study Abroad program in Beijing. Dean Xiangquan Zeng of School of Labor and Human Resources and Chair Keqing Han of Department of Social Security led a delegation to attend the symposium. Dean Potter is pictured with the Renmin University delegation at the School of Social Work. Dr. Chien-Chung Huang, Dr. Yu Guo, Dean Cathryn Potter, Dean Xiangquan Zeng, Dr. Keqing Han, and Dr. Wei Huang.

*For more information about the Center, please call 732-932-8758 ext. 40.*



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 Mr. Harry Rosenberg, SSW'77  
 Dr. Ruth E. Ross, SSW'78, GSNB'85  
 Mr. Gregory Rossi, SSW'97  
 Ms. Debra J. Ruisard, SSW'06  
 Mr. Brian S. Ruiz, SAS'12, SSW'13  
 Ms. Melissa M. Rullo, SAS'12  
 Ms. Minimah A. Rush, SAS'13  
 Ms. Paula K. Ruszel, SSW'97  
 Ms. Paula M. Ryan, SSW'91  
 Ms. Areefah Saheb  
 Ms. Norrell R. Sainsott  
 Ms. Taufika Sakhawat  
 Mr. Carlo G. Salgado, LC'92  
 Ms. Danielle L. Salvia  
 Ms. Julia Sameth  
 Ms. Deyanira C. Sanchez, UCN'07

Mrs. Irma W. Sandoval-Arocho, SSW'99  
 Ms. Carolina Santos  
 Ms. Konstantina Savrides  
 Ms. Arielle H. Scarpelli  
 Mr. John H. Schafhauser  
 Dr. Kristin Scherrer  
 Mr. Mitchell A. Schley, Esq., NLAW'83  
 Ms. Elizabeth J. Schmidt, DC'06  
 Mr. Charles W. Schuh  
 Ms. Rachel H. Schwartz, RC'01, SSW'08  
 Mr. Andrew O. Scullin, SSW'12  
 Ms. Michelle Scully  
 Mr. Richard Seaton, SSW'81  
 Ms. Dana Sedlak  
 Mr. Steven G. Selfridge, SBC'79, CCAS'79 and Ms. Michele A. Selfridge, SSW'96  
 Mr. Aniello Semioli  
 Ms. Maria F. Sena  
 Ms. Kristina Sepe  
 Ms. Hina Shah, UCNB'06  
 Mr. William J. Shalhoub, SSW'71  
 Ms. Jatasha Sharif, SAS'13  
 Ms. Gina L. Sharpe  
 Ms. Melanie Shaw, SAS'13  
 Ms. Diane A. Sheppard, SSW'85  
 Dr. Harlan J. Sicherman  
 Ms. Sania Siddiqui, SAS'11  
 Dr. Darcy C. Siebert  
 Mr. Neil Silver, SSW'71  
 Ms. Rhoda Ann Silver, SSW'73  
 Dr. Cassandra A. Simmel  
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 Mr. Thomas R. Sirolli, SSW'75  
 Ms. Charlie Slade  
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 Ms. Theia L. Smallwood  
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 Mr. Robert D. Spengler  
 Ms. Laura B. Sprow  
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 Mr. Richard A. Stagliano, RC'75  
 Ms. Julia T. Stahl, L.C.S.W., SSW'95  
 Ms. Sabrina Starkman  
 Ms. Teresa Staten, SSW'13  
 Ms. Elyse A. Steinberg  
 Ms. Lea K. Steinman, SAS'12  
 Professor Thomas M. Stephens  
 Mr. David J. Stern, SSW'72  
 Ms. Joan R. Stevenson, LC'88, SSW'89  
 Dr. Constance Z. Stober, DCSW, RN, SSW'83  
 Ms. Amy Strickler  
 Mr. Jacob A. Suskewicz, RC'04  
 Ms. Annette M. Sussman, SSW'74

