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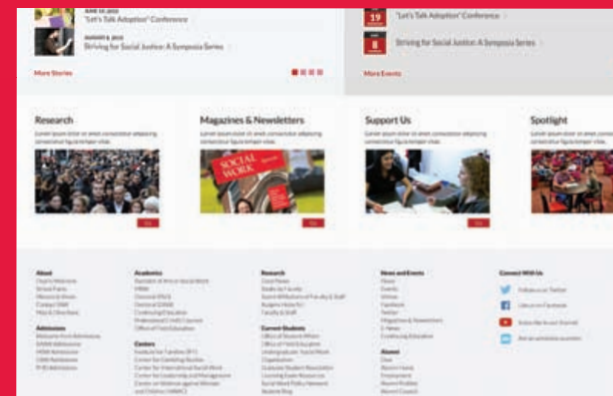
PERSPECTIVES ON CHILD WELL-BEING  
IN AMERICA

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WINTER 2016

PARTNERING *for* CHANGE

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**DEAN AND EDITOR-IN-CHIEF**  
Cathryn C. Potter, MSW, Ph.D.

**DIRECTOR OF COMMUNICATIONS AND EDITOR**  
Beth Salamon

**CONTRIBUTING WRITER**  
Jaelyn Finger

**PUBLICATION DESIGN**  
Eric Miller + Associates

**PRINTING**  
Garrison Printing Company

We welcome your comments and suggestions. Please email us with your feedback or ideas at [alumni@ssw.rutgers.edu](mailto:alumni@ssw.rutgers.edu).

M E S S A G E F R O M T H E D E A N

Greetings Alumni and Friends,

**RESULTS OF NEW RESEARCH** on child wellbeing are frequently in the news. We have seen important studies in areas related to the stark effects of poverty on children, the effects of parental mental health, the disparate impact of family disadvantage on boys and girls, the effects of parental incarceration, and many other influences on child wellbeing. This body of literature illustrates the lasting effects of the social justice issues upon which we have been focusing in recent issues of this publication.

Several of our own faculty members are working in this area, and we are pleased to highlight their work in this issue:

- **Michael MacKenzie**, associate professor of social work and pediatrics and Chancellor's Scholar for Child Wellbeing, examines the effect of parental discipline methods and spanking on child well-being.
- **Laura Cuesta**, assistant professor, discusses her research on poverty and why the U.S. consistently lags behind other industrialized countries in measures of child well-being.
- **Cassandra Simmel**, faculty associate at the Center on Violence Against Women and Children (VAWC) and associate professor, talks about the intersection of domestic violence case workers and child protective services when domestic violence occurs in the home.

As we prepare students to work in our modern world, we are committed to rooting their education in research, and building the integrative links between research and practice that characterizes our profession. Our faculty members are committed to strengthening individuals, families and communities and to championing policy change based on research findings. This work rests on the vision of our faculty, as they ask and answer the sorts of questions that shape our profession's focus and skills.

On another note, I would also like to thank all of the alumni who attended our 2015 Alumni Event. It is always a pleasure to reconnect with our graduates and share in the celebration of their meaningful work. Please check our website for ongoing events, job postings, alumni profiles and opportunities to donate to scholarships and other areas that benefit our students.

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



**“When I approach a child, he inspires in me two sentiments — tenderness for what he is and respect for what he may become.”**

— Louis Pasteur,  
French chemist and microbiologist

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t h o u g h t s



"If we don't stand up for children, then we don't stand for much."

MARIAN WRIGHT EDELMAN

WINTER 2016

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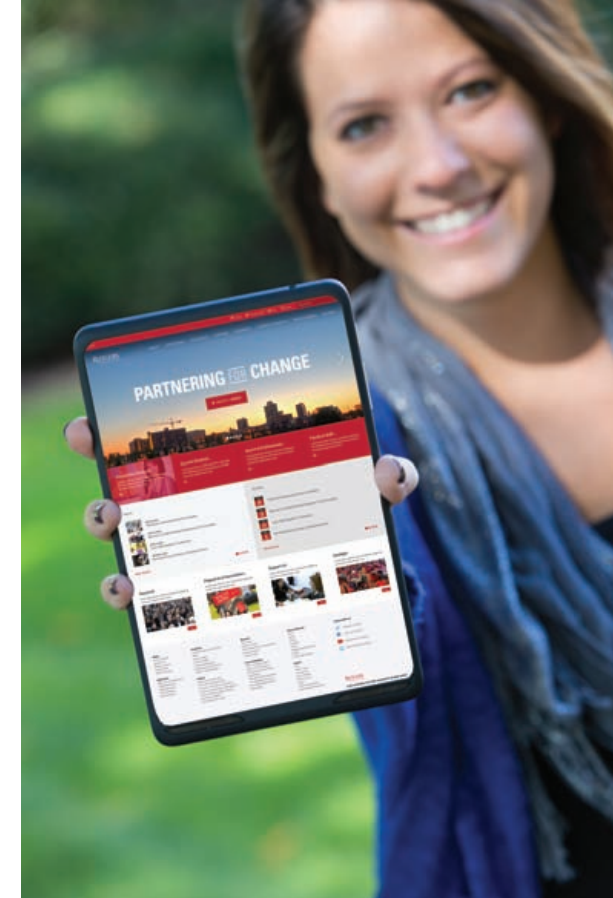
T A B L E O F C O N T E N T S



ON THE COVER

representing child well-being in america:  
photography by Veer

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## 2015 Alumni Reception is a Success

"I would like to thank all of the alumni who attended our 2015 Alumni Reception. It is always a pleasure to reconnect with our graduates and share in the celebration of their meaningful work. I encourage alumni to check our website for ongoing events, job postings, alumni profiles and opportunities to donate to scholarships and other areas that benefit our students," said Cathryn Potter, Dean.

Please visit our alumni website for more updates at [Socialwork.rutgers.edu/Alumni](http://Socialwork.rutgers.edu/Alumni)



## School of Social Work Launches New Website

Rutgers School of Social Work is excited to announce its newly revamped website! After much planning and group effort, the School developed a website that is much more user-friendly for all visitors.

The new website is more responsive and compatible to all browsers, as well as being mobile-friendly. Users have an enhanced experience navigating through the site and are able to obtain information more easily. The new website is an opportunity for the School of Social Work to improve the quality of information for current students, prospective students, faculty, staff, alumni, and the public.

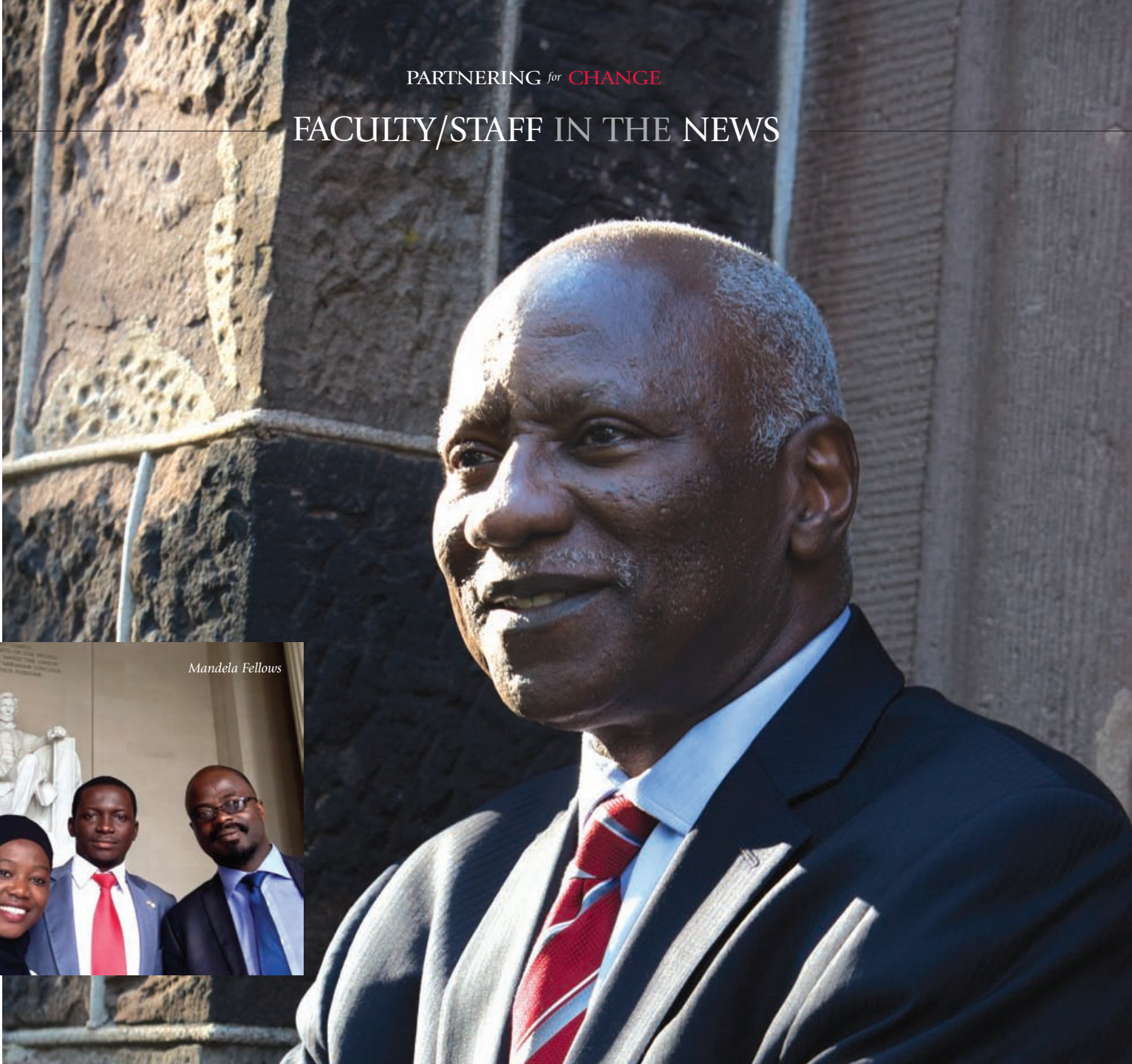
"Our goal was to be able to provide our web visitors with a more satisfying experience while searching for information on our website," said Cathryn Potter, Dean. "Having up-to-date technology, an appealing design, and a seamless navigation process helps visitors discover more about our outstanding programs and our exciting research, news, and events."

