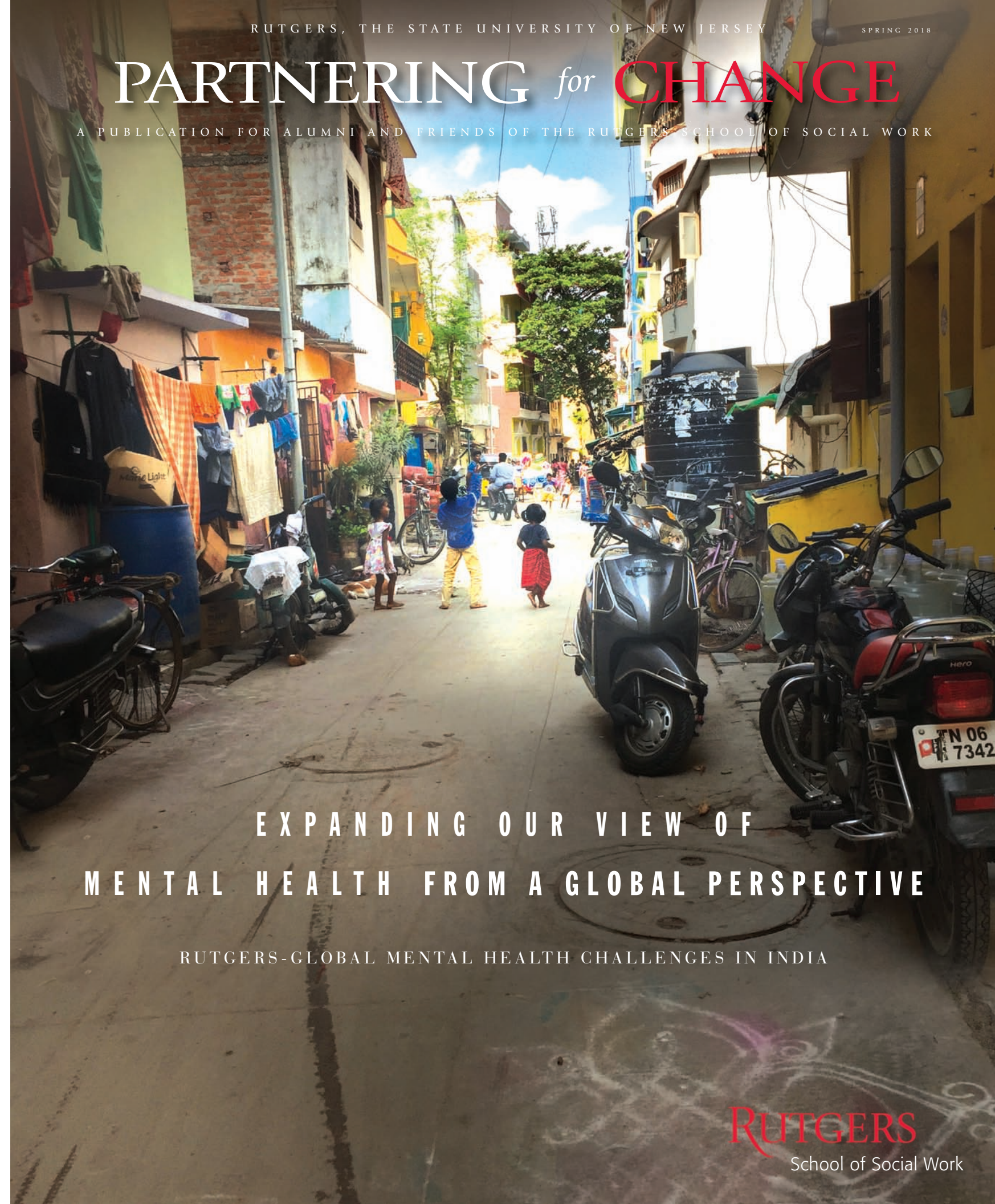


Lewis Wickes Hine (September 26, 1874 – November 3, 1940) was an American sociologist and photographer. Hine used his camera as a tool for social reform. His photographs were instrumental in changing child labor laws in the United States.