Ms. Wileta Sweet  
 Ms. Markita J. Tabb  
 Ms. MaryAnne D. Tamm, SSW'81  
 Ms. Alba Tavarez  
 Ms. Eileen M. Taveniere, SSW'95  
 Ms. Patricia Taveras, RC'08  
 Ms. Adriana Teixeira  
 Ms. Stacie L. Tenenbaum  
 Ms. Adia J. Terry, NCAS'04  
 Ms. Asena K. Terry  
 Ms. Karen A. Testa, SSW'83  
 Ms. Denise C. Thiel  
 Ms. Jillian Thomas  
 Ms. Erin E. Thompson, CCAS'13  
 Ms. Heather L. Thompson  
 Dr. Amy M. Tiedemann, Ph.D., RC'93, GSNB'96, GSNB'01  
 Mrs. Jeanne Froment Tiedemann, SSW'68  
 Mr. Gray A. Tischler  
 Mr. Melvin Tobias  
 Ms. Elizabeth F. Tortorella, SSW'97  
 Ms. Gina Totino  
 Mr. Meghan K. Tracey  
 Ms. Carole A. Trakimas, SSW'99  
 Ms. Neury S. Trinidad  
 Dr. J. Richard Trout, Ph.D., GSNB'67, GSNB'69 and Mrs. Mary Louise Trout, SSW'67  
 Ms. Mary C. Tupper  
 Ms. Michaela M. Turay  
 Ms. Susan G. Uhl, SSW'84  
 United Way of Tri-State  
 Mr. Michael J. Vail, Jr., SSW'77  
 Ms. Bailey Van Jura  
 Ms. Claudia L. Van Porter, SSW'07  
 Mr. Vasilios Vasilopoulos  
 Mr. Michael E. Vega, SAS'11  
 Ms. Denise Lauria Venitelli  
 Mrs. Martha C. Viel, SSW'74  
 Ms. Jennifer E. Vreeland  
 Professor Theodore Walden, GSED'78  
 Ms. Rebecca Walk, SSW'12  
 Ms. Jazmin Waller  
 Ms. Laura A. Walsh  
 Ms. Lindsey M. Warne  
 Ms. Marlo O. Washington  
 Ms. Judith L. Weinberg, SSW'75  
 Ms. Ilana Weinberger  
 Mrs. Sandi Weisenfeld, SSW'00  
 Mr. Owen S. Wetzel, SAS'13  
 Ms. Jodi L. Wheeler, RC'04  
 Ms. Laura White  
 Mr. Randall White, UCC'13  
 Mr. Robert Whitekettle, CCAS'12  
 Ms. Barbara S. Wiley, SSW'75  
 Ms. Pamela N. Wiley, NCAS'10  
 Mr. Booker T. Wilkins, SSW'74  
 Ms. Symone T. Wilkinson  
 Ms. Aleksandri Williams

Mr. Khabir Williams  
 Mr. Raniek R. Wilson, NCAS'08  
 Ms. Kathleen Louise Win, SSW'79  
 Dr. Lilians Cambraia Windsor  
 Ms. Samantha Winter  
 Ms. Kristina J. Winters  
 Isabel Wolock, Ph.D., GSNB'66, GSNB'79  
 Ms. Liz Woodward  
 Ms. Tara N. Woolfolk  
 Sister Patricia M. Wormann, O.P., SSW'81  
 Ms. Dorothea C. Wynter, CCAS'05  
 Mr. Jack Yarín  
 Ms. Rachel Yarin, SSW'12  
 Ms. Nazneen N. Yasin  
 Ms. Silai Yi  
 Dr. Joelle M. Zabotka, GSNB'12  
 Ms. Alison L. Zaeder  
 Ms. Kathleen M. Zavila, SSW'81  
 Mr. Saul Zeichner, SSW'62  
 Ms. Heidi Zorde, SSW'13  
 Mrs. Sharon Zucker, SC&I'99, RC'99  
 Mr. Mayer Zuckerman, SSW'07  
 Dr. Karen A. Zurlo

### Corporate Matching Gifts

**Contributions matched by employers can double, triple, or even quadruple the value of gifts. SSW thanks the following organizations that made matching gifts.**  
 AT&T Foundation  
 GE Foundation  
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 LabCorp  
 The Pfizer Foundation  
 The Robert Wood Johnson Foundation

### Gifts in Memory

**A gift in memory of a friend, loved one, or colleague is a respectful way of remembering that special person. SSW thanks those who memorialize individuals who were important in their lives. The following are names of those in whose memory gifts were received during the year.**  
 Professor William N. Brown  
 Professor Ludwig L. Geismar  
 Professor Marsel A. Heisel, GSED'83  
 Ms. Patricia A. Nagle, UCNB'83, SSW'85  
 Ms. Onetha Pivotte Renwick  
 Ms. Krystal M. Skinner, UCC'08

### Gifts in Honor

**SSW thanks those who have chosen to honor individuals through their gifts. Listed below are friends, loved ones, or colleagues in whose honor gifts were received during the year.**  
 Dr. Richard L. Edwards  
 William Rothenberg, Esq.