The new website features:

- A simple, attractive way for prospective and current students to learn about degrees and programs
- Easy navigation through course and program information
- Drop downs for all critical assets of the School with corresponding inter-links
- Social media integration with connections to Facebook, Twitter, and YouTube
- News, events, and research announcements

Visitors are encouraged to explore the new website at [www.socialwork.rutgers.edu](http://www.socialwork.rutgers.edu).

## FACULTY/STAFF IN THE NEWS



### Ron Quincy

Ronald Quincy, professor of professional practice, was selected by the State Department to organize a crisis leadership simulation for five-hundred participants in the Mandela Washington Fellows program. Rutgers University is proud to be selected to host the "Mandela Washington Fellowship for Young African Leaders" for a third

year. Rutgers will be hosting 25 Fellows among the 1,000 chosen for 2016. A partnership between the GAIA Centers, Rutgers School of Social Work and Rutgers Center for African Studies will produce the fellowship curriculum. The Mandela Washington Fellowship is a program led by President Barack Obama to help empower young African leaders in their

academic studies, leadership training, networking, and professional opportunities. Quincy's coordinating role includes managing representatives from the other Mandela Washington Fellows host institutions, selecting, and training approximately 70 simulation facilitators; coordinating with the Defense Department

(National Defense University, and other federal agencies), and serving as the overall convening master facilitator. Ten White House National Security Council officials and over a dozen State Department officials participated in the previous simulation.



### Doug Behan

Doug Behan, assistant professor of professional practice and director of Continuing Education, hosted, with the Office of Continuing Education, a week-long study tour of Chinese social workers and social work students from varied regions of China. Classroom-based learning and visits to nonprofit agencies throughout NJ led to enlightening and meaningful cultural exchanges. The Office of Continuing Education also hosted twenty-one visitors from China on June 15 & 16 as part of the Executive Management of Philanthropy Program conducted by the China Philanthropy

Research Institute at Beijing Normal University. The group of foundation directors, business executives and university officials met with Commissioner Allison Blake and other leaders at the NJ Department of Children and Families and also met with a nonprofit organization in New York City serving Asian domestic violence victims in order to learn about their service delivery model. The experience with both Chinese groups was rich in learning and cultural exchanges for everyone involved.



### Antoinette Farmer

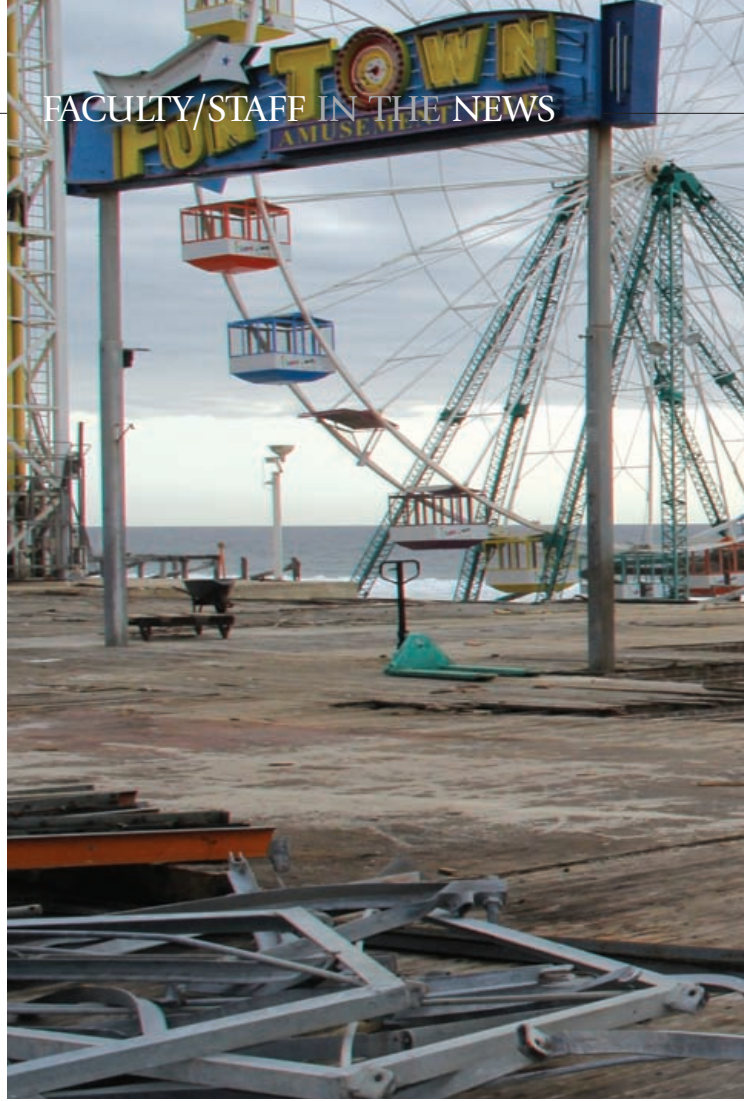
Antoinette Farmer, associate dean for academic affairs and associate professor, has been chosen as one of five Rutgers CIC Academic Leadership Program Fellows for the 2015-16 academic year. The CIC (Committee on Institutional Cooperation) is the academic component of the Big Ten athletic conference. The CIC Academic Leadership Program is designed to help talented and diverse faculty further develop their ability to be effective academic leaders at their

current institutions, or in the future at other major research institutions. Also an article co-authored by faculty members Andy Peterson, Antoinette Farmer, and Allison Zippay was chosen for the CSWE 2015 Best Quantitative Article Award for Volume 50 of the Journal of Social Work Education. The recipients were recognized at the Council on Social Work Education's 2015 Annual Program Meeting on October 17th in Denver.

### Raymond Sanchez Mayers

Raymond Sanchez Mayers, associate professor, is spearheading LISTA (Latino/a Initiatives for Service, Training and Assessment), a new School of Social Work Area of Emphasis focused on training social work students to serve Latino/a communities and clients. The Latino population is the fastest growing minority group in the U.S.; thus, it is imperative that social workers and other mental health practitioners be knowledgeable about how to effectively serve this community. LISTA includes: courses offered in social work practice specific to Latino/a

populations to increase cultural competency; courses for social workers on the professional use of Spanish; and a Field Education component that places students in agencies serving Hispanic communities. Rutgers School of Social Work is seeking agencies that would like to provide field placements and stipends for MSW students who have special training in working with Hispanic populations, and who are, in some cases, bilingual. If you would like to provide a sponsored field placement, please email [rsmayers@ssw.rutgers.edu](mailto:rsmayers@ssw.rutgers.edu)



## Patricia Findley, Donna Van Alst, Sandra Moroso

Donna Van Alst, assistant research professor, Patricia Findley, associate professor, and Sandra Moroso, associate program manager for the Institute for Families, were co-investigators in the Rutgers/NYU/Columbia Superstorm Sandy Child and Family Health Study, and received extensive media coverage from their research findings, including articles in the Philadelphia Inquirer, The Star-Ledger, and the Washington Times. According to the Sandy Child and Family Health Study, a major representative population study of 1 million New Jersey residents living in Sandy's path, over 100,000 New Jersey residents experienced significant structural damage to their primary homes from Superstorm Sandy. Based on findings released from this study, which was conducted by

Rutgers University and New York University (NYU), in collaboration with Columbia University and Colorado State University, among those New Jersey residents whose homes suffered such damage, 27% are experiencing moderate or severe mental health distress and 14% report the signs and symptoms of post traumatic stress disorder (PTSD) even two and a half years after the storm. "It was striking to us and to our field team of over 30 interviewers how Sandy still dominated the lives of so many New Jersey residents," added Dr. Van Alst, "even two and a half years after the event." The findings from this study are based on face-to-face surveys with 1,000 randomly sampled New Jersey residents living in the state's nine most-affected counties.

## Shari Munch

As part of a new course at Rutgers, students had the opportunity to view perinatal death through an interdisciplinary lens. Titled "Perinatal Death, Dying & Bereavement," the course, primarily a School of Social Work elective, was open to all graduate-level master's and doctoral students, medical students and senior-level nursing students. The course encompassed a range of topics covering this unique kind of grief that is often not openly acknowledged or legitimized by health care providers or society in general, said the course's lead faculty Shari Munch, associate professor. The 3-credit course integrated the disciplines of applied health such as genetics, medicine, nursing and behavioral health such as psychiatry, psychology,



social work professions, while also drawing knowledge from the social sciences, arts and humanities. "I wanted a truly interdisciplinary course that included cross-disciplinary content; but also an aim of the course was to unite students and faculty across the health professional schools and across disciplines," said Munch, who in collaboration with interprofessional colleagues Barbara Cannella (Nursing), Elena Ashkinadze (Genetics Counseling), and Dzhamala Gilmandyar (Maternal-Fetal Medicine)—was awarded a course development grant from Rutgers Institute for Women's Leadership Consortium Initiative on Women & Health.