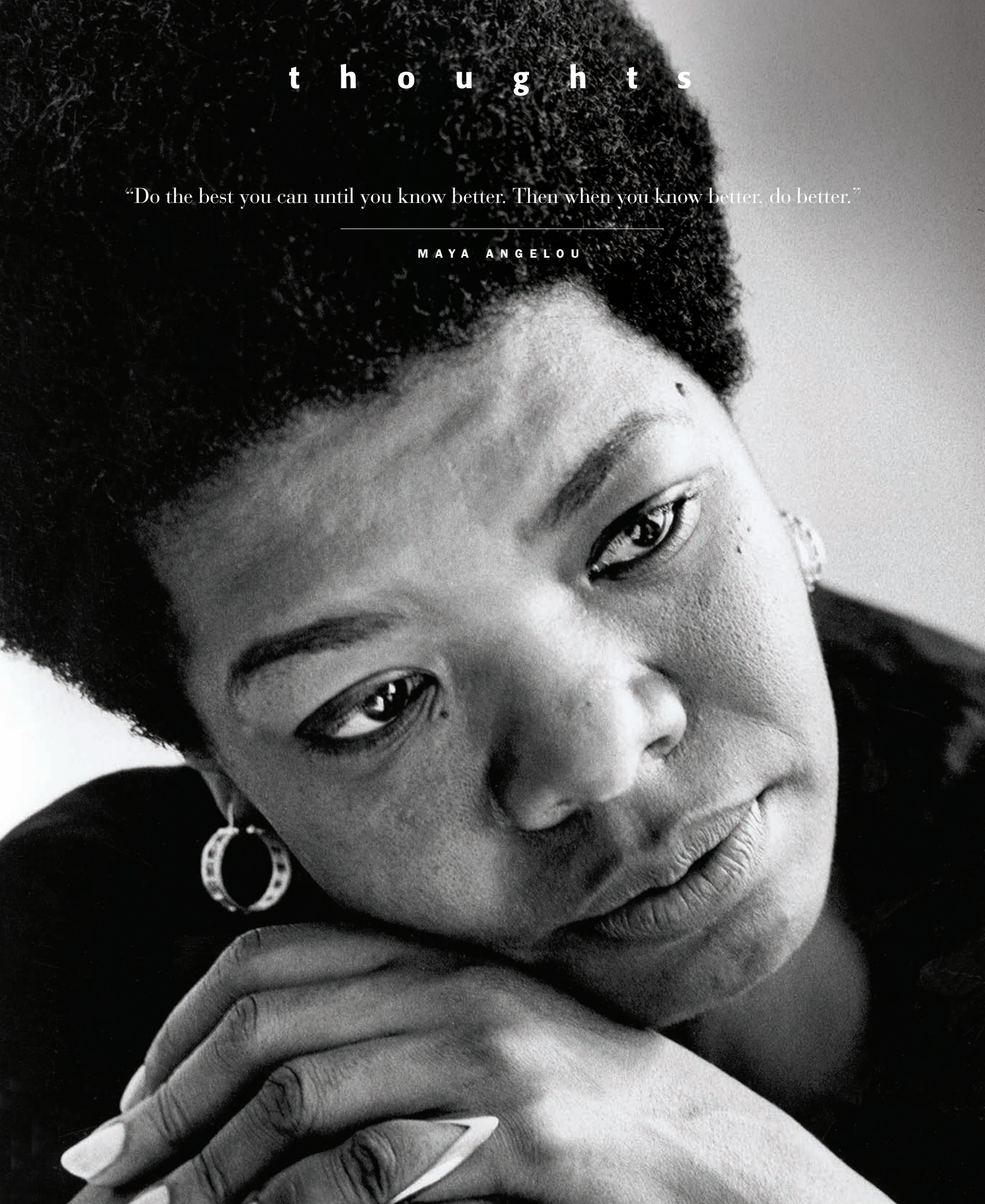
PARTNERING for CHANGE

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



EXPANDING OUR VIEW OF
MENTAL HEALTH FROM A GLOBAL PERSPECTIVE

RUTGERS-GLOBAL MENTAL HEALTH CHALLENGES IN INDIA



t h o u g h t s

“Do the best you can until you know better. Then when you know better, do better.”

MAYA ANGELOU

SPRING 2018

PARTNERING for CHANGE

C O N T E N T S

D E P A R T M E N T S

Message from the Dean **3**

On Campus **4**

Faculty News **8**

Spotlight on Qiana Brown **12**

Alumni News **22**

Forging a New Path in 100 Days **24**

Class Notes **27**

In Memoriam **28**

F E A T U R E S

Winter in India: Mental Health from a Global Perspective **14**

From Trauma Response to Ethical Issues in Clinical Supervision **18**

Cover photo of an Indian street
by April Andrews '17



25

14

18

SPRING 2018

PARTNERING *for* CHANGE

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Welcome to the spring issue of the School of Social Work's magazine.

I am excited to welcome you to the spring 2018 issue of *Partnering for Change*. In this edition, we highlight a number of ways that our faculty and students are partnering with each other, and with communities to advance our profession's commitments to social justice and the well-being of individuals, groups, families and communities. These stories illustrate the ways that our faculty, students and alumni are active and engaged citizens here in New Jersey and beyond.

Our feature story introduces you to one of our new global programs in which students study the provision of mental health services in India. Led by Professor Ramesh Raghavan, this program gives students an opportunity to broaden their perspectives, and to consider the lessons we may learn from innovations in international social development settings. Another story reminds you of our outstanding continuing education department, and its investment in life-long learning for social work professionals. A third story introduces you to the cross-country learning experience of one of our alumni, as she engaged in a quest to better understand our national identities.

As the country and the world come to terms with the implications of the #MeToo movement, another offering from our Center on Violence Against Women and Children, reminds us of the misconceptions about domestic violence, an enduring and sometimes deadly form of ongoing violence against women.

You will also meet some of our new faculty members, and be introduced to one of our new certificate programs in child well-being. Indeed, there is always much to report on here at the School, where both the "partnering" and the "change" are ongoing features of our professional commitments.

As always, we would like to hear from you. Please consider sending in a class note for the fall 2018 issue. We want to share your professional and personal success stories with all of our alumni community and friends.

Sincerely,

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

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



RETHINKING OUR BELIEFS



5 MISCONCEPTIONS ABOUT DOMESTIC VIOLENCE

By: Aimee LaBrie

Whether you are a clinician practitioner or a therapist, or have a tangential relationship to client-management, you will likely encounter women (and men) who have experienced domestic violence. In some cases, they may still be actively involved with an abuser. Though you may have a basic understanding of issues related to domestic violence, there are some unexpected complexities to keep in mind. Here are a few common misconceptions about domestic violence.

1. "He has never hit or touched her, so the relationship can't be categorized as domestic violence." In fact, domestic violence is more about power and control than it is about physical abuse. The perpetrator attempts to dominate all spheres of a partner's life by controlling finances and day-to-day decisions, and by isolating the individual from family and friends. Domestic abuse does not have to include physical harm.

2. "Women are the primary targets of domestic violence." Actually, both men and women can experience domestic violence. This is an important distinction to

keep in mind when treating clients, as men can be particularly ashamed to admit that they are in an abusive relationship. More specifically, it's not just straight couples who experience domestic abuse. In fact, individuals in the LGBTQ community have the highest rates of victimization and yet are not often accounted for. While it is still statistically true that women are more often in these situations, men too can be at risk for these destructive patterns.

3. "People who are in abusive relationships should just leave." Domestic violence doesn't usually start on the first date. The perpetrator often asserts increasing levels of control over a period of time. Change can be gradual rather than sudden. As time passes, the victim starts to lose financial or personal independence and may also have children who cannot be left behind. As isolation increases, options for leaving narrow too; making it very challenging to simply move out when there are few places to go.

4. "Domestic violence occurs mostly between married people." Actually, one in four adolescents reports verbal, physical,

emotional, or sexual abuse from a dating partner. Teen dating violence sets a life-long pattern for abuse for both the perpetrator and their partner, making it much more likely that both will either be an abuser or the victim of other violent relationships in the future. More specifically, girls and young women between the ages of 16 and 24 experience the highest rate of intimate partner violence – almost triple the national average.

5. "As long as s/he gets out of the relationship, everything will be okay." In truth, it is the time just after the person leaves that s/he is in the gravest danger. Statistically speaking, partner homicides are much more likely to occur as retaliation after the person escapes, and so additional cautionary measures must be taken to keep her/him safe.

To find out more about the complexities of domestic violence or to earn your certificate in Violence Against Women and Children, contact Catie Buttner at cbuttner@ssw.rutgers.edu or visit socialwork.rutgers.edu/centers/center-violence-against-women-and-children.

RUTGERS ALUMNA RECEIVES "EDUCATIONAL SERVICES PROFESSIONAL OF THE YEAR 2018"

By: Katherine Prull '19

This February, MSW alumna and LCSW, **Heather Ilconich '99** was awarded the Educational Services Professional of the Year 2018. As a school social worker at Helen Fort Middle School, Ilconich has been working with children, families, and school staff since July 2002. She says, "They see a benefit and value to the role of a social worker in our school. They see the work with at-risk students, they see the hours of support, the home visits, the challenges and the healthy outcomes that many of my students develop with the support from a mental health clinician in a school setting."

Ilconich's background illustrates her tremendous dedication to the field of social work. While attending Rowan University, Ilconich began to learn about the world of sociology and psychology, and her "quest for knowledge turned toward social work." After earning her BA in Sociology, Ilconich started on her MSW degree, where she "found her niche," as she explained. She graduated from Rutgers Camden with her MSW in May of 1999 and it has touched her life and many others since that day. Her commitment to social work continued as she earned her LSW in 2000 and her LCSW in 2004.

Since 2006, Ilconich has also been working as a part-time lecturer on the Camden campus, teaching a wide range of courses to

some of the same students she taught in middle school. She serves as a field liaison and field supervisor for social work students. Her favorite part of being a lecturer is "meeting social work students and helping them grow within their social work education, as well as mentoring some students after they graduate from Rutgers."