### Bequest Gifts

**Making a gift through a bequest is a thoughtful and far-reaching way to provide financial assistance for students or support to a program, department or school. Gifts were received from the estate of the following individuals.**  
 Professor Yetta H. Appel

### Annual Funds

Addiction Counselor Training Fellowship Fund  
 Bernard G. Neugeboren Fellowship  
 Center for Gambling Studies  
 Center for International Social Work  
 Center for Management and Leadership  
 Center on Violence Against Women and Children  
 Charles A. Vickers Memorial Fund  
 Christine Gorman Memorial Fund Award  
 Doctoral Student Support Fund at the School of Social Work  
 Fu Family Fellowship  
 Huamin Research Center Fund  
 Institute for Families  
 Lillian Ringel Memorial Scholarship  
 Mary Vivian Fu and Robert C. Wells Memorial Scholarship  
 Patricia Nagle Scholarship Fund  
 School of Social Work Academic Excellence Fund  
 School of Social Work in support of Programs on Aging  
 School of Social Work in support of the Transitions for Youth program  
 Students Supporting Students - School of Social Work  
 William Waldman Scholarship Fund  
 Winifred M. Thomet and Ruth L. Mann Endowed Fellowship

### Endowed Funds

Allen & Marcia Cohen and Mark Forman Memorial Award  
 Alumni Association of the School of Social Work  
 Endowed Fellowship  
 Blanche Grosswald Endowed Lectureship and Scholarship  
 Boehm Memorial Fund  
 Darien Family Endowed Fellowship for the School of Social Work  
 David J. Stern Annual Lecture on Innovations in Social Work and Gerontology  
 Donna and Art Falk Endowed Scholarship  
 Dorothy Cartun Amdurer Memorial Fellowship  
 Harold F. Fultz and Charlotte D. Fultz Endowment  
 Harold W. and Marguerite F. Demone Endowed Lectureship on Alcohol and other addictions  
 Jean D. Fredrickson Memorial Award in Social Work  
 Kenneth Christmon Memorial Scholarship Fund  
 Krystal Skinner Memorial Scholarship  
 Patricia M. Myron Memorial Fellowship  
 Professor William Neal Brown Endowed Lecture Fund  
 Professor William Neal Brown Memorial Fellowship  
 Richard L. Edwards Endowed Fellowship  
 School of Social Work Alumni Association Opportunity Fellowship  
 School of Social Work Fellowship Fund  
 Verizon Wireless Scholarship Program  
 Werner Boehm Fund for Research-Practice  
 Yetta H. and Hyman Appel Scholarship

Every effort has been made to ensure the accuracy of this list. We sincerely apologize for any errors or omissions.

*To report a discrepancy or for more information, please contact Danielle Chirico at [dchirico@ssw.rutgers.edu](mailto:dchirico@ssw.rutgers.edu)*  
 Dissertation Chair: Lia Nower  
 Dissertation Title: The Relationship of Gambling Goals and Loss/Win

# Students Graduate from the Rutgers School of Social Work



**T**he 248th Anniversary Rutgers Commencement was held on Sunday, May 18, and featured former New Jersey Governor Kean and Eric LeGrand, whose perseverance after being paralyzed during a 2010 game became an inspiration to the Rutgers community.

It is the 60th anniversary of the School of Social Work. This year there were 138 graduates receiving a BASW degree, 473 receiving a MSW degree (with an additional 55 graduating in October and 17 in January), and four graduates receiving a PhD degree.

The School's Convocation was held on Monday, May 19 and the speaker was SSW graduate Marla Blunt-Carter. Ms. Blunt-Carter holds a Masters in Social Work from Rutgers University. In 2008, one of Blunt-Carter's greatest honors and accomplishments was to serve as the statewide campaign Director for the 2008 Obama/Biden Presidential campaign and subsequently on the Washington staff in Executive Office of President Barack Obama.



# Addiction Counselor Training (ACT) Program

More than 350 graduate and post-graduate students will soon be dual-licensed social workers, trained to deliver both addiction and mental health services.

The Addiction Counselor Training Certificate (ACT) program, now entering its fourth year, allows students to fulfill the educational requirements and receive supervised internships needed to obtain both the LCSW and LCADC licenses.

"We are leading the state in meeting an important need for an underserved population," said Lia Nower, who co-directs the program. "Between 30% and 50% of people with mental health issues also have problems related to addiction. Many will never get treatment."

Funded by the Department of Human Services, the program is a collaboration between the School and the Center of Alcohol Studies (CAS) and

provides an opportunity for currently enrolled MSW students and professional students who already have a masters in a mental health field. Laura Fenster Rothschild, the co-director at CAS, noted that about 25% of the 300 students currently enrolled in the program are seasoned professionals seeking additional training and credentials in addictions. This combination of learners creates rich classroom environments.

"There aren't enough credentialed addiction counselors to serve the clients," she said. "We're in a unique position to contribute to the work force by offering master's students an additional certificate that will make them more marketable and to retrain some of our experienced counselors in the field."