## Karun Singh

Karun Singh, professor of teaching, was recognized for his ongoing and valued contributions as Chair of the New Jersey Chapter of the New Jersey Chapter of the Network for Social Work Management (NSWM) at the annual conference held on June 3-5 in Washington DC. Singh also organized a presentation titled "The Role of Social Work Managers in Social Justice Work" for NSWM and was one of the speakers at the Chapter's major networking events. The topic was "Fundraising 404: Overcoming Errors to Acquiring and Sustaining Funding." He



presented a paper titled "An Evaluation of a Continuing Education Workshop on Preventing Workplace Microaggressions" and co-presented a paper with Michael De Nichilo (Rutgers MSW 2014 alumni) titled "Pedagogical Resources for Training Social Work Clinicians and Managers in Social Entrepreneurship Practice."



## VAWC Submitted Recommendations to White House Task Force to Enhance Use of Campus Climate Surveys to Address Sexual Violence

This summer researchers at the Center on Violence Against Women and Children (VAWC) delivered to the White House Task Force to Protect Students from Sexual Assault a comprehensive "campus climate survey model" to assess and combat sexual violence – and encouraged colleges and universities across the nation to consider the Rutgers model in the fight against sexual assault on their own campuses. VAWC was invited by the Obama administration to pilot and evaluate the climate survey because of the Rutgers center's status as a "leading research institute on violence against women," according to the April 2014 report of the White House Task Force. The Rutgers report to the task force and the U.S. Department of Justice's Office on Violence Against Women was released publicly today. The pilot

survey – initially developed by the Justice Department's Office on Violence Against Women and conducted by Rutgers – generated responses from nearly 11,000 Rutgers University-New Brunswick students. In the Rutgers report, "sexual violence" has a broad definition that was based on materials developed by the White House Task Force. This definition ranges from remarks about physical appearance to rape and other forms of sexual assault. The most startling finding in the Rutgers report: Nearly one in four undergraduate women (24 percent) told researchers that they were victims of some form of sexual violence before they ever set foot on campus. "One of our most important recommendations is that colleges and universities include in their surveys some questions to help them better understand the expe-

riences of their students before they come to campus," said Sarah McMahon, the lead researcher and the center's associate director. "These results are a clear signal that education, prevention and victim support programs need to begin long before students enter college." Rutgers researchers recommended that campus climate surveys include detailed questions to help distinguish among the many different types of sexual violence that can occur on campus. "There is no 'one size fits all' method for understanding sexual violence on thousands of campuses across the nation," McMahon said. "Our report to the White House Task Force, however, is intended to provide lessons learned to inform the efforts of other colleges and universities that share our commitment to ending sexual violence."

The Rutgers survey also found:

- One in five undergraduate women (20 percent) reported at least one instance of unwanted sexual contact since they arrived at Rutgers University-New Brunswick. This is consistent with findings from other colleges and universities nationwide.
- The vast majority of survivors who use campus resources find them helpful. For example, 84 percent of victims who went to the Office for Violence Prevention and Victim Assistance said the office's services were useful.
- Student awareness and utilization of these services remain a challenge; only about 7 percent of undergraduate women who experienced sexual violence disclosed the incident to Rutgers staff. ■

In this article, faculty members from Rutgers School of Social Work discuss three areas of child well-being: parental discipline and the effect of spanking; reasons why the U.S. is lagging behind other industrialized countries in child well-being; and the impact of intimate partner violence on child well-being.

#### PARENTAL DISCIPLINE AND THE EFFECT OF SPANKING ON CHILD WELL-BEING

W

hile parents use a variety of discipline methods, including the much discussed “time out,” spanking continues to be a commonly employed practice in the U.S. Michael MacKenzie, associate professor of Social Work and Pediatrics and Chancellor's Scholar for Child Wellbeing reports the disconnect between how parents think discipline methods have changed over time, and what the data actually shows.

“While there has been some decrease in the proportion of families who utilize spanking, the numbers have not fallen anywhere near the extent to which people think. Spanking remains a typical experience for children in the U.S. People talk about it less because of stigma, but most families still use it, at least occasionally,” says MacKenzie.

This is cause for concern, since MacKenzie's research has found that children who are spanked, particularly at high frequency, are at greater risk for later problems in both vocabulary and behavior. The study, which appeared in the journal “Pediatrics” in October 21, 2013, reported that spanking remains a common experience for American children, with half of mothers saying they had spanked their child within the past month at age 5, as did one third of fathers. One of the study's key findings was that children who were spanked frequently by their fathers at age 5 went on to have lower vocabulary scores at age 9, even after controlling for an array of other risk factors and earlier vocabulary.

# PERSPECTIVES ON CHILD WELL-BEING IN AMERICA

#### Why Spanking Hurts

MacKenzie's research drew on data from a large national dataset of children and families. This breadth of measurement of families over time—5,000 children born in 20 large American cities between 1998 and 2000 - allowed his team to take a nuanced look at child outcomes.

“We found that harsh parenting, in the form of frequent spankings, was predictive of later aggression and vocabulary deficits, even taking into account earlier child behavior or intelligence measures. In other words, kids who are aggressive early tend to be aggressive later, but even controlling for earlier child behavior, spanking was predictive of even greater levels of aggression,” says MacKenzie.

#### What Works

So what does research report to be the “best” kind of parenting in terms of addressing misbehavior? In this area, MacKenzie says researchers have done a disservice to families.

“We have spent more time telling them what not to do rather than providing strategies that work. When we say don't spank, we aren't saying don't discipline your kids. We aren't saying don't have rules about behaviors that are not acceptable and consistent consequences,” he relates.



right to left: Laura Cuesta, Ph.D., assistant professor; Michael McKenzie, Ph.D., chancellor scholar for Child Wellbeing and Cassandra Simmel, Ph.D., associate professor

**MacKenzie recommends the following for parents and social workers who assist them:**

- The time to think about how to address their child’s behavior is not at the moment the child is acting out. Families should talk through what approach can work for them and put in place a consistent plan. Many alternatives to spanking aren’t as easy to implement and take time, consistency, and energy to be effective.
- For families already taxed by stressors, those strategies can feel challenging to implement without support. We often hear families say “I tried that time out and routines thing for a few days, but they didn’t work.” Social workers are well positioned to work with families on alternative strategies and in building supports.
- A “time out” may make a child realize he shouldn’t break his sister’s toy, but will it teach him to play with her in a kind manner? Psychologist Alan Kazdin eloquently speaks about the importance of also “catching your child being good.” Children want to please their parents and seek their approval and attention, and those are powerful rewards for positive behaviors and reinforcing the types of behaviors you want to see replace the negative behaviors over time.
- MacKenzie asks parents to look back on their day and think about how many times they said “no” to their child or pointed out negative behaviors, versus the times they caught their child doing something good. Many families find this revealing.

**WHY IS THE U.S. LAGGING BEHIND OTHER INDUSTRIALIZED COUNTRIES IN CHILD WELL-BEING?**

**I**n a ranking of child well-being in 29 industrialized countries compiled by UNICEF, the U.S. consistently ranks near the bottom, most recently 26th in 2013, near the poorest countries in the survey, Latvia, Lithuania and Romania. The United Nations agency considers five areas in its compilation, including children’s material well-being, which looked at how they were affected by income poverty and material deprivation. It also assessed statistics on health and safety, education, behaviors and risks, and housing conditions.

“This report card is very worrisome but not surprising,” says Laura Cuesta, assistant professor. Countries at the top of the ranking like Norway, Sweden and Germany, have guaranteed child support payments, universal child care programs, and paid parental leave, which are all key policies to improve child well-being, especially among those children growing up in most disadvantaged families. In the U.S., the vast majority of federal spending on social welfare programs goes to Social Security, Medicaid and Medicare, with relatively few programs directly affecting the measures included in this UNICEF report.

Cuesta says even programs that are supposed to help low-income families to improve their economic well-being have rules that ultimately make them less effective. For instance, single parents receiving cash welfare are required to assign their child support income to the state. Most states then transfer a small portion of child support payments to the parents, if any. Letting these parents receive all child support paid on behalf of their children would be helpful for single-parent families living in poverty. Further, as shown in Cuesta’s research published in Children

and Youth Services Review, 2015, such policy change would not reduce single mother’s labor supply, strengthening the antipoverty effectiveness of child support.

Another issue that affects poor families with children is the lack of quality, affordable child care. A recent report by the Economic Policy Institute shows that parents in New Jersey earning the minimum wage and working full time all year round spend 67% of their salary paying for infant care. With many families receiving only the minimum wage and subject to constantly changing work hours, finding affordable child care is a daunting task. Other wealthy countries consistently provide quality public child care. Along with high child care costs, poor families also struggle to find affordable housing. An analysis conducted by the National Low Income Housing Coalition shows that there is no single state in which minimum wage workers can afford a one-bedroom unit, at a market fair rent, working a standard 40-hour work week, without paying more than 30% of their income. In New Jersey, parents earning the minimum wage will need to work 100 hours per week in order to afford rent.