In addition, Ilconich is one of the Lead Response Members for the Burlington County Traumatic Loss Coalition and a Board Member for the Family Support Organization of Burlington County.

With years of service to the field, it's not surprising that she would be recognized with this honor. She is deeply grateful to have found her calling. "I watched many children thrive with appropriate supports, and saw families become much healthier versions of themselves," she says. "I have helped children find their inner strengths, allowing them to focus on school and their futures, instead of worrying about their lives. I entered the world of social work to make a difference in people's lives. Since then, each day provides me with a new opportunity to make a difference and that is why I love what I do!"



PHOTOGRAPH BY JOHN O'BOYLE



CERTIFICATE IN CHILD WELL-BEING NOW AVAILABLE

MSW students at Rutgers now have the opportunity to focus solely on issues related to child well-being. The new Certificate in Promoting Child & Adolescent Well-Being prepares social work students to critique and implement developmentally-informed interventions with infants, children, and adolescents, regardless of their practice specialization and across a range of domains and systems.

Students can choose to focus their coursework and internship experience on a single child-serving system, multiple systems, or a specific youth population. Wherever they focus, they will develop and enhance skills to serve as change agents for children and adolescents in high risk environments.

Associate professor Cassandra Simmel explains the significance of this new

certificate. "Our MSW students can now narrow their focus more specifically to issues related to child welfare, the juvenile justice system, children's mental health, and other areas. At a time when we need greater understanding of how to create positive outcomes for our youth, this certificate is vitally important."

The certificate is now available to students enrolled in the traditional or the blended

MSW programs. For more information about applying, please email childcertificate@ssw.rutgers.edu.



PHOTOGRAPH BY JOHN O'BOYLE

DSW STUDENT ON UNIVERSITY SENATE

By: Katherine Prull '19

Passion. Passion. Passion. **Bridget Nash**, a D.S.W. student, part-time lecturer, and private practitioner, knows a thing or two about passion when it comes to her work. After accumulating years of clinical practice and lecturing, Nash has been elected to the University Senate and is now holding a position on the Academic Standards, Regulations and Admission Committee.

After receiving a B.A. in Religion from Columbia University in 1994, Nash became immersed in the business world until returning to school where she studied at Rutgers for her Master's of Social Work. This is where she really discovered an interest in psychology and counseling, which cultivated a love for social work. While studying, she worked at Mountainside Hospital in Montclair, NJ covering a number of areas such as hands-on, community-based counseling and working as

the Cancer Center Social Worker.

Later, Nash moved to the Department of Psychiatry at Morristown Medical Center where she continued her clinical experience by providing psychiatric social work services in the inpatient psychiatric, cardiac, cancer, maternity, and children's medical units. Being a part of the psychiatry department was "like a whole new world." She was promoted to med psych social worker and treated patients throughout the hospital. Nash loved this realm and believes it is one of the most important aspects of overall patient health.

Devoted as she is to her work, Nash returned to Rutgers, where she is currently working toward her doctorate in social work. She also teaches a course called Psychopathology, Clinical Social Work Practice I, and Clinical Practice: Serious Mental Illness. Her prior professional experience is highly-integrated

into the classroom, where she is able to expand students' understanding outside of lecture and textbook material. In addition, Nash has her own private practice out of Bedminster, NJ where she provides a wide range of counseling services and support groups: individual, couples, families, and group therapy, postpartum support groups, adolescent anxiety support groups, certified hypnotherapist, and interpersonal psychotherapy.

Her new position on the University Senate furthers her noteworthy contributions. After holding several volunteer positions, being on numerous committees, and receiving many certifications, Nash encourages others "to get involved. It is good for everyone, and also very rewarding for the person who serves."

Faculty Voices in the News



"The first step is recognizing that there is a problem, and it's great if the students themselves can recognize it. Parents and friends, I really recommend going to a couple of Al-Anon meetings. Al-Anon is for friends, family members, or romantic partners of someone who has a drug or alcohol problem, and you can hear the stories of people who are similar to you or much further along."

Frank Greenagel, lecturer at the School of Social Work on WHY-Y, Jan. 17, 2018, "Recognizing signs of drug problems in college students home for vacation"



"One of the things social workers can contribute...is to get a thorough social history on the resident and the family. An older adult enters a nursing home facility with a whole biography; what he or she loves to do, things that calm or comfort or stimulate him or her. By getting a very thorough psycho-social history in collaboration with the family, the treatment team can much more easily tailor some of the strategies to work with residents."

Associate Professor Beth Angell, quoted on Generation Bold Radio, Dec. 17, 2017, "Dementia Care"



"It's a domino effect: the more women are speaking up, the more others feel confident to speak up themselves. That's in stark contrast to a number of years ago, when we used to more easily dismiss actions as 'boys will be boys' and women were often just disbelieved."

Sarah McMahon, associate director of the Center on Violence Against Women and Children, quoted in NJ.com, Nov. 3, 2017, "Sexual harassment no longer a silent secret, as #MeToo, Trump embolden women to speak out"



"There's a whole element of gambling that doesn't have anything to do with money. It's a sense of being important . . . that comes with familiarity. People who know your name, people who know you're coming into town."

Associate Professor Lia Nower, quoted in *The Washington Post*, Oct. 4, 2017, "Vegas shooter's rampage came from a place central to his lifestyle: A casino"

Strength in Numbers

#METOO

Many of our faculty and PhD students attended the Society for Social Work and Research (SSWR) Conference in early January in Washington, D.C. On one evening, our female faculty wore black to show they're standing with the #timesup and #MeToo movements. Professor Duron's Twitter post and photo was picked up by Vox the next week.



Jackie Duron @jackie_duron

I wear black to stand in solidarity with those who have been silenced by discrimination, harassment, or abuse. I am an ally in the fight for safety, accountability, and transparency. [#Iamstudentx](#) [#SSWR2018](#) [#highered](#) [#timesup](#) [#RutgersSSW](#)





MCMAHON INTRODUCES VICE PRESIDENT JOE BIDEN AT EVENT IN OCTOBER

Sarah McMahon, associate professor and associate director of SSW's Center on Violence Against Women and Children, introduced former U.S. Vice President, Joe Biden, this past October to a packed arena at the Rutgers College Avenue Gym in New Brunswick.

McMahon urged students to get involved. "You have an incredibly important role to play in creating change. You are the ones who have the power to disrupt and interrupt sexual violence," she explained. "Whether by challenging a friend using sexist or racist or homophobic language, by holding

someone accountable for inappropriate behavior, or by letting a friend know you are there to support them, you are the ones who have the power to create real change."

Biden's speech elevated a week-long series of events to help raise awareness and garner support of survivors of dating violence as part of Rutgers-New Brunswick's "End Sexual Violence" campaign and Turn the Campus Purple initiative. ■

PHOTOGRAPHY BY NICK ROMANENKO

Faculty Accolades: HIGHLIGHTS



EMILY GREENFIELD COHEN received an "Outstanding Reviewer" award from *The Gerontologist*, which is a preeminent journal in the field of aging. This is her fourth time receiving the award in the past five years.