The ACT program provides students with:

- A 6-course curriculum that meets all the LCADC education requirements;
- A convenient hybrid course format

that reduces in-class hours to 4 or 5 days per semester;

- Courses are available at the Camden, New Brunswick, and Newark Campus locations and are scheduled on Fridays, Saturdays and Sundays;
- Supervised field hours in DMHAS licensed treatment facilities;
- Preparation for the application process and licensing exams;
- Individualized advising and specialized workshops while enrolled in the program;
- Mentorship from dual-credentialed clinicians and other addiction professionals.

ACT will be accepting applications from September 15 – October 15 for coursework that begins in Spring. All MSW students are eligible to apply.

*Additional information, including an FAQ and link to the application, is available on our website at [socialwork.rutgers.edu/ACT](http://socialwork.rutgers.edu/ACT).*

## Intensive Weekend Program

The Intensive Weekend program provides individuals working full time in the human services the opportunity to pursue their MSW while continuing full time employment. Classes meet once a month on the weekend, supported by online activity, and most students are able to complete field education requirements at their agency, completing 8-14 hours a week in an area of practice distinct from their full time work. We salute all 54 members of the class of 2014 and their employing agencies, who encouraged and supported their educational goals: Atlanticare, Atlantic County Government, Cape Counseling Services, Care Plus, Caring Partners of Morris and Sussex, Children Aid and Family Services, Community Hope, CPC, the Department of Children and Families, Delaney Hall,

Elmwood Park Public Schools, Family Intervention Services, Hudson Partnership CMO, Integrity House, Inter County Council on Drug and Alcohol Abuse, Jersey City Battered Women's Services, Kinnamon Group, Lifestyles for the Disabled, Lighthouse Recovery Services, Mental Health Clinic of Passaic, Twin Oaks (formerly Steining), Essex County Mobile Response and Stabilization Services, Making it Possible to End Homelessness, Morris County Office of Temporary Assistance, Multi-cultural Community Services, Newark Beth Israel Medical Center, New Jersey Association on Corrections, New Bridge Services, North Jersey Friendship House, Ocean Mental Health Services, Partnership for Children of Essex, P.G. Chambers School, SERV Behavioral Health, Shore Memorial Hospital, Sussex County Division of Social Services, UMNDJ-UBHC, and Women Rising.

Several Intensive Weekend students continuing their MSW studies this fall will have the opportunity to add skills in management practice to the clinical focus of their curriculum. The program has always offered a course in Supervision and Human Resource Management to prepare graduates for the supervisory positions many will undoubtedly assume as they advance in their careers. This fall, the program will offer a course entitled Theories of Management and Strategic Planning. Both courses are taught by instructors with executive management experience in both the public and private sectors.

*For more information, please call Ericka Deglau, PhD, LSW, at 848-932-4429 or email [edeglau@ssw.rutgers.edu](mailto:edeglau@ssw.rutgers.edu).*

# PhD/BASW/DSW Programs

## BASW Program

"A critical tool that you learn of in social work is the importance of supervision. The Rutgers BASW program uses that same model in the learning process by having staff and faculty easily accessible and eager to help. Thanks to their support, I am confidently graduating the BASW program with a greater understanding of the social work profession and even more importantly, my role within it. The BASW program is set up to help students succeed, not only in their classes and field placement, but also in their job when they enter the field. Most of the staff and faculty are very active in their social work profession, whether in policy or clinical aspects. Professors are then able to give us students practical tricks of the trade and real-life scenarios that prepare us even more for what's ahead after graduation."

– **Kathleen Hirschfeld** is a member of the class of 2014 and just graduated with her BASW. She was accepted into the MSW Advanced Standing Program at San Diego State University. Hirschfeld ideally sees herself working internationally. She would like to work on the administrative side of a nonprofit that works closely with victims of human trafficking, while playing a key role in policies that dually protects basic human rights and provides shelter and assistance when they are violated.

*For admissions information, please visit [socialwork.rutgers.edu](http://socialwork.rutgers.edu).*



## DSW Program

"It's unique in the fact that we're not just doing one-dimensional research, we're also talking about more in depth critical experiences about the human condition and phenomena's that we observe in the work that we're doing as social workers. It enhances the clinical experience and also the scholarly experience as well. One of the things that is fabulous about the program is that they're offering the students an opportunity to be come practitioner scholars which means that we're practitioners who create new knowledge and disseminate that so that it gives better insight into the profession and also enhances what we're doing. Ultimately I would like to practice part of the time and also teach part of the time at the university level and of course to write the work that I'm doing in a scholarly way or academic way and this program is preparing me for that 100 percent."

– **Widian Nicola** is completing her first year in the DSW program. Originally from Washington State, Nicola received her MSW from Eastern Washington University. She currently works at St. Francis Medical Center in Trenton doing geriatric social work. Her hope is to teach and work with young adults upon receiving her DSW.