“In the end, if the labor market is thought as the prime mechanism to escape from poverty and get ahead in life, we need to pay working parents a living wage and support their need for quality child care and housing.”

It is important to highlight that the UNICEF report does not include differences by race, which also plays a role in who will be poor in the United States, says Cuesta. According to the National Center for Children in Poverty, African American children were three times as likely (39%) as white children (13%) to be living in poverty in 2013. African American children are also more likely to experience parental incarceration, which has been consistently associated with poor child

development. A study by Christopher Wildeman shows that about 25% of African American Children (versus 4% white children) born in 1990 had an incarcerated parent by age 14.

Cuesta concludes by saying that research has shown that poverty and material deprivation negatively affect a growing child’s brain development. This alone should make focus on child well-being programs a top priority.

**INTIMATE PARTNER VIOLENCE AND CHILD WELL-BEING**

**H**ow states intervene to protect children living in homes where intimate partner violence (IPV) occurs is a controversial topic. It is not clear, for example, if witnessing violence in the home is sufficient grounds for child protective services (CPS) professionals to intervene. Rather than working in tandem to provide treatment for the entire family unit in a coordinated effort, agencies are often at cross-purposes as they assist mother and child.

“This is a divisive subject because many advocates and professionals feel that removal of the children penalizes the woman who is experiencing domestic abuse. And, this may cause women to be reluctant to disclose IPV. The respective systems that address IPV and child protection have similar yet different missions, protecting women or protecting children. A more successful approach would integrate the needs of both,” says Cassandra Simmel, associate member of the Center on Violence Against Women and Children (VAWC) and associate professor in the School of Social Work.

The occurrence of IPV when children are present is a murky area for authorities. All too often the non-offending parent is held responsible for the violence of a partner, and children are then removed by CPS professionals. This removal is an upsetting situation for children who are already contending with chaos in the household. A growing body of research suggests that the children are best served when they are able to remain with their parent and when the system assists in the safety of both.

With over 15 million children being exposed to the deleterious effects of IPV every year, it is imperative that the IPV intervention system work collaboratively with the CPS system in addressing assistance to both mothers and their children. In New Jersey, a creative, integrative initiative was started a few years ago which designates Domestic Violence Liaisons (DVL) to be involved in CPS cases when IPV is present. These liaisons are on hand to consult with caseworkers from the Division of Child Protection and Permanency, to best assist the family and determine the most preferable course of action for the children.

“It is a wonderful marriage of these two groups, those who assist victims of IPV, and those who assist their children,” says Simmel, who, with VAWC director, Judy Postmus, will conduct a two-year evaluation of this liaison program. “It is a more holistic, family-based approach that doesn’t blame the mother and also helps the children grow up in a home that is hopefully healthier and free of violence.”

For individuals who would like information about resources in the state of New Jersey that address IPV, please visit the following websites:

- Violence Prevention and Victim Assistance (at Rutgers University): <http://vpva.rutgers.edu/>
- Peace a Learned Solution: <http://www.acwc.org/pals.htm>
- New Jersey Coalition to End Domestic Violence: <http://www.njcedv.org/>



**BUILDING CAPACITY TO BUILD CHILD AND ADOLESCENT WELL-BEING:**

# THE PROTECTIVE FACTORS FRAMEWORK

BY SARA MUNSON, THERESA MCCUTCHEON, KERRIE OCASIO & MAUREEN BRAUN SCALERA

**C**hild welfare systems in the U.S. are guided by three federal goals established by the 1997 Adoption and Safe Families Act - safety, permanency, and well-being. Data and research have increasingly underscored that physical safety and permanent families, while absolutely essential, are not necessarily sufficient for healthy development and functioning. In order for optimal outcomes to be achieved, child welfare agencies and their allied public and private partners must strengthen the ways in which they address the complex indicator of well-being.

Authentically addressing well-being means moving beyond basic metrics of doctor visits or school attendance to address more complicated questions of *what can we do to build children/youth/family capacity to function in a complex world and negotiate the challenges of life, and what can we do to mitigate the impact of traumatic stress and adverse childhood experiences?* (Wilson, 2014).

The School of Social Work's Institute for Families (IFF) is helping to strengthen the capacity of child welfare professionals and community partners to address well-being using the *Protective Factors Framework* articulated by the Center for the Study of Social Policy (CSSP). Instead of focusing on risk factors, problems, and deficiencies, the *Protective Factors Framework* builds on strengths to maximize potential and promote well-being through a focus on five key factors (Harper Browne, 2014):

- 1. Concrete Support in Times of Need:** Identifying, seeking, accessing, advocating for, and receiving needed adult, child, and family services; receiving a quality of service designed to preserve parents' dignity and promote healthy development
- 2. Knowledge of Parenting, Adolescent and/or Child Development:** Understanding the unique aspects of child/adolescent development; implementing developmentally and contextually appropriate best parenting practices

- 3. Resilience:** Managing both general life and stress and functioning well when faced with stressors, challenges, or adversity; the outcome is positive change and growth
- 4. Social and Emotional Competence:** Providing an environment and experiences that enable the child/youth to form close and secure adult and peer relationships, and to experience, regulate, and express emotions
- 5. Social Connections:** Having healthy, sustained relationships with people, institutions, the community, or a force greater than oneself

IFF has three separate yet related capacity-building initiatives underway in partnership with the New Jersey Department of Children and Families (DCF) to address well-being and build protective factors.

First, IFF recently collaborated with DCF to build the capacity of the early childhood, education and child welfare professionals supporting families in the Newark community. After working with the National Alliance of Children's Trust Funds to credential trainers, IFF created a two-day training, *Strengthening Families Protective Factors Framework*, and delivered it to nearly 600 professionals in early 2015. In addition to learning how to promote protective factors in their interventions with families, participants had the opportunity to share their perspectives and strategies with one another to build partnerships across sectors. IFF is assessing to what degree training participants have been able to implement these new skills and concepts in their practice, and plans are underway to continue the training rollout in additional New Jersey counties this winter.

Second, DCF has developed a pilot project to improve service access for families that come to the attention of child protective services, but whose issues do not constitute immediate safety or risk of harm. This pilot has targeted young families with young children, who might be prevented from further involvement with the child welfare system if given specific early childhood supports to promote protective factors. The pilot intervention involves a multi-disciplinary case conference including child welfare staff and key community service providers,



Sara Munson, Executive Director of IFF

shortly after a referral is received and a preliminary assessment can be made of the family's needs related to protective factors. IFF is evaluating this project using an experimental two-group design, with funding from Casey Family Programs.

Finally, in addition to these well-being initiatives that focus on young children, IFF is also working with DCF to design and deliver a training and coaching program on the protective factors as they relate to adolescents, using the *Youth Thrive* model from CSSP. Centered on the *Protective Factors Framework*, *Youth Thrive* is a strengths-based initiative focusing on supporting all youth in ways that advance healthy development and well-being and reduce the likelihood or impact of negative life experiences (CSSP, 2015). IFF will begin delivering this new training and coaching program to DCF staff working with adolescents in early 2016. ■

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## NEWS FROM OUR CENTERS

## Center for Leadership and Management

**T**he Center for Leadership and Management hosted their first fall semester “Lunch and Learn Lecture Series” on November 4th. The Lunch and Learn Lecture Series was created to provide Management and Policy (MAP) concentration students and guests with a great opportunity to meet leaders and managers in the public, non-profit, and private sector. This is a chance for future agency leaders to explore the minds and journeys of the guest lecturers. The students gain insight about management, leadership, and policy. Serena Rice, executive director of Anti-Poverty Network of New Jersey, was the chosen guest for the first lecture in the series. Rice discussed her career and her goals in order to create a network of diverse non-profit and government agencies in New Jersey. The MAP students were inspired by this dream and were enthusiastic about the series.



## Institute for Families (IFF)

As a result of our strategic growth and development this past year, IFF’s current Office of Child Welfare Initiatives will be expanding into two separate offices:

The Office of Child Welfare Workforce Advancement, led by Tess McCutcheon, will house our suite of training, consultation and professional development programs for child-serving professionals including our vast New Jersey Child Welfare Training Partnership and Adoption Training Program.

The Office of Youth Empowerment, led by Maureen Braun Scalera, will house our suite of youth advocacy and coaching programs, including our Transitions for Youth and Youth Advisory Board Programs, Price Family Fellows, and our First Star Academy project currently in development.

Other new programs underway at IFF include the DCF Coordination Center for Forensic Child Abuse & Neglect Evaluation under our Office of Research and Evaluation, the DCF

Data Portal Project, and other expanded research projects.

This past October, IFF’s Office of Research and Evaluation presented its findings from the Sandy Child and Family Health Study at the Superstorm Sandy DCF Shared Learning Collaborative event. IFF Staff also held focus groups for over 100 invitees including DCF leadership, service providers, ACF representatives, and the Governor’s Office of Recovery and Rebuilding.

Lastly, IFF has expanded its office space at 390 George Street for research faculty and staff in downtown New Brunswick, added a tech production floor to our NJCSI Central location in Princeton, and acquired new offices at 33 Washington Street in Newark for staff in the Office of Youth Empowerment programs.