LAURA CUESTA has been awarded a 1-year \$25,000 grant from the University of Wisconsin-Madison Institute for Research on Poverty (IRP)'s Extramural Small Grants program for Research to Inform Child Support Policies and Programs. Her project will examine the regularity of child support and its contribution to family self-sufficiency in the United States.



MIA SENA was reappointed by the Governor to serve a fifth term as a public member on the State Board of Marriage and Family Therapy Examiners.

in-Environment" to be inclusive of the physical environment. Students will develop a paradigm regarding the interconnection of social work and environmental justice with an understanding of the bi-directional relationship of people and nature. Students will examine social work history and create an emerging perspective of social workers' roles with respect to the environment.



EMMY TIDERINGTON served as an invited expert on a two-day panel hosted by the U.S. Department of Health and Human Services Substance Abuse and Mental Health Services Administration on case management practice with homeless populations. Findings will be used by federal agencies to create a plan of work around funding, practice, and policy innovations in this area.



STEPHEN CRYSTAL was asked by the Rutgers Office of Media Relations to offer his expertise on President Trump's executive order ending the federal cost-sharing subsidies of the American Care Act.



RAYMOND SANCHEZ MAYERS received the 2017 SAGE/CSWE Faculty Award in Research Instruction during the final day of the CSWE conference held in Dallas this year. He was recognized among his peers for *Innovation: Using a Virtual Agency to Give Students Hands-On Experience With Research*.



KERRIE OCASIO had two conference proposals accepted this year, one for the Child Welfare League of America 2018 National Conference, and the other for the Society for Social Work Research Annual Conference.



WILLIAM WALDMAN was appointed to serve on the governor elect's Transition Team and moderated a panel on caregiving at the AARP Summit on "Building Communities for All Ages." He was also the keynote speaker at the New Jersey Psychiatric Rehabilitation Association in November. In addition, he serves as the principal investigator on a grant from the Andrew Goodman Foundation to promote policy advocacy and voting for students.



JACQUELYNN DURON was appointed by Governor Christie to the New Jersey Child Advocacy Center Multidisciplinary Team Advisory Board. The appointment began January 2018.



CHRISTINE MORALES and **MARIANN BISHOFF** developed a new course, Environmental Justice and Social Work. This course will highlight theories to enhance the students' understanding of "Person-



MAUREEN BRAUN SCALERA was reappointed by the Governor to the New Jersey Board of Social Work Examiners.

PHOTO ILLUSTRATIONS BY ERIC MILLER



Qiana Brown: **Five** Objects That Matter



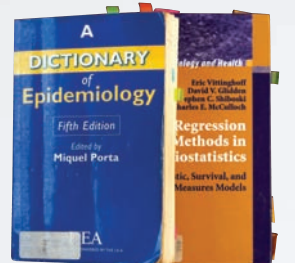
WE ARE PLEASED TO WELCOME our newest faculty member, Dr. Qiana L. Brown. Brown is an epidemiologist and licensed (advanced generalist) certified social worker. She is an assistant professor at the School of Social Work, and at the School of Public Health. She is also a faculty affiliate of the Center for Prevention Science at the School of Social Work. Brown's research uses a person-in-environment approach to examine the role of the social environment in shaping substance use and other behavioral health outcomes among women, youth, and families – with an emphasis on examining substance use among pregnant and non-pregnant reproductive-aged women. Dr. Brown's peer-reviewed research has been published in top-tier journals, including *JAMA*. She is also a member of the editorial board of *Substance Use and Misuse*.

Dr. Brown earned her PhD in drug dependence epidemiology from Johns Hopkins University. She subsequently completed a three-year postdoctoral research fellowship in substance abuse epidemiology at Columbia University. Both her pre- and postdoctoral research fellowships were funded by NIDA T32 training grants in epidemiology and biostatistics. In addition to research, Dr. Brown founded and directs a non-profit, community-based, substance abuse treatment center – Jane's House of Inspiration – where she focuses on helping women, families, and communities address problems related to substance use disorders.



Poem, "Don't Quit": My late mother, Ms. Jane Lee Britton, read this poem to me almost every day when I was a child. The poem is about perseverance. I often reflect on it, and on my mother's commitment to reading it to me.

Favorite Research Books: My favorite research books are *A Dictionary of Epidemiology* by Miquel Porta, and *Regression Methods in Biostatistics: Linear, Logistic, Survival, and Repeated Measures Models* by Eric Vittinghoff and colleagues. I reference these books often and recommend them to my students and advisees who want to learn more about epidemiology and biostatistics. Now that I am writing my first research book, I hope that someday it too might be someone's favorite book.



Sign, "Free Bread, Talk to a Doc for Free": This sign is from a non-profit, 501C3, community-based, substance abuse treatment center that I founded in Baltimore, MD – Jane's House of Inspiration (named after my late mother) – and direct with my husband. When medical residents from the Johns Hopkins Medicine-Pediatrics Urban Health Residency Program would complete their women's health rotation at our center, we would set up a table outside with free bread (and other free food) along with a sign that said, "Free Bread, Talk to a Doc for Free." This helped the medical residents establish a rapport with the community and engage community members in health care, to include substance abuse prevention. Community members and medical residents would meet outside at the table, and that's where conversations about health began. Of course, there was office space inside the building to facilitate patient-provider privacy, but the conversations often started outside around the food.



Broken Windows: This is one of my favorite pictures with my husband. Our center – Jane's House of Inspiration – received a grant to plant a large community fruit garden, which we named the A-Maze-N Recovery Fruit Garden. Once all the trees were planted, we had a community BBQ at the garden to celebrate. The building with the broken windows is often what people picture when they think of low-income, inner-city neighborhoods. However, that's not a complete picture. The full picture includes resilient residents who want the best for their community, who care about green spaces, and who are excited about what a community garden means for the health of their families and neighborhood (e.g., free access to fresh fruit in a food desert). You can only see the full picture when you're on the ground, doing the work.

Favorite Bible Scripture – Proverbs 31:9: This is one of my favorite Bible scriptures: "Open thy mouth, judge righteously, and plead the cause of the poor and needy." It reminds me to speak up against injustice and for people who are marginalized. I speak up through my research by empirically identifying health needs among vulnerable populations, and making these needs known on local and national platforms. ■





WINTER IN INDIA: MENTAL HEALTH FROM A GLOBAL PERSPECTIVE

BY: AIMEE LABRIE

FOR ANNA TIVADE '18, the trip with her MSW classmates to Chennai, India came as somewhat of a surprise. A mother of five, she at first didn't believe that studying abroad could be a reality for her. With some inspiration from a fellow grad student and the support of her Indian-born husband, she applied for the winter term. When she arrived, she also wasn't met with what she expected. "I had heard many stories, done my research, and had the benefit of being a part of the culture through my husband, children, and in-laws," she explains. "However, my ideas were just ideas. The actuality of the country and all of its complexity and beauty deepened my understanding of our global culture."



SHARING APPROACHES AND IDEAS FOR THE GREATER GOOD.