*For admissions information, please visit [socialwork.rutgers.edu](http://socialwork.rutgers.edu).*

## PhD Program

"The PhD program at Rutgers SSW focuses on promoting innovative research to address complex social concerns and developing an atmosphere of collegial support and intellectual growth has enriched my five-year journey at Rutgers. In addition to providing exemplary education, the program's commitment to social justice, practice, and service aligned with core social work values helps to cultivate what forms the basis of our profession. As a doctoral candidate, I have benefited from the school's substantive, theoretical, and methodological outlook, its focus on interdisciplinary work and at its cutting edge research centers. Generous research assistantships, faculty mentorship, opportunity to participate in conferences, and support with academic publications have nurtured the scholar in me and aided in my overall professional development."

– **Anasuya Ray** is a Doctoral Candidate graduating in Oct 2014. She will be starting a James Marshall Public Policy Fellowship in DC in the fall. Anasuya's dissertation is focused on exploring everyday violence and collective memory of the conflict in Afghanistan. She is interested in political economy of armed conflict, social policy interventions in post conflict reconstruction, and international social work.

*For admissions information, please visit [socialwork.rutgers.edu](http://socialwork.rutgers.edu).*



# SSW Newark Hosts Luncheon to Thank Field Instructors and Liasons

Students from Rutgers SSW look forward to putting their education to real life use through field placements in hospitals, schools and a variety of agencies. The unsung heroes behind these successful field placements are the Field Instructors and Field Liasons who monitor and assist the students, guiding their successful progress. The SSW at Newark held a luncheon this year to recognize these “field families” and show appreciation for their efforts.

Currently the Newark campus has the largest number of students in field training at one time, 419 students in all. The lunch program focused on highlighting Field Instructors and Field Liasons for their service and commitment to SSW students during their field education experience throughout the year.

“We wanted to strengthen our relationship with these partners and thank them for carefully and expertly guiding the next generation of social workers,” says Mark Lamar, executive director, Office of Field Education Rutgers, who was also the keynote speaker for the event.

Two other event speakers included students Brian Cousin and Mary Guzman, who were completing their field placements. Brian, an Advance Standing MSW Student with an interest in clinical social work, interned at Project Impact at Hoboken University Medical Center, which provides comprehensive

evaluation and treatment for sexually abusive and fire-starting juveniles in Hudson County. Mary is a second year MSW Student, also focused on clinical social work, who interned at Elizabeth Public Schools. Both students were recommended by their Field Liasons and the Office of Field Education as demonstrating excellence in the field placement experiences.

“Field education is an opportunity to integrate classroom knowledge and theory into actual practice with clients. It is an incredible learning opportunity. Just recently a client told me that while

he is working on change, it will not happen overnight. That helped me as a clinician to learn the value of patience, to realize that change takes time, and to enjoy the process,” says Brian.

More than 60 agencies and organizations were invited, and the attendees expressed praise for both the students and the School.

“We are pleased that our field partners have such positive reports about our students, and that they greatly appreciated this luncheon to recognize and thank them,” says Trinay Thomas, associate director of Field Education.



## Certificate in Aging

A three-year grant given to the program in 2006 by the Hartford Foundation helped the MSW Certificate in Aging become something meaningful for students. The Certificate program allows students to add a layer of specialization to their graduate work and it adds coherence to their overall graduate education as social work students.

Emily Greenfield, Programs on Aging coordinator for the School of Social Work since 2007, said that aging as a field tends to be an area where there is

a lot of renewed enthusiasm for developing infrastructure, especially within social work given the demographics and growth of the population.

“My philosophy has always been that it is not that I want every student to specialize in aging. I just don’t want any student to graduate from the Rutgers MSW program without having considered it,” Greenfield said.

In 2007, only 10 students graduated with the certificate. Now, the school graduates between 50 and 60 students

with the certificate every year.

Fellowship in Aging is a competitive, scholarship-based program for students with a strong commitment to aging and leadership potential. The program’s leadership project component is done in conjunction with the students’ aging field placement, and it demonstrates their readiness to be leaders in the field of aging social work.

*For more information, visit [socialwork.rutgers.edu/aging](http://socialwork.rutgers.edu/aging).*

# The Price Family Fellows Program



*The Price Foundation Fellows End of the Year Celebration. From top left: Yaphet Howard, Seph Williams, Sabrina Riddick, Joseph Fleming, K'la Coates, Miquel Gabbidon, Alexander Arici, Rachel Ludeke, Vanessa Raymond.*

The Price Family Foundation operates on the belief that every child deserves an opportunity to be successful. With that in mind, the New York City based foundation has been providing support for over 15 years.

Executive Director Joanne Duhl said that programmatically, the foundation has two areas of interest: low-income kids and families in New York City and New Jersey primarily; and medical research. Geographically, the foundation's grants go to New York City and New Jersey, and the medical research grants go wherever the foundation thinks will make the greatest difference.