Support IFF at [supportrutgers.edu/SocialWork](http://supportrutgers.edu/SocialWork)



## Center for Global Social Work

The Center for Global Social Work, in partnership with **Maestral International**, received a grant from UNICEF to develop a 2-year diploma program and a 1-year certificate program in social work for Malawi’s Ministry of Gender, Children and Social Welfare (MGCSW). The aim is to address the gap in capacity to deliver quality services to the nearly 1 million children impacted by **HIV/AIDS in Malawi**. The principal investigator, Rebecca Davis, will work directly with Magomero College, a training college for the MGCSW, to identify needed competencies, build the curriculum, and design online and

distance learning methodologies, while engaging the Association of Social Workers in Malawi and other key stakeholders.

Support us at [supportrutgers.edu/socialwork](http://supportrutgers.edu/socialwork)



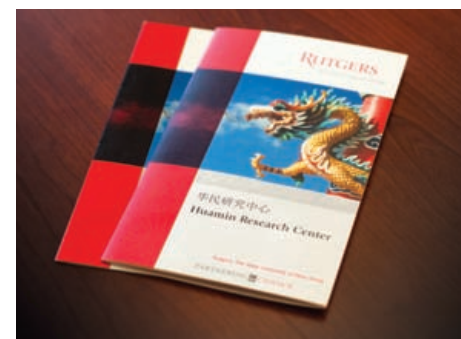
## Huamin Research Center

■ **ON MAY 31ST**, the Huamin Research Center co-hosted a conference on Capital, Philanthropy, and Sharing at Tsinghua University, Beijing, China. At the conference, U.S. and Chinese nonprofit leaders, researchers, and philanthropists discussed the development of the nonprofit sector and modern philanthropy from a global perspective. The chairman of Huamin Charity Foundation, Dr. Dezhi Lu, gave the keynote speech on capital and sharing.

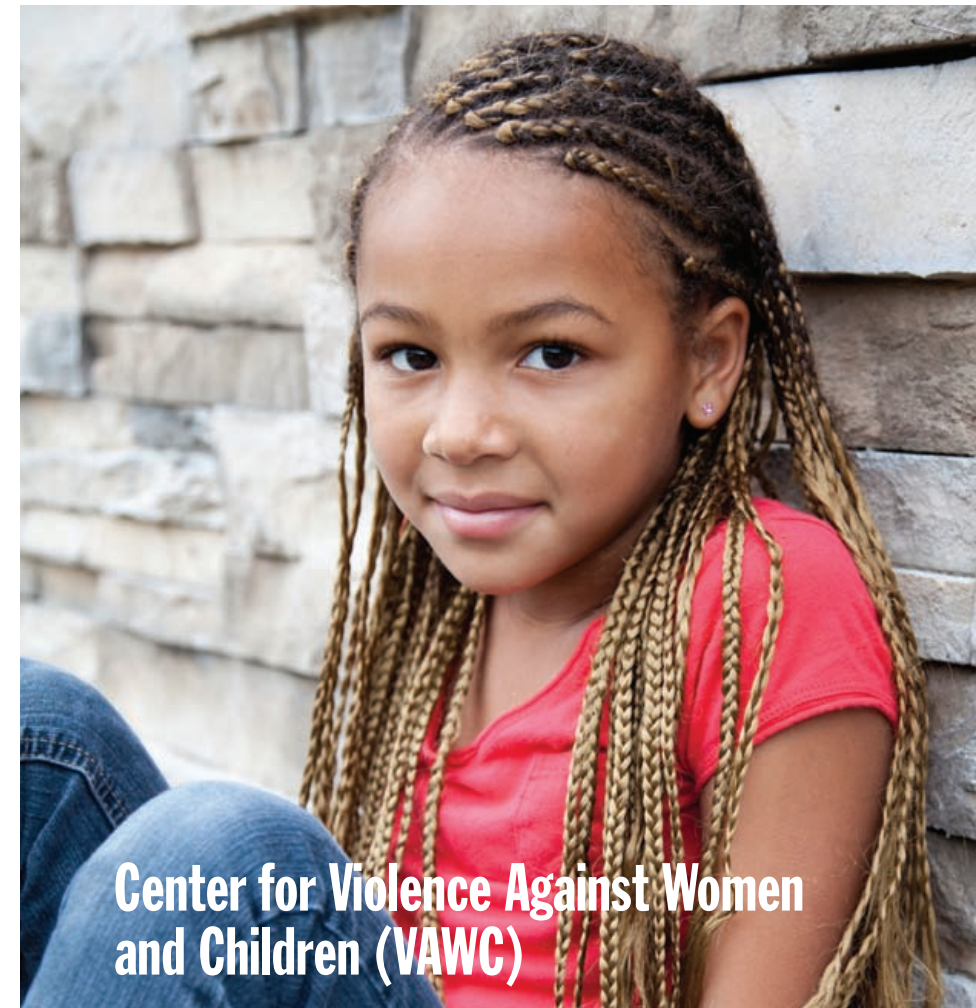
■ **DURING MAY 21ST – JUNE 17TH**, the Huamin Research Center hosted the 5th China Study Abroad program with the Rutgers GAIA Center. The program was composed of 18 students and three faculty members from the School of Social Work, and introduced participants to China's social welfare system and social work practice.

■ Huamin Research Center and Rutgers China Office co-hosted a Rutgers China Bridge Program in Social Work and Public Policy in August. More than 20 students from China and Taiwan attended this 3-week program that included lectures and workshops on social work and public policy, and experienced American culture.

■ **ON NOVEMBER 1-3**, the Huamin Research Center hosted the Conference on Philanthropy and Social Development in China in the Pocantico Center of Rockefeller Brothers Fund, New York. Thirty-five participants from the United States, China, Hong Kong, and Taiwan discussed issues on wealthy, grassroots, and international philanthropy and social development in China.



To support the Huamin Research Center, please visit [supportrutgers.edu/SocialWork](http://supportrutgers.edu/SocialWork)



## Center for Violence Against Women and Children (VAWC)

In September, VAWC delivered to the White House Task Force to Protect Students from Sexual Assault and to the U.S. Department of Justice's Office on Violence Against Women a comprehensive campus climate assessment model to address campus sexual violence. Dr. Sarah McMahon and her research team also provided valuable data to help Rutgers University develop a strategic action plan to tackle this difficult issue.

■ The New Jersey Department of Children and Families contracted with VAWC to conduct an exploratory study to identify best practices for serving domestically trafficked adolescents in New Jersey.

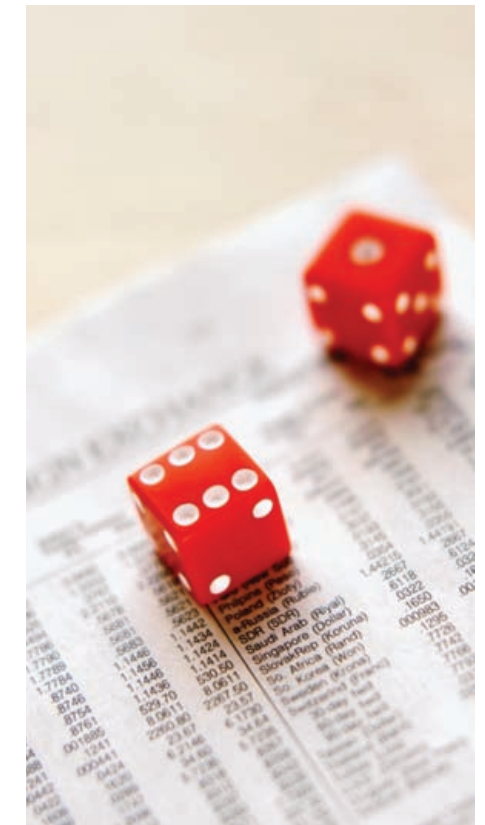
■ The VAWC-Certificate Program is in its eighth year of educating MSW students in the field of violence against women and children. Our program was the first in the country to launch for social workers. This year we welcomed 57 students from the management, policy and clinical concen-

trations. We are thrilled to be working with over 50 agencies across the region committed to addressing interpersonal violence.

■ Throughout the 2015-2016 academic year, VAWC will be partnering with various Rutgers departments to host four Speaker Series' events on each of the Rutgers campuses. This year's topics include unaccompanied child migrants and the role of a dentist in addressing violence against women.

■ We are entering our fifth year of providing training for Department of Children and Family employees. Each year, 50 employees are selected through a competitive process to enter into our Violence Against Women Foundation Level training. To date, 172 employees have successfully graduated from the program.

To support VAWC, visit [support.rutgers.edu/SocialWork](http://support.rutgers.edu/SocialWork)



## Center for Gambling Studies

CGS has established research and policy making partnerships with leaders internationally. In addition, CGS is regularly invited to work with community organizations, treatment providers, governmental entities, and representatives of the gambling industry. It is our policy to work with all stakeholders who are committed to promoting responsible gambling behaviors and minimizing adverse impacts of problem gambling. Please contact us with collaboration opportunities at [gambling@ssw.rutgers.edu](mailto:gambling@ssw.rutgers.edu).

Treatment for gambling addiction comes through the New Jersey Council on Compulsive Gambling. Call 1-800-Gambler for a referral or visit [www.800gambler.org](http://www.800gambler.org) or call the helpline at 800.426.2537 ■

## NEWS FROM OUR PROGRAMS



## BASW Program

**D**uring the fall semester, Rutgers School of Social Work welcomed Yisu Chen, a foreign exchange student from Beijing University of Chemical Technology, as a part of the plan to internationalize the BASW curriculum. While Rutgers is hosting an international

student here, three of our students are enrolled at the Universidad Autonoma de Yucatan in Merida, Mexico. Cynthia Diaz, Janelle Bartley, and Nyasa Cusmai are the Social Work students pioneering the opportunity for students from Merida to come to Rutgers someday.