After spending an intense two-week period traveling to numerous urban and rural centers dedicated to mental health care, Tivade has a new perspective. "I hadn't realized I would be interested in working with people with severe mental health challenges. I was mistaken. Getting involved with a non-profit organization that does work in India is something that's now on my radar. This experience has impacted my skills for my chosen field by providing me with a new perspective on recovery and resiliency."

The program, now in its second year, allows MSW students to study how poverty, social ecology, and culture affect mental healthcare delivery to a rapidly developing urban society. Students are able to see up close how another country manages and engages with mental health challenges, in one of the busiest and oldest cities in the world.

Dr. Ramesh Raghavan, Professor and Associate Dean for Research at the School of Social Work, who accompanies the students, sees the trip as an opportunity to learn ways of managing mental health care within a developing country context. "Students invariably realize that we are more similar than we are dissimilar, and that human problems are roughly the same everywhere," he says. "People in less-developed countries can do things worthy of emulation—it's not like we have all the answers. The goal of a global education like this is to expose students to alternative views, to

"We walked past a village farmer on a wooden cart drawn by two oxen, like a scene out of the late 19th century...except that he was talking on his cell phone. You realize that, as a global society, we are more alike than we are different."

Throughout their two week stay, students were exposed to a variety of scenarios and experiences. One day, they were at a surfing school dedicated to teaching local kids surfing as a way to get them off the streets. Another day, they visited a six month program for community health workers to train them to identify and help people with mental health issues. They visited a mausoleum of a companion of the Prophet Muhammad and a temple, both of which are known as healing sites for mental disorders, in order to see how mental health workers integrate care with the individual's religious beliefs, perhaps by having the medicine blessed by a priest. At an urban shared housing project in Chennai, they saw apartments that were part of Home Again, a model for care for those with long-term needs as well as those living with moderate to severe disabilities. These apartments are inclusive and promote participation and access to community living options. In a rural health care center in Kovalam, they saw clinics with medical care in the front, where an American internist volunteers each winter, and beds in the back for

STUDENTS WILL LEARN ABOUT THE STRUCTURAL BARRIERS TO ACHIEVING MENTAL HEALTH RECOVERY, INCLUDING POVERTY, VIOLENCE, SOCIAL EXCLUSION, STIGMA, THE INTERSECTIONS OF CLASS AND CASTE, HOMELESSNESS, AND HOW THESE HAMPER OR HELP INDIVIDUALS WITH SEVERE MENTAL ILLNESS.

expand their horizons, to make them global citizens, and to give them the competencies to serve their communities in a more nuanced way."

Coursework and field visits are overseen by professors from Rutgers alongside experts from the Banyan Academy of Leadership in Mental Health/Tata Institute of Social Sciences (BALM-TISS). Rutgers MSW students, including a few selected students from outside the School of Social Work, meet with students in India, and travel to various centers to see how different programs manage mental health challenges.

Linnea Luzzo '18, who went the first year of the program, found the collaboration with students studying at BALM to be one of the most fulfilling aspects of the trip. "I was impressed with the organization's creative approaches to social problems, specifically at the intersection of homelessness, mental illness, and poverty. For example, BALM has created a campus that is mutually-beneficial for clients and social work students. The students have the opportunity to learn about social work practice in the classroom and then walk down the hall to actually use what they learned by spending time with the clients. At the same time, the clients who live there gain a sense of belonging and inclusion through regular social interaction with the students."

This intersection of students and clients sharing the same space, sitting at the dinner table together, would be unheard of in the States. "Students inevitably comment about the whole ethos of the Banyan — social inclusion, respect for clients, kindness and gentleness with which they are treated — the whole concept of boundaries can be very different, but in a therapeutically appropriate way," Raghavan says.

Kenneth Palmisano '18, an MSW student focusing on addiction and mental health therapy, remembers the juxtaposition between one area that was mostly a rural landscape and a jarring image of technology.

those without shelter. They also spent time at Adaikalam, an emergency care center and licensed psychiatric nursing home that provides initial care, including those in need of clothing, food, shelter, and a place to bathe. It also offers longer term support, including in-patient care, access to groups, counseling, and case management-based help.

"What we try to do is expose students to the continuum of care needed in mental health," says Raghavan. "We observe street rescue, acute care services, medication management, psycho social services, a variety of housing options, vocational rehabilitation, occupational therapy, mental health education and community awareness...the works. If we had more time, we'd have students take a train with BALM's community reintegration team as they locate and then reintegrate clients with their families of origin, if that is something the clients wish to see happen."

What has stayed with **Christina Bruce '17**, who is focusing on clinical social work with an emphasis in violence against women and children, was a moment with an outreach worker at a local homeless shelter. They encountered a homeless man suffering from severe and persistent mental illness. For many years, the man has refused shelter, food, or mental healthcare. While they were visiting, the man became angry and refused to speak with the worker. Bruce wasn't sure why he was so upset, but the worker explained. "She said, 'The man was hurt and insulted because I had not visited with him in many weeks.' I asked the worker how she avoids burn out when working with such a vulnerable and at times volatile population. She said, 'I cannot get burned out. My clients are my family.' This was one example of the striking differences between practicing social work in a collectivist culture rather than the individualistic culture. We have much to learn from one another."

For more information on this program or other study abroad opportunities, please visit globaleducation.rutgers.edu. ■

PHOTOGRAPH BY APRIL ANDREWS '17



FROM TRAUMA RESPONSE TO ETHICAL ISSUES IN CLINICAL SUPERVISION

Manageable continuing education classes that make you better at your job

By: **Beth Salamon, M.Ed.**

Director of Communications, Marketing and Television, Rutgers, Continuing Studies

A

LUMNA JENNIFER HEWLITT, A LICENSED SOCIAL WORKER, was juggling a 40-hour work week at a nonprofit serving the homeless, raising two elementary-school aged children, and dealing with a sheep dog with a penchant for running away. "It was in a scheduling nightmare. I'd have alerts going off on my phone about twenty times a day. Half of them were about the dog." When she realized she was also about to run out of time to earn her CEU credits, she panicked. "I really worried that I was going to have to use vacation days just to stay afloat." That same week, she received the Rutgers Continuing Education catalog and realized that she had many more options than she thought.

All licensed NJ social workers are required to take continuing education hours. Requirements range from ethics and social and cultural competence to other topics of relevance to a social worker's practice. As Jennifer realized, instead of scrambling to complete your CEHs just before the August deadline, you can set your sights on spring workshops, with everything from intensive series and certificate programs to over 150 single day workshops on varied topics.



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Programs on Trauma

Monica Indart, PsyD, presents two different offerings, both dealing with trauma. “Childhood trauma is a real public health issue with long-term consequences. There is great danger in neglecting to appreciate the profound consequences of lack of treatment. And there are profound benefits to early intervention.”

The Certificate Program in Trauma Response and Crisis Intervention is a broader overview of a range of more introductory topics in this area. This workshop series covers current approaches in dealing with different forms of trauma, including interpersonal violence, disasters, and terrorism. All workshops in this series can be taken individually or as part of a certificate program.