"The foundation has done a number of grants related to kids in foster care," Duhl said. "We believe that youth in foster care are among the most vulnerable and really have a great deal of challenges because of their circumstances. One of our concerns is to help kids in foster care beat the odds and be successful."

After hearing about the Summer Housing and Internship Program at Rutgers, which provides housing during the summer months to recipients of the New Jersey Foster Care scholarship, Duhl started talking to people at the state level and at Rutgers about their commitment to helping kids in foster care successfully graduate from college. National data shows kids from the foster care system

are not very successful in getting through college.

"In 2010 there was a study at the University of Chicago that said only 6% of former foster care youth earned a two- or four-year degree by age 24," Duhl said. "It's much more likely that the kids from foster care would be in jail or homeless or the young women would be pregnant."

With those facts in mind, Duhl set out to find a way to help local kids from foster care beat the odds and prepare for economic and life-long success. She said that there are other programs around the country that have begun to strategically support kids from foster care to get through college.

In a partnership with the Institute for Families at the Rutgers School of Social Work, the Price Family Foundation established the Price Family Fellows Program in January 2013, with fellows receiving services as of September 2013. Its initial year awarded seven fellowships, though up to 20 students will be selected to participate in the program during the 2014-2015 academic year.

As a recipient of the fellowship, selected students receive a \$1,500 research stipend, a \$1,000 book stipend, a laptop, weekly supportive

coaching, a research fellowship to engage in original research under the guidance of a Rutgers University faculty member, housing during University breaks, and education workshops to help Fellows realize their educational, career and personal goals.

"It seems based upon the students I've heard from directly, they feel like they got good support and that it really helped them," Duhl said.

Duhl said that she is working with the school to decipher what worked and what didn't from the program's initial year, and how they can make it more effective based on the experience of this year's fellows.

In addition to the program at Rutgers, the Price Family Foundation has funded several other programs that benefit kids in foster care. They funded a Program at Children's Aid and Family Services in Bergen County, which serves kids in foster care who face many challenges to being adopted or finding permanent homes. Duhl said they help this program with an outreach campaign aimed at recruiting prospective foster and adoptive families.

Duhl has been working with the Foundation first as a consultant, and now as the executive director for the last two and a half years. Her job is to do research and make recommendations to the foundation about potential grants, as well as follow up with and ensure that those grants are being used as they were intended to.

"In the case of Rutgers, our goal is to help these students be successful at Rutgers and to graduate and be prepared for life beyond graduation, so I see my goal as to work with Rutgers to figure out how to best do that."



*Alexander Arici (current Price Fellow) is presenting on the work that he has completed this year for Dr. Maurice Elias.*

# Rutgers Alerts Vulnerable Populations to Post-Disaster Scams

**A**s if natural disasters aren't bad enough, a parade of con artists always follows in the wake of these catastrophes. They prey on vulnerable victims, many of whom are elderly or may have functional or cognitive limitations. The scamming often begins within hours after the event and can extend for months and years as it has following Hurricanes Sandy and Katrina.

Now a first-in-the state initiative is underway to provide preventive education and training to stop exploitation of vulnerable adults in New Jersey. The Department of Human Services' Adult Protective Services, a unit of the Division of Aging Services, has awarded a grant to Doug Behan, Director of Continuing Education for the Institute for Families, School of Social Work, to develop and deliver a curriculum about exploitation following a disaster.

The goal is to educate vulnerable adults as well as the trusted community members and professionals who assist them. Everyone, from professionals who are mandatory reporters of exploitation to others who may not consider themselves on the frontlines of recognizing exploitation, can be a part of the solution to this growing problem.

"People who have been through a disaster are in a vulnerable place and have lost their equilibrium and many are experiencing post-traumatic stress. They are in desperate need of services and can be conned fairly easily. It is vital to raise consciousness at all levels throughout the state about this type of exploitation," says Behan.

The Rutgers team will hold a fall conference that is free and is for professionals – law enforcement, social service workers, business owners as well as for the general public – on topics related to the exploitation of at-risk populations, including the disabled, mentally impaired and the elderly. A second follow-up conference will be held in the spring of 2015. Another component



of the \$239,924 grant project involves conducting up to 60 free educational seminars throughout the state at any place where these populations can be reached, from church groups and senior centers to hospitals and small nonprofit agencies.

Post-disaster scams range from inferior work on property to the outright stealing of down payments. The top five post-disaster frauds are identity thieves, dishonest contractors, public adjusters and attorneys, hurricane reinvestment strategies, and illegitimate non profit agencies. The IRS warned consumers following Hurricane Katrina that fraudulent schemes are perpetrated by phone, Internet, e-mail or door-to-door solicitations. In the first days following Hurricane Andrew, Florida's attorney general's office received 200 complaints of fraud.