This winter, Dr. Rebecca Davis, director of the Center for Global

Social Work, and Dr. DuWayne Battle, director of the BASW program, are leading a winter study abroad program in Merida. The student exchange and study abroad program are part of Rutgers School of Social Work's efforts to expand opportunities for students to fulfill the Rutgers' vision of Jersey Roots, Global Reach. Opportunities for

educational and cultural immersion provide a significant opportunity to further Rutgers' commitment to cultural competency and social justice.

For more information about the BASW programs, please contact [dbattle@ssw.rutgers.edu](mailto:dbattle@ssw.rutgers.edu)



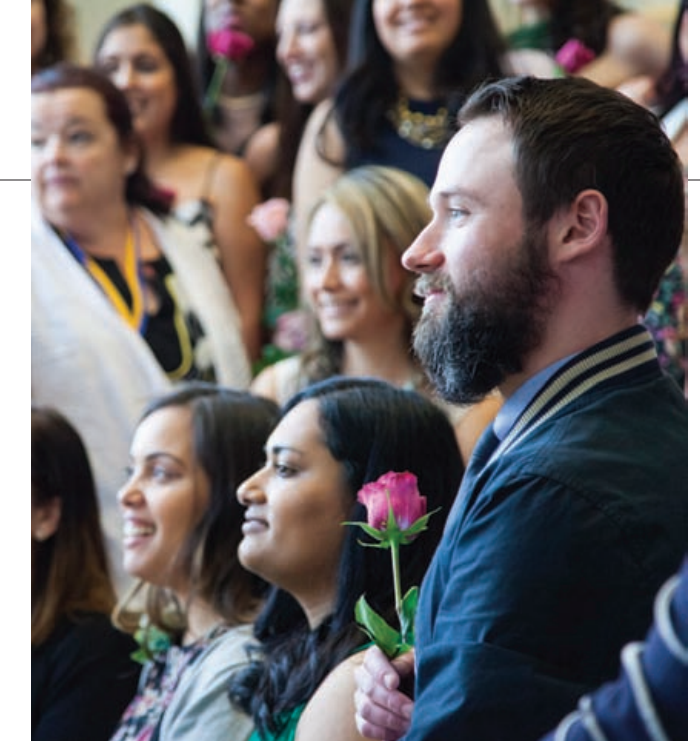
## Ph.D Program

The Ph.D. Program in Social Work welcomed six highly accomplished students to the Fall 2015 doctoral cohort. Each works with a member of the faculty as a graduate or research assistant, across a range of scholarly interests. They are: **Rebecca Logue-Conroy**, MSW Smith College, graduate assistant with associate professor Beth Angell, mental health services research; **Caitlin Eckert**, MSW Rutgers, research assistant with associate professor Judy Postmus, Center on Violence Against Women and Children; **Ricardo Vargas Garcia**, MA Lewis and Clark University, graduate assistant, professor Lia Nower, Center for Gambling Studies; **Christine James**, MSW Rutgers, New Jersey Division of Developmental Disabilities; **Yen-Ting Liu**, MA Columbia University, graduate assistant with associate professor Michael MacKenzie, child welfare and child well-being; **Jordan Steiner**, MA, Columbia University, graduate assistant with associate professor

Cassandra Simmel, Center on Violence Against Women and Children.

The School of Social Work, in conjunction with the Graduate School-New Brunswick, offers a Ph.D. program that prepares students for careers as faculty, research scientists, and policy analysts. Our Ph.D. faculty is ranked 3rd nationally in research productivity by Academic Analytics, and offers outstanding opportunities for mentorship and funded research. Our students are recent recipients of competitive funding fellowships from sources including the Soros Foundation, Fulbright, American Cancer Society, Boren Foundation, and the National Drug Institute.

Visit our website for application information - <http://socialwork.rutgers.edu/Academics/phd> or contact Ph.D. program director Allison Zippay at [zippay@ssw.rutgers.edu](mailto:zippay@ssw.rutgers.edu).



## Intensive Weekend

The Intensive Weekend program is Rutgers School of Social Work's MSW program designed for individuals employed full time in the human services. Since the program's inception in 2006, over 300 IW graduates have joined the ranks of alumni. The program started the 2015-16 academic year with 225 students, dispersed among 12 cohorts who take classes at four off-campus locations in South, Central and Northern New Jersey. Students are employed in behavioral health, child welfare, substance abuse treatment and prevention, developmental disabilities, gerontology, corrections/re-entry, county social services departments, and other practice areas. Cohort study with similarly employed individuals broadens professional exposure, expands their professional networks and creates an important support system for students.

The program's annual Field Day is a celebration of the professional diversity that characterizes the program and presents an opportunity for mutual sharing beyond the cohort. This year's event was

organized around the theme of Transformation. In the morning, current students convened to have their questions answered about licensing and continuing education from Doug Behan, LSCW, director of the School's Continuing Education Department, and engaged in discussion about trauma informed practice with a panel of experts, Drs Debbie Ruisard, Kim Stolow, and Timothy Vermillion, all recent DSW graduates and practitioners in the field.

In the afternoon, current students became the program, leading audiovisual presentations about their cohorts' "transformations" for the 108 assembled new students, just arriving from the New MSW Student Orientation. Alumna Helena Lewis, '14, poet/performer as well as a substance abuse treatment director provided an inspiring and entertaining rendition of life as a student and a social worker.

Please visit <http://socialwork.rutgers.edu/IW> for more information.



## DSW Program

The Doctorate in Social Work (DSW) Program at Rutgers University is committed to exploring the growing and troubling distance between theory and practice, between the ways we actually practice and existing models of practice. Our curriculum bridges this gap by

preparing clinical DSW candidates to reconnect scholarship with practice while they create new knowledge for the field and for the classroom.

The Rutgers DSW Program is a hybrid three-year program, consisting of eight in-person weekend residencies of classes

each year coupled with online coursework. During their time in our program, DSW candidates sharpen their clinical acumen with modules on Cross-cultural Psychopathology, Philosophy of Mind, Trauma, Grief, and other clusters in addition to an in-depth writing practicum

focused on social work case studies and multi-perspectival media projects.

We are now accepting applications for the next DSW cohort, enrolling in Fall 2016. Visit [dsw.socialwork.rutgers.edu](http://dsw.socialwork.rutgers.edu).



## MSW Traditional

A new program within the MSW Program has been launched titled LISTA (Latino/a Initiatives for Service, Training, and Assessment). The purpose of this program is to provide social workers with the knowledge to properly serve the fast growing Latino population in the United States. There will be courses offered specific to Latino populations to increase cultural understanding. There will also be optional courses for social workers on the professional

use of Spanish while working with this minority group. The LISTA program is happy to include field education opportunities serving Hispanic communities, study abroad programs in Mexico, Puerto Rico, and Costa Rica, and continuing education opportunities for mini-certifications. For more information contact Associate Professor, Raymond Sanchez Mayers at [smayers@ssw.rutgers.edu](mailto:smayers@ssw.rutgers.edu).



## MSW Online

As of Fall 2015, the fully online program has 8 cohorts of students, several of which have moved into the advanced curriculum. The advanced curriculum focuses on clinical theory and technique, client advocacy skills, and working with marginalized and underrepresented populations. To address the need for online courses that meet the objectives of the clinical social work curriculum, the online program has developed a virtual world therapy room that is currently being used in Clinical Social Work I. Using virtual worlds in social work courses provides faculty the ability to teach and critique clinical skills in the same way they might in a traditional classroom setting. The course, designed by Dr. Edward Alessi, allows online students the

opportunity to interact with their classmates to develop their clinical skills. In this particular course, students are involved in simulated role-play with their classmates. One student adopts the role of the client while the other is the clinician. Students chose a clinical theory learned in the course and draw upon it to develop interventions to deal with complex social and psychological problems. These interventions are then used to address the client's psychosocial problems in the virtual world. As students engage in techniques being taught throughout the course, they work to connect theory and practice and to intervene in ways that prepare them for real-world clinical social work in agency and community-based settings. Visit [socialwork.rutgers.edu](http://socialwork.rutgers.edu).

## NEWS FROM OUR PROGRAMS

## ACT

The Addiction Counselor Training Certificate Program's (ACT) primary goal is to educate master and doctorate-level clinicians who wish to prepare for licensing in their profession as an Addictions Counselor (LCADC). Dual credentialed clinicians are in great demand in our state and across the country, particularly for leadership positions in organizations that treat both mental health and substance abuse disorders. The ACT Certificate Program provides a 6-course curriculum that covers all 5 domains and the educational hours needed for the CADC/ LCADC. The program also requires a minimum of 675 experience hours gained through field placement or employment at a DMHAS-approved agency. Students accepted into the program will

also receive mentorship and preparation for the licensing exams.

The Division of Mental Health and Addiction Services has marketed our ACT program extensively to their licensed treatment organizations. A substantial percentage of these organizations do not currently have the proper proportion of licensed staff, and their organization license (and funding) is in jeopardy if they are not in compliance. For this reason, the graduates of our program will be in high demand, as they will be close, if not ready, to earn their license upon completion of the ACT program.

For questions, email [ACT@ssw.rutgers.edu](mailto:ACT@ssw.rutgers.edu).