While the study of trauma has been a traditional part of counseling for more than 50 years, Indart relates that there is a growing interest in the area in response to the global refugee crisis and mass violence, such as the Las Vegas shooting.

“As we understand the integration of mind and body approaches, we have a better understanding of the long-term effects of trauma. This course examines different approaches and the special populations that may be involved, such as women, children and the LGBTQ community,” says Indart.

The Mini-Certificate in Complex Trauma: A Five-Week Series is for practicing clinicians and explores the range of distress stemming from early childhood maltreatment. Participants develop skills and knowledge in healing complex trauma through intensive training. In this program, students learn a resilience-based, attachment-focused

treatment framework to work with adolescents, adults, and older adults.

“For both programs, the feedback is consistent that the courses help participants to rethink their diagnosis of existing clients. Many times childhood trauma is the genesis of the suffering, and that may be neglected,” she adds.

The Clinical Supervision Series

How do you handle a situation where supervisor and supervisee have different learning styles and personality types? What are the ethical and legal issues to be mindful of when supervising a team of diverse employees? The Clinical Supervision Series addresses all those issues and more, helping supervisors make the best decisions possible. This four-day series of workshops teaches the essential skills needed to provide excellent clinical supervision. Completing the 20-hour series allows LCSWs to supervise LSWs toward the next level of licensure in New Jersey.

“The series is for a varied group of participants, from those who have never supervised before to those with years of supervising experience who never completed their required 20 hours of instruction in this area,” says course instructor Robert Hazlett, PhD, LCSW.

In New Jersey, all supervisors must have 20 CEU’s in an approved clinical supervision course. The expectation at the end of the 20 hours is that supervisors should be able to utilize recognized professional tools to identify personality types and work styles, as well as the theoretical background that underlies their actions. The Clinical Supervision Series employs lectures, PowerPoint presentations, discussions, and hands-on activities for large and small groups.

“Supervisors very often do not deal with personality issues from day one. It may take months for the supervisor and those they manage to understand each other. Many supervisors have never used a tool to assess learning styles, and in the course, we suggest introducing those assessments immediately. In human relations we often do not talk about how we each learn best, and that can present confusion and conflict,” says Hazlett.

In terms of ethical and legal issues in clinical supervision, the class starts with students taking an Ethics Knowledge Survey to determine their familiarity with the NASW Code of Ethics. Discussion involves when and how often supervisors should review the code with supervisees. Small groups are given ethical dilemmas to solve and when finished they are asked to describe what professional method they used to make their decisions.

Participants discuss case examples, like the supervisor who manages many, but chooses to socialize outside of work with only one individual. This could raise a question of bias from the others on how each member is being evaluated. These types of

scenarios are expertly explored.

“We understand social workers are committing their hard earned money and precious time to attend one of our workshops, so we work hard to make sure they have an excellent experience. Based on our evaluation data, we have been consistently successful in providing workshops professionals find stimulating and enjoyable,” says Doug Behan, director of Continuing Education and Assistant Professor of Professional Practice.

Hewlitt earned seven CE credits this April by signing up for an online workshop (“Dealing with Angry Students”) and one in-person Friday class in Bordentown focused on mindfulness. “I learned so much, so quickly,” she says. “I wish I’d known sooner about the wide breadth and scope of the classes... Now, if I could just find a dog obedience course, I’d be set.”

The Rutgers Division of Continuing Studies provides a wide variety of courses for every student, with options that fit busy lives and varied schedules. The new online portal makes it even easier to find the classes that you need and want to take. Visit socialwork.rutgers.edu/ce. ■

STEP OUTSIDE OF YOUR COMFORT ZONE: ADVICE FOR ALUMNI FROM AN ALUMNA



After working for a number of years in the same job, it is easy to get comfortable and complacent. While some people may be apathetic in their current position, others may feel stuck with little room for advancement. And we know all too well that burn out is extremely high in the social work profession. Like many others, I reached that point in my career where I felt I needed to do something new and exciting. Yet I wasn't quite sure how or if I was ready, especially since I worked at Rutgers University where I essentially grew up.

As a true Jersey girl, I went to Rutgers where I made lifelong friends and became a devoted Scarlet Knights fan. While there I

found my calling as a social worker. I was looking for a part-time job on campus when I stumbled upon a Research Assistant position at the School of Social Work's Institute for Families. That temporary part-time job turned into nearly a decade of full-time employment. Along the way, I earned my MSW from the School of Social Work and interned with two programs on the Rutgers-New Brunswick campus.

After 10 years, I came to the realization that Rutgers was all I knew. While I'm truly grateful for these opportunities, I felt that I needed to diversify my experience and explore the world outside of Rutgers. It was time to step outside of my comfort zone. Here are some tips that I've learned that will motivate your next big career move and facilitate your personal and professional growth.

1. Pursue Your Passion.

Find something that excites you and gives you motivation day in and day out. People often say that when you do what you love, it doesn't feel like work. This is true to some extent. Although there are still daily logistics and challenges in your job, you come home every night feeling like you made a difference in some capacity. Your passion may be working with a certain population or even a hobby. If there's something you want to do and a model does not exist, be creative and build it yourself. Take a chance; it may be worth it.

I always wanted to work in sports in some capacity and soon recognized the need for social workers in sports. Social workers are uniquely skilled to address issues in athletics on both micro and macro levels including counseling, program development, as well as policy and advocacy. Because I couldn't land a job in sports, I decided to go back to school to study it. This was a new niche that very few social workers practiced or researched. Despite the risk, many doors have opened for me since I started writing about it and the field of sports social work continues to gain more momentum.

2. Challenge Yourself.

Sometimes we do not step forward because our fears hold us back. Some of us are afraid

of public speaking or traveling to new places, and others simply fear the unknown. These fears may prevent us from applying for new jobs or advancing in current positions. It is important to face your fears head on. Not only will you be able to celebrate your accomplishment, you will also be able to showcase your skills. You may not ever fully get over your fear but it will certainly dwindle over time.

For as long as I could remember, I was terrified of public speaking. I was one of those silent students who sat in the back of the room all semester. It was such an overwhelming phobia that I never thought I would be able to get over it. As a PhD student in a more intimate setting and more demanding courses, it's impossible not to speak in class now. We are also encouraged to present our work at conferences and teach graduate-level classes. As challenging as it is for me to get in front of a room full of people, it has been incredibly rewarding. And I promise – it does get easier!

3. Travel.

Traveling to new places is essential for growth. Sign up for conferences, events, fundraisers, etc. in New Jersey or another state. Whether you're traveling for work or for fun, take advantage of the people you meet, places you visit, and of course, the food you eat! You may learn about different programs, models, or funding streams. Immersing yourself into a different culture will also help you understand different perspectives and populations. Above all, it helps develop your independence and originality.

In 2013, an opportunity presented itself to organize a conference on mental health in sports. I hesitated because I had to travel to Chicago, IL by myself. I loved traveling but I never went anywhere without another person. In retrospect, this trip jumpstarted my career in sports social work. Just as I furthered my skills in planning and marketing, it gave me more confidence.