## After the Storm, Another Tragedy

The October 29, 2012, Superstorm Sandy has been ranked as one of the 25 deadliest US cyclones and one of the costliest at \$65 billion in damage. Patricia Findley, associate professor of Social Work, conducts research on emergency preparedness and physical and mental health concerns, and worked with Superstorm Sandy survivors. She found that one of the most prevalent scams after the storm was mold remediation.

"Many elderly people were taken in by this scam, which often involved door-to-door visits. Instead of removing the mold, the fraudulent contractors would

just put up walls and lay down the new floor on top of it. With the heat of the summer, the mold has grown back and is presenting a health concern for older adults or anyone with allergies or asthma."

Rutgers School of Social Work was awarded a \$400,000 grant from the Robin Hood Foundation to provide clinical mental services after the storm to be delivered as part of the training of our graduate social work students. In early summer as the mold became a health issue, Rutgers nursing students were sent out to educate the population on the harmful effects.

With limited social networks, the elderly and those with disabilities often have fewer resources for rebuilding, leaving them open to scams. After a scam, they may also be reluctant to report it, says Colleen Beach, continuing education coordinator.

"Older people may feel shame about the exploitation experience and fear repercussions if they alert family members. They worry that being taken by a contractor could fortify the argument that they are not capable of living alone. Shame coupled with the possibility of their judgment being impaired by this traumatic event could lead to a decision that reporting is more dangerous than being exploited."

The curriculum will be focused not just on at-risk populations, but also on trusted community members who may be alerted to the scams.

*For more information, contact Continuing Education at 732-932-8758.*



# Alumni Updates

**Lynne Waxman Morris, SSW'85**, graduated with a BA in Social Welfare from Penn State University, worked as a medical social work student at Hahnemann University Hospital and came to Rutgers Camden for her MSW degree. Ms. Morris will never forget her professor Dr. Shapiro's reaction when sharing her medical social work experience, recalling how amazed she was about the changes in the social work profession since her time. Eventually Ms. Morris became a Clinical Liaison for a rehabilitation hospital, always incorporating her social work knowledge, principles, and empathy to patients and families. In between having children, Ms. Morris followed her passion and had a variety of social work jobs. This included being one of two medical social workers for US Healthcare in the Medicare Case Management Department, and working as a brain injury social worker at MossRehab Hospital. She eventually returned to her work as a clinical liaison for an Acute Rehabilitation Hospital, which enabled her to use her social work skills with patients and families during very critical times in their lives. Ms. Morris hopes her experiences will be valuable to new social work students.

**Phil Feldman, PhD, GSNB'96**, was recently hired as the Director of the Puerto Rican Family Institute in Jersey City. He is also an Adjunct Professor at Rutgers University, Graduate School of Social Work where he teaches clinical topics. Dr. Feldman has experience working as a Psychotherapist for 24 years. He has presented over 200 Seminars on various mental health topics including Personality Disorders, Emotional Disorders and Psychotherapy Models. He completed his BA at Emory University,

MSW at Yeshiva University, and PhD at Rutgers University. In addition, Dr. Feldman is the author of "The Psychotherapy Manual," "The Dual Diagnosis Manual" and "Shame Affect-Theory, Research, and Clinical Treatment."

**Alan Singer, PhD, GSNB'95**, was recently named Executive Director at Shalom Task Force, an organization which promotes peaceful family relationships. Dr. Singer joins Shalom Task Force from Lincoln Square Synagogue, where he has been executive director. Prior to that, he was executive director of Congregation Shearith Israel; administration and finance director of the National Conference on Soviet Jewry; executive director of the Jewish Federation of Raritan Valley; and youth and families program director at the Baron Hirsch Synagogue in Memphis Tennessee. He has served as an adjunct professor in Clinical Social Work at Rutgers University Graduate School of Social Work, and of Child Psychology at Touro College. He has also been a clinical social worker for the Jewish Board of Family and Children's Services and Jewish Family Services of Middlesex County. Dr. Singer holds a PhD in Social Policy and Administration from Rutgers University, an MSW from Wurzweiler School of Social Work, and a bachelor of arts from Yeshiva University. He is a published author and columnist, and has been interviewed numerous times by both print and electronic media.

**Yves Domond, SSW'14**, recently published a book of original poetry in memory of his late mother. The book is titled, "The Possibilities: Your Perception Is Your Reality," and can be found on Amazon.com.