## Programs on Aging

The MSW Certificate in Aging and Health Program continues to grow, with the addition of 19 students since September. This brings the total number of MSW students in the certificate program to just over 100. As in past years, students are conducting their field work in a wide variety of settings that touch the lives of older adults and caregivers, including hospice, skilled nursing facilities, community-based nonprofit organizations, and hospitals.

We also welcomed this year's cohort of four MSW Fellows in Aging, with fellows beginning their leadership projects as part of their advanced internships. The Fellows are placed with the Statewide Clinical Outreach Program for the Elderly (S-COPE), the Francis E. Parker Memorial Home, Meadow Lakes Springpoint, and the Office of the Ombudsman for the Institutionalized Elderly (OOIE).

This fall, there has been a particular emphasis on engaging our students to participate in interprofessional health education workshops. For example, this past September, a workshop on geriatric care management took place in Piscataway and engaged faculty and students in a variety of disciplines. With the addition of a medical school to Rutgers, the School continues to plan strategically on ways to enhance students' experiences in social work and healthcare.

There has also been an effort to develop and build upon existing relationships with affiliate agencies. This month the Office of Field Education and Programs on Aging co-sponsored the "Leadership Summit in Aging & Health" in New Brunswick featuring a presentation given by Dr. Emily Greenfield. Community agencies throughout the state attended.



## Continuing Education

The Office of Continuing Education is the largest university-based continuing education program for social workers in the nation. The program provides single-day workshops, certificate programs, and customized on-site training for nonprofit organizations both large and small. Recent highlights include co-sponsoring a free film screening of the documentary, *King's Park: Stories from an American Mental Institution*, featuring a Q&A session with filmmaker Lucy Winer, and holding a conference for over 300 people in September in conjunction with Prudential called "Diversity, Power, and the Workplace."

Pictured is a selfie taken by Lloyd Deans, supervising mental health specialist, Rutgers University Behavioral Health Care, speaking at the

Prudential event. Speakers included Monica McGoldrick and her Multicultural Family Institute, a panel of organizational leaders who shared innovative ways to increase inclusion in the workplace, and an interactive drama featuring professional actors.

The Office of Continuing Education hosted two study-tour delegations of Chinese social workers in the summer of 2015 and will be returning to China in November to provide a training program at Beijing Normal University on how to design and deliver training programs to adult learners. To arrange training for yourself or your organization, contact the Office of Continuing Education at [ce@ssw.rutgers.edu](mailto:ce@ssw.rutgers.edu), 848-932-8758 or online at [socialwork.rutgers.edu/ce](http://socialwork.rutgers.edu/ce). ■

## PH.D. STUDENT PROFILE: BRIDGING THE GAP BETWEEN CANCER CARE AND PRIMARY CARE



warded the Doctoral Training Grant in Oncology Social Work from the American Cancer Society in 2013 to support her pre-candidacy coursework and again in 2015 to support her dissertation work, Denalee O'Malley is dedicated to understanding the experience of cancer survivors who face the daunting challenge of managing two complex

conditions: Type 2 diabetes and the long-term consequences of cancer. O'Malley is a Ph.D. student at Rutgers School of Social Work, whose oncology social work roots can be traced back to the Rutgers Cancer Institute of New Jersey where she trained clinically as a master's student and later worked for five years developing cancer survivorship educational, outreach and clinical programs before returning to her studies.

The ambitious student's main area of interest is 'cancer survivorship,' or patients experience during the period after their cancer treatment is completed. Prior to her work in cancer care, she worked in the Rutgers's Robert Wood Johnson Medical School's Department of Family Medicine and Community Health, managing primary care practice teams quality improvement efforts. In her effort to facilitate improvements for multiple chronic conditions in the primary care setting and, later to improve post-treatment care for cancer patients, Ms. O'Malley noticed that a parallel and disconnected conversation was taking place in these two care systems. She has found inspiration to connect these dots in her research work, drawing on experiences from her quality improvement work, clinical experiences as a social worker and from community outreach work, where she continues to talk to patient groups about the needs of cancer patients' after treatment has ended. O'Malley has met many

patients who are cancer survivors and also cope with managing other conditions, like diabetes, and describes how patient interest fuels her enthusiasm.

O'Malley plans to examine the relationships between socio-economic factors and self-management behaviors for patients who are living with both type 2 diabetes and cancer. She is interested to explore the relationship between the cumulative needs of managing multiple conditions and patient ratings their health and mental health. She hopes to describe how access to resources impact patients' adjustment to that experience.

"Currently, many of the tools proposed to help patients live well after cancer treatments rely heavily on patient skills to

broker care transitions.

From working with patients, I have clearly seen that some [patients] would be really good at this. But for others and for many reasons — stressful life events and environments, health literacy, resources and motivation — to expect them all to do that well independently is an unrealistic expectation. My goal is to develop ways to identify patients who are at high risk to have poorer care transitions and outcomes, so better strategies can be developed to support them," O'Malley says.

O'Malley attributes much of her success in the Ph.D. program and to Dr. Patricia Findley, associate professor, who is her mentor and dissertation chair. Findley has been instrumental to supporting O'Malley throughout the

doctoral program, helping her secure funding early on to move from a part-time to a full-time student, refining the research questions for her dissertation proposal and in securing continued funding to support her research.

After receiving her Ph.D. degree, O'Malley hopes to obtain a position in an academic setting, to continue focusing on the psychosocial and health needs of cancer patients after they complete treatment. ■



PHOTOGRAPH BY PETER BYRON



## MSW Graduate Leads Soup Kitchen and Meets the Needs of the Multitudes

**T**erry Connolly, BASW, MSW'97, took a job with the Community Soup Kitchen and Outreach Center in Morristown in her first position upon graduation from Rutgers School of Social Work. The year was 1997, and Connolly never left—she is now Executive Director of the center, which prepares 65,000 meals annually, breakfast and lunch, 365 days a year. In 29 years, the soup kitchen has never missed a day of service, even during storms when the power was down. About 70 percent of those served are the working poor, the elderly, and the disabled, and thirty percent are homeless.

They come for food, for comfort, for medical care, for support for addictions, counseling, forms for housing and food stamps. More than 30 area nonprofit agencies collaborate to provide services in the dining room of the center. Whatever guests need, they provide. Over the years the center has grown considerably. Years ago if they served 100 people, that was a busy day. Now the kitchen regularly serves 350 people daily.

"You meet people who are in such tough life situations, and yet they remember that your son had a cold last week. I would not have that much room for generosity of spirit if I was experiencing those circumstances,"

says Connolly.

The population has changed over the years, with more families seeking assistance. On this day the dining room has four babies and three children under school age. Summer brings older children who need nourishment when school is out. The soup kitchen offers a free farmer's market with leftovers gleaned from Trader Joe's and other stores, whatever is not sold. Four times a week guests leave with bags of healthy groceries. These are the types of foods, produce and fruit, that are rarely available to the poor.

"These are families who never imagined that they would one day come to a soup kitchen. They are people who were once maintaining their lives, but have never recovered from the recession. They have been holding on for the last five years and have gone through all of their resources," says Connolly.

And then there are families who experience setbacks that spin them into financial ruin. Connolly describes one single mother whose daughter has juvenile diabetes. When the daughter had to spend 18 days in intensive care, the mother lost her job due to missed work to care for her child. The soup kitchen provided assistance and respite until another job was found.

Connolly was always drawn to helping people, but it was a Social Welfare and Policy

Course as an undergraduate which intensified her interest in social work as a career. After years spent in a small Catholic all girls schools, a world of diversity opened up when she came to Rutgers. She was drawn specifically to social work policy, and found that her MSW courses gave her all the knowledge needed for program development.

"I wanted to make a difference on a higher level, a leadership level. I love my work today as much as I did on the first day," she says.

Now looking toward the next phase in her career, Connolly will earn her LCSW this spring, and looks forward to more direct client contact. One of her most memorable experiences at the soup kitchen was her interaction with a homeless woman with persistent mental illness who came, ate, and spoke to no one. Over the next ten years, Connolly gained her trust, helped her to set up a bank account and post office box so she could apply for disability and social security, helped her receive medical care and medication for her illness.

This past Christmas eve, the woman moved into her own residence. At long last, after a multi-year effort, Connolly could see the fruits of her labor, and efforts of so many at the soup kitchen. Those are the moments that you most remember, she says. ■

## FOCUS-Rutgers Wellness Center in Newark provides outstanding collaborative health care

**I**nside the bustling FOCUS-Rutgers Wellness Center in Newark, the walls are covered with colorful murals painted by a group of Newark schoolchildren with a graduate student from the Mason Gross School of the Arts. Most of the patients here would not receive any medical or mental health services if the facility did not exist.

The center serves a mostly Spanish-speaking population and roughly 30 percent are undocumented immigrants who only receive care when it involves an emergency room.

Marcello Diaz, a second year MSW student in the Rutgers School of Social Work, has been working 22.5 hours a week at the center and is supervised by Patricia Findley, associate professor. He relates that it has been eye opening to learn about the amount of trauma the patients have been through, from domestic abuse to homelessness.

"Most speak Spanish and the language barrier frequently prevents them from receiving mental health services. They get such a run around when they try to make calls. I provide case management to connect them with resources. I also try to provide empathy and listen to them, and it feels good when they leave here with a smile, even for that moment. A professor who inspired my journey through social work education said that the most important aspect of treating a client is having that person leave the session with a sense of hope. I do my best to bring that concept to all my clients," says Diaz.