4. Network! Network! Network!

Networking is one of the most important skills to learn. You never know who you're going to meet or when. Talk to colleagues on other projects or in different departments,

reach out to people working in your interest area, and start conversations with someone sitting next to you in workshops. The person you talk to may introduce you to new ways of thinking, refer to you to other people or opportunities, or even recommend a position to apply for. Establishing these relationships ultimately builds your social work connections. It's a small world and there's a chance you'll run into these people again.

When I wanted to learn more about sports social work and see if it actually existed, I did a simple search on Google. I emailed social workers who were working in a sports setting. Some responded and some didn't. Those who did were excited to hear from someone who shared their interest and invited me to collaborate on different projects. Those were invaluable experiences and I consider many of these colleagues my friends.

5. Keep Going.

Stepping outside your comfort zone is not an easy task, and, at times, can be discouraging. Don't be afraid to fail. We can learn from all of our accomplishments but also from our failures and weaknesses. There is a teachable moment in all of our experiences. At the end of the day, be sure to practice self-care. You will be a more successful social worker if you take care of yourself mentally and physically.

There were two very special mentors I had the privilege of working with at the Institute for Families. One of them told me if you're not making mistakes then you're not learning. The second encouraged me to make light of difficult situations and not to take work-related issues personally. I continue to live by their words to this day.

Sometimes we just need to push ourselves to move forward despite how scary that may be. Hopefully these suggestions make it easier to step outside of your comfort zone. ■

— Lorin Mordecai, MSW '13, LSW, PhD Candidate

AWAR BRINGS OUT THE BEST IN ALUMNI



This past November, over a hundred alumni returned to campus to reconnect, network, and enjoy food and drink. The reception celebrated the 10th anniversary of the Center on Violence Against Women and Children (VAWC), and closed out the School's efforts for the first-ever Students Supporting Students crowdfunding throughout the night.

Through their donations, alumni helped to complete the first successful

participation-based crowdfunding campaign at Rutgers. Throughout the entire month of November over 100 alumni, faculty, staff, and students helped raise \$2,681 in student scholarships via the crowdfunding platform.

During the evening, Dean Cathryn C. Potter introduced the speakers: Professor and Director of the the Center on VAWC, Judy Postmus, and Commander Wilfredo Rodriguez '10. Conversations highlighted

VAWC's success over the past 10 years, their visions for the future, and the importance of alumni involvement for helping to build a community of support for one another and for current students.

Join us for our next Annual Winter Alumni Reception on Friday, December 7, 2018.

Forging a New Path in 100 Days

BY: AIMEE LABRIE

IT STARTED AS A left-over obsession from a childhood love of vintage 1970s vans. Rebecca Van Der Horn '17 suggested to her fiancé, Mike, *What if, after she graduated with her MSW degree, they hit the road in some kind of van or bus, and traveled together for exactly 100 days?* The fantasy might have ended there, except Van Der Horn's fiancé happened to see a small school bus advertised on E-Bay for a very reasonable rate. They bid on the bus and were a little surprised when they won. When they went to pick it up, they christened it "Banjo." For much of the following year, along with the help of family and friends, they spent weekends working to remove all of the seats, adding a composting toilet and an air conditioner purchased from a dog grooming bus, installing a hydraulic fold-out bed, and setting up a miniature stove. The last thing they did was to paint the former church-shuttle a festive blue.

Van Der Horn, a consummate student, did her homework prior to the trip, marking up road maps with a felt tip pen, targeting the places along highways that had affordable camping sites. She perused a lot of websites from other "skoolies" (people who have converted school buses) for inspiration. Part of her fascination with this idea was about her desire to conserve resources, and part of it had to do with the idea of the challenge — could she and her fiancé (and their Pomeranian/Basset Hound/Whippet/Pointer mix, Fidget) actually pull off a 100 day road trip?

Finally, on May 23, 2017, their family waved good-bye to them as they pulled out of the driveway in Wyckoff, NJ and hit the pavement, one of the many playlists of road tunes blaring from the radio.

Here's what went wrong: on the first leg of their journey, about two hours into the trip, the bus starting coughing and shaking and eventually sputtered to a stop. After being towed to a station just out of State College, PA, they discovered the battery was shot. Soon after, they were back on the road, headed for Lincoln, Nebraska to see Van Der Horn's great aunt.

Here's where they went and some of the highlights of what they saw:

- 25 states and Canada
- 17 national parks including Yosemite, Zion, Glacier, Grand Canyon, Grand Tetons, Yellowstone, & Rocky Mountain
- The sunrise at Grand Canyon
- Coast of California along Route 1

- A hotel in Las Vegas that ended up making them money thanks, to Van Der Horn's previously unknown Blackjack skills
- The "Great American solar eclipse" as seen from a brewery yard in Jackson Hole, WY
- Numerous creatures including Grizzly and Blacks, rattlesnakes, and bald eagles
- They hiked to the top of Half Dome in Yosemite National Park (NP), rappelled into a slot canyon in Zion NP, and sledged down a glacier in Mount Rainier

Though the journey wasn't necessarily seamless, Van Der Horn found it easy to spend day and night with Mike and Fidget as her companions. "The trip strengthened our ability to problem solve together, and experience life together." She was also surprised by how easy it was to pack on the miles zooming across the country. "I thought we would get really sick of driving, but we didn't. When you're traveling without a certain time that you have to be somewhere, you can look around and notice every beautiful tree."

They returned to Jersey on September 18. As Van Der Horn reflects on it now, she sees not one lesson, but many. "The trip was valuable in promoting mindfulness for Mike and me. Obviously, having time in nature and in beauty makes it easy to live in the moment and experience 'now' and feel whole and mindful...but the long quiet drives were the same way," she explains. "Driving without a sense of stress or time constraint allowed us both to do it in a meditative kind of way. For me, any practice in meditation and mindfulness will also be useful for self-care and managing some of the intensity that can come with clinical social work practice."

She also feels that the trip has helped her to prepare for a career as a social worker in ways she couldn't have anticipated. "We met so many different people, and both of us became less judgmental. No matter where we were, small rural town, truck stop, or wherever, people were excited to meet us. It might sound cliché, but I learned that we are basically more alike than different, and that there is always something to connect you to other people."

Van Der Horn realizes that not everyone has the opportunity to take time off to travel. "I am so fortunate to have the support I did," she explains. "When we were telling people about this trip, so many of them said, 'Oh, I wish I could do that.' And what I learned is that you can do it. You can look at your life plan and give yourself permission to choose a bit of a detour. Take the risk," she says. ■





ALUMNI SUCCESS BY THE NUMBERS*

76%

MSWs earned their degrees while also working full-time or part-time.

77%

have obtained a social work license, most often in NJ-LSW.

84%

of alumni are employed full-time after graduating with their MSW degrees.

67%

continue to pursue additional training after graduation.