## Former Dean of SSW Named as Chancellor of New Brunswick



*Richard L. Edwards*

Richard L. Edwards has been named Chancellor of Rutgers University–New Brunswick, removing the interim designation from his title. Dick Edwards has enjoyed a distinguished career as a professor and an administrator, including serving as dean at Case Western Reserve University and as both dean and interim provost at the University of North Carolina at Chapel Hill. At Rutgers, Dick served as Dean of the School of Social Work before being appointed Executive Vice President for Academic Affairs, and he served as interim President of Rutgers University prior to the arrival of Robert Barchi. Dick will continue in his role as EVPAA, where he oversees the coordination of university-wide academic programs and the tenure review and academic promotion process across the University.

### SCHOOL OF SOCIAL WORK OUTSTANDING ALUMNI AWARD

Please nominate a SSW alum for our Outstanding Alumni Award. The nominee should have made a significant contribution to the school and the profession.

*To nominate someone, please visit [socialwork.rutgers.edu/alumni](http://socialwork.rutgers.edu/alumni).*



# In Memoriam

*The Rutgers School of Social Work family extends its deepest sympathy to the loved ones of deceased alumni, faculty, and friends.*

**Miss Jean Bourne, SSW'57**  
December 16, 2013

**Mrs. Rose D. Movitch, SSW'59**  
August 18, 2013

**Mr. Wilbur R. W. Hubley, SSW'64**  
January 9, 2011

**Miss Lillian Hall, SSW'66**  
February 1, 2010

**Mrs. Elinor Golding, SSW'66**  
January 22, 2014

**Ms. Jean M. Dibbell, SSW'66**  
March 10, 2014

**Mrs. Eleanor M. Johns, SSW'67**  
August 28, 2013

**Mr. Thomas Bernard Churgin, SSW'67**  
October 26, 2002

**Ms. June L. Garelick, DC'51, SSW'68**  
March 8, 2013

**Mrs. Geraldine C. Casey, SSW'69**  
November 5, 2013

**Ms. Nomalee Tilman, SSW'72**  
September 10, 2013

**Ms. Gertrude Berman, SSW'72**  
February 1, 2013

**Ms. Marguerita S. Page, SSW'72**  
March 3, 2005

**Mr. James L. Seawood, SSW'73**  
January 12, 2014

**Ms. Mary V. Morin, SSW'74**  
August 30, 2013

**Ms. Faye S. Sander, SSW'75**  
January 21, 2006

**Ms. Patricia H. Utts, SSW'75**  
February 16, 2000

**Mr. Carl Preto, SSW'77**  
April 6, 2014

**Ms. Adeline G. Bliven, SSW'78**  
August 18, 2004

**Ms. Gilda R. Posner, LC'81, SSW'82**  
November 14, 2011

**Mr. Joseph Oresic, SSW'82**  
March 7, 2014

**Ms. Gloria S. Waytowitz, DC'64, SSW'82**  
November 6, 2006

**Ms. Linda L. Stafford, SSW'83**  
October 24, 2013

**Ms. Josephine L. Gantt, SSW'83**  
January 19, 2011

**Ms. Rachel M. Blodgett, SSW'83**  
May 6, 2014

**Ms. Elizabeth Walton Pruzinsky, SSW'84**  
January 15, 2014

**Ms. Pamela Annette Vail, SSW'85**  
August 30, 2013

**Ms. Reba M. Hirsh, SSW'86**  
August 11, 2013

**Ms. Rita Lane Simon, UCP'80, SSW'86**  
January 4, 2014

**Ms. Kathryn A. Linder, SSW'86**  
January 15, 2011

**Ms. Gale F. Farrell-Suydam, SSW'87**  
October 19, 2013

**Ms. Flora Bickler Eisenberg, DC'84, SSW'87**  
April 12, 2012

**Mr. William J. Flahive, SSW'88**  
July 29, 2013

**Ms. Margaret T. Manning, SSW'88**  
July 5, 2013

**Ms. Martha B. Cherbavaz, CCAS'80, SSW'88**  
October 24, 2013

**Ms. Sue D. Morris, CCAS'88**  
March 6, 2012

**Ms. Elizabeth D. Van Deusen, SSW'89**  
March 5, 2014

**Ms. Colleen F. Wolters, SSW'92**  
December 1, 2013

**Ms. Janice M. Howe, SSW'93**  
October 27, 2013

**Mr. Dennis G. Tornquist, SSW'94**  
August 28, 2013

**Ms. Elizabeth A. Szenasi, SSW'95**  
August 25, 2013

**Mrs. Cornelia A. Hartfield, SSW'96**  
June 5, 2012

**Mr. Darin Miller, UCNB'92, SSW'98**  
April 23, 2014

**Mr. John E. Sorace, SSW'01**  
July 16, 2013

**Mr. Jamaine J. Hamlin, NCAS'05**  
December 9, 2010

**Ms. Malika Z. Husbands, SSW'11**  
August 25, 2013

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