A coordinated collaboration of health care professionals from Rutgers College of Nursing, Rutgers School of Social Work and the Rutgers College of Pharmacy is in place to improve the health of Newark residents. A rotating group of students from these three schools participates in an unusually hands on clinical experience. Students, who are supervised by one advisor per school, care for up to 30 patients daily.

Common reasons for referral to the center include lack of

affordable medical care, depression, asthma, hypertension and diabetes, and social issues such as food insecurity and housing issues. The center is also an official site of the Affordable Care Act, so patients can receive assistance to enroll in that program.

Established in 2012, the center operates with unusually high collaboration between the three groups, nursing, social work and pharmacy, providing quality care, teaching and research. Working in tandem, the teams have weekly meetings to discuss patient cases together, creating an interprofessional education that will serve them well in their careers. This "one stop shopping" benefits patients who can receive medical, mental, social and pharmacological care in one visit. The site has six

examination rooms, two counseling rooms and laboratories.

Kathy Gunkel, the center's director, says FOCUS provides invaluable experience to students in the School of Nursing, and a way to give back to the community.

"The center offers a team-based approach, bringing together staff members to consider all of a patient's health issues, particularly those with multiple or chronic conditions. It is a huge growth experience for

students, especially for nurses who serve so many roles in patient care," says Gunkel.

She recalls a young mother who was referred to the center for treatment of a wound that would not heal. It turned out the patient had terminal cancer, and because of the language barrier, she had not fully understood the diagnosis at her other health care provider. FOCUS nurse practitioners worked on her medical care; pharmacists provided pain management, and social workers assisted in helping her prepare the family for her eventual passing.

At the FOCUS Center, pharmacy students participate greatly in the care of patients through medication therapy management, says Mary Wagner, associate professor of the Department of Pharmacy and Administration.

The center has been largely funded by a three-year, \$1.5 million grant from the U.S. Health Resources and Services Administration, and support from the Healthcare Foundation of NJ and the Horizon Foundation. ■



## REMEMBERING

### Robert Curvin

Robert Curvin, a successful alumnus, visiting scholar, and professor at Rutgers' Edward J. Bloustein School of Planning and Public Policy, has passed away at 81. Curvin's loyalty to the Rutgers community began from the start of his career as a two-time alumnus with an undergraduate degree in 1960 from the Newark College of Arts and Sciences and a MSW degree from the School of Social Work in 1967. Curvin is most recognized as a civil right leaders and a global expert on urban politics, economic development, and social policy. Curvin served as a pivotal leader as the Newark chapter head and national vice-chair for the Congress of Racial Equality (CORE). He created platforms that greatly changed decision making processes in Newark.

Curvin was an author, founder of Newark's New Community Corporation, member of the Ford Foundation, former dean of the Milano School of Management and Urban Policy at the New School University, past director of the Revson Foundation, and trustee of the Fund for the City of New York to just name a few of his remarkable accomplishments during his lifetime. His devotion to social change leaves a positive impression to those who had the pleasure to meet him. Dr. Robert Curvin will be deeply missed and leaves a lasting legacy.

### Bert Goldberg

Bert Goldberg passed away at 72 years old on October 9, 2015 in Marlboro, NJ. Goldberg was the Executive Director of the Center for Leadership and Management. He was an associate professor who taught courses including: Integration Seminar, Social Work Policy and Services I, Social Practices II, and Managing Change.

"Bert Goldberg was a beloved colleague. He was instrumental in organizing the Study Abroad trip to Israel and was truly committed to preparing the next generation of social workers to serve the citizens of New Jersey," said Cathryn Potter, dean of the School of Social Work.

Prior to working at Rutgers, Goldberg was the President of the Association of Jewish Family and Children's Agencies of North America, the Executive Director of the Jewish Family Service of Orange County, CA, and the founding Executive Director of the Jewish Family Service of Allentown, PA. Goldberg was a delegate to White House Conferences on Mental Health, Aging, and Faith Based Services as a part of his interest in nonprofit agencies. He was committed to making a positive change to many Jewish-faith based organizations including the Jewish Communal Service Association of North America and the World Council of Jewish Communal Service.

Goldberg was also father to four children and grandfather to 10. He was admired by all who worked with him.

### Bernard Neugeboren

Bernard Neugeboren of Riviera Beach, Florida passed away September 22, 2015 at 90 years old. Born in Brooklyn, New York in 1924, Bernard ("Bernie") graduated from City College in New York City, obtained his Master's Degree in Social Work from Case Western Reserve University and his Ph.D. from Brandeis University. In 1967, he began teaching at the Rutgers Graduate School of Social Work in New Brunswick, where he spent his entire academic career until he retired in 2000.

Neugeboren was a long-time faculty member at the School of Social Work for over 30 years. During his time at the School, he was a popular professor, committed mentor, favored director of the Ph.D. program, passionate associate dean for Academic Affairs, and devoted researcher.

Neugeboren had many publications: *Human Services: Integration of Micro and Macro Roles, Skills, and Contexts, Organization, Police, and Practice in the Human Services, Environmental Practice in the Human Services, and Psychiatric Clinics: A Typology of Service Patterns*. These publications led him to lecture across the United States, Italy, England, and Holland. In addition to his dedication to social work practice, Neugeboren's greatest passions were tennis and jazz. Neugeboren leaves his wife, three children, and five grandchildren.

## IN MEMORIUM

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

*Ms. Judith M. Abeel, SSW'88*  
October 7, 2015

*Mr. Louis Eugene Armour, SSW'67*  
March 9, 2015

*Mr. David Blach, SSW'77*  
July 19, 1996

*Mr. Richard T. Buckley III, SSW'68*  
August 17, 2015

*Ms. Hazel T. Butler, SSW'78*  
March 19, 2015

*Mr. Thomas J. Cag, NCAS'05, SSW'06*  
April 6, 2009

*Mrs. Barbara C. Comstock, SSW'82*  
September 18, 2015

*Ms. Margaret M. Copeland, SSW'89*  
January 19, 2014

*Mr. William G. Crotti, SSW'65*  
September 16, 2015

*Dr. Robert Curvin, NCAS'60, SSW'67*  
September 29, 2015

*Ms. Karen Ann Cutler, SSW'76*  
May 25, 2008

*Mr. Nicholas Degenaro, LC'07, SSW'08*  
December 28, 2014

*Ms. Lois J. Dotterweich, SSW'01*  
September 20, 2015

*Mr. Robert Riddle Ellis, SSW'69*  
July 12, 2015

*Mrs. Barbara Eskin Feuerlicht, DC'57, SSW'84*  
August 20, 2015

*Ms. Vickie C. Garretson, SSW'86*  
November 8, 2009

*Ms. Joan Geraci, CCAS'96, SSW'98*  
August 16, 2015

*Ms. Linda Gerstmann-Chuman, SSW'75*  
August 31, 2015

*Ms. Hermine R. Graylin, SSW'79*  
May 5, 2015

*Mr. Harvey F. Guerin, Jr., ED'51, SSW'72*  
December 29, 2014

*Ms. Kathleen M. Gunson, SSW'77*  
November 20, 1998

*Mr. Petere W. Koemer, UCN'53, SSW'67*  
September 1, 2015

*Ms. Sheryl Lanman Nichols, RC'03, SSW'10*  
August 18, 2015

*Mr. Geoffrey Lindenauer, SSW'75*  
March 25, 2012

*Mr. Robert Lindgren, SSW'71*  
February 2, 2015

*Ms. Diana Majewski, UCNB'84, SSW'87*  
December 18, 2011

*Mrs. Nancy Hall Marzi, SSW'68*  
March 9, 2015

*Ms. Audrey M. Roberts, LC'79, SSW'81*  
May 5, 2015

*Ms. Susan Rosenburg, SSW'80*  
July 5, 2015

*Ms. Chaya Trenk, SSW'97*  
February 1, 2015

*Ms. Vema J. Waller, SSW'87*  
September 13, 2015

*Dr. Douglas A. Whyte, SSW'61*  
November 26, 2014

## GET INVOLVED

### Attend lectures and receive FREE CEUs

Rutgers School of Social Work hosts at least four annual donor-funded lectures where complimentary CEUs are provided! To view upcoming CEU lectures, please visit [socialwork.rutgers.edu/events](http://socialwork.rutgers.edu/events)

### Become a Field Instructor or Liaison

Want to mentor a Rutgers social work student at your agency? To become a field instructor, liaison, or for your agency to have social work interns, visit [socialwork.rutgers.edu/Current/Field](http://socialwork.rutgers.edu/Current/Field)

### Work toward a certificate through our Continuing Education department

You already need CEUs, so why not earn them while working toward a certificate? Learn more about our Continuing Education Certificate Programs by visiting [socialwork.rutgers.edu/ce](http://socialwork.rutgers.edu/ce)

### Submit your professional or personal updates to share good news with fellow alumni

We love to hear what our alumni are up to! Share good news with the Rutgers School of Social Work community by sending an email to [alumni@ssw.rutgers.edu](mailto:alumni@ssw.rutgers.edu)

### Post and/or view job openings

Looking for a new job? Have an opening at your place of employment? Post and view current job openings in the tri-state area by visiting [socialwork.rutgers.edu/alumni/jobs](http://socialwork.rutgers.edu/alumni/jobs)

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### Network with other alumni, faculty and staff

There are many opportunities for our alumni to come back and network with fellow alumni, faculty, staff, and students. Browse upcoming events and alumni news at [socialwork.rutgers.edu/alumni](http://socialwork.rutgers.edu/alumni)

## STAY CONNECTED

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