*Data are based on most recent survey of alumni who graduated in 2014-15

ALUMNI SOCIAL JUSTICE BOOK CLUB

Consider taking part in our very first social justice-focused book club. You can even weigh in on what book you'd like to read. Current recommendations include: *Just Mercy* by Bryan Stevenson and *Between the World and Me* by Ta-Nehisi Coates. We are looking for books that engage the mind and challenge the spirit. All recommendations are welcome and can be sent to Madison Molner, development assistant, at mmolner@ssw.rutgers.edu. We hope to launch our first meeting this summer.

Find us on Facebook by searching "Social Justice Book Club at Rutgers School of Social Work."

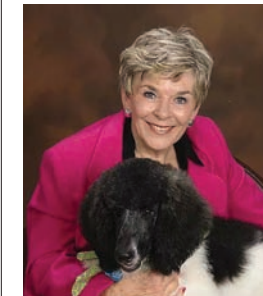
CLASS NOTES

Thank you to all of our alumni who have sent us their news and updates. We encourage you to keep us posted with any good news about your job, your life, or your family. Email your news to alabrie@ssw.rutgers.edu.

Peter Bridge '76 retired recently after a 35 year career as a clinical social worker specializing in couples and family therapy. Besides being a social worker, Bridge is a priest in the Episcopal Church, and he was thrilled a couple of years ago to be invited to preach at the Interfaith Service in Kirkpatrick Chapel on the occasion of Rutgers' 250th anniversary. Rutgers' 250th celebration also coincided with Peter's 40th anniversary of MSW graduation, so it felt even more special. A few years ago when he received the Samaritan Spirit Award for promoting a healthy and just community, Bridge credited the Rutgers School of Social Work with a defining role in his ongoing development as both a social worker and pastor. Peter Bridge and his wife Jane, have four grown children and seven grandchildren, one of whom is considering enrolling at Rutgers.

MSW graduate, **Dr. Susan Gray '68 (nee Walker)** was honored with the NASW Lifetime Achievement Award for her decades of work improving the treatment of people living with mental illness and educating future generations of social workers. This prestigious national award is given out once a year by the National Association of Social Workers (NASW) to recognize the best social work values and accomplishments demonstrated in the social worker's lifetime career. Gray, PhD, MBA, EdD, MSW, is Professor Emerita at the Barry University School of Social Work in Miami Shores, Florida. Among her accomplishments, she was the school's Doctoral Program Director and spearheaded a comprehensive revision of the doctoral program. In addition to her significant contributions to the community, Gray is the author of more than

30 publications. She has also authored *Psychopathology: A Competency-based Treatment Model for Social Workers*, and *Competency-based Assessments in Mental Health: Cases and Practical Applications*. Her popular book, *Psychopathology: A Competency-based Assessment Model for Social Workers*, now in its fourth edition, is currently used in schools of social work around the country.



Reverend Karen Herrick '84 is a therapist in Monmouth County, national speaker, and author of "You're Not Finished

Yet!" and "Grandma, What is a Soul?" Rev. Karen Herrick, has just published her latest book, "There's No Health Without Mental Health: Breathing and Learning Through the Vagal Nerve." Currently holding workshops and webinars for New Jersey and New York social workers and mental health professionals, Herrick is helping to demystify this new brain-body science and spark conversation about energy psychology. Visit her website at www.karenherrick.com.



MSW graduate **Dr. Nathan Link '10**, received the 2018 Donald MacNamara Award from the

Challenging Racial Disparities:

Join us for our second annual conference focused on topics related to racial disparities. This year's theme will address cultural diversity, cultural competence, and racial microaggressions in the field of social work.

Wednesday, June 6, 2018 • 9 a.m. to 3:30 p.m.

Busch Campus Center • Rutgers Busch Campus, Piscataway, NJ

Cost is \$89 and includes lunch and NJ & NY SW continuing education credits.



Keynote Speaker:

Derald Wing Sue, Ph.D.
Professor of Psychology and Education,
Department of Counseling and
Clinical Psychology, Columbia University

To view a full line-up and register, visit RaceConference2018.Rutgers.edu

Questions?
Contact the Office of Continuing Education
at ce@ssw.rutgers.edu or 848-932-8758.

Academy of Criminal Justice Sciences for his article, "Can general strain theory help us understand violent behaviors among people with mental illnesses?" The article was published in the *Justice Quarterly* recognized due to its outstanding scholarship. He works as a social issues researcher and recently joined the Department of Sociology, Anthropology, and Criminal Justice at Rutgers-Camden as an assistant professor.



Reverend Wilfredo Rodriguez '10 was recognized by the office of Congressman Donald

Payne, Jr. last November. Wilfredo is a Navy chaplain and currently serves as a social worker for JVS East Orange assisting veterans with post-traumatic stress disorder and those in need of housing.

Mae Silver '58 founded the GSSW alumni association in 1960 while a student at the School. Over the years, she has chaired the NASW in San Francisco, worked with community organizations that have a historical focus, and been part of community groups such as the Coalition for SF Neighborhoods. After living in San Francisco for more than four decades, she returned to New Jersey, and then moved to South Florida. Silver recently presented a talk and Power-Point show called "The Secret History of Fort Lauderdale." She remains a fan of Rutgers, and a true lover of history, social work, and social justice causes.



Jiang Wu '15 (pictured far left) met with his colleagues from the Ai You Foundation this fall. Headquartered in Beijing, the Foundation provides medical assistance to impoverished and disenfranchised children. Wu serves as manager of Global Partnerships.

IN MEMORIAM

We extend our deepest sympathy to the loved ones of the deceased alumni and friends listed below who have passed away since September 2017.

- Gail Altschuler, SSW '88*
- Virginia E. Banerjee, SSW '74*
- James M. Brown, SSW '79*
- Julius Campbell, Jr., SSW '72*
- William R. Connors, SSW '92*
- Philip L. Cornwell, SSW '87*
- Marion Najim Curka, SSW '67*
- Mary J. Dalton, SSW '93*
- Josephine E. Davis, SSW '68*
- Ruth F. Epstein, SSW '82*
- Zigmond J. Gabruk, SSW '67*
- Nancy J.W. McCarrell, SSW '68*
- Gardner W. Munro, SSW '57*
- Haywood Robinson, SSW '86*
- Joan Schroeder, SSW '63*
- Kathleen T. Sexton, SSW '73*
- Robert Wiedis, SSW '81*



e n d p a g e

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education"

M A R T I N L U T H E R K I N G J R .



Empower Survivors

The Sheryl Lanman Nichols Memorial Fellowship to Empower Survivors of Domestic Violence carries on the legacy of Sheryl Lanman Nichols MSW'10 by training social work graduate students to support and advocate for survivors of domestic violence. This fellowship was established by her parents, Sandra DC '72, SC&I '03 and Steven RC '71 Lanman, husband Justin Nichols, and friend Marissa Lieberman Broman RC '03.

This fund, and the family and friends who support it, are close to achieving their goal of fundraising for an endowment—they're just \$3,000 away from a \$50,000 goal.

Donate today by contacting Erin Capone, Director of Development, at 848-932-4436 or ecapone@ssw.rutgers. Your gift can also be made online or by using the envelope inside this issue.

Thank you for helping to support survivors of domestic violence.

