

PARTNERING *for* CHANGE

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



SOCIAL WORK AND POLITICS

Social workers can—and should—be involved in politics as advocates, scholars, or candidates themselves. This charge is growing at the School of Social Work, as faculty members strive to inspire and engage students in the political process.

t h o u g h t s



"If they don't give you a seat at the table, bring a folding chair."

SHIRLEY CHISHOLM

C O N T E N T S

DEPARTMENTS



Message from the Dean **3**

Celebrating the Class of 2023 at Convocation **4**

Annual Challenging Racism Conference **5**

Faculty Voices in the News **6**

Welcome Interim Dean **7**

Faculty Accolades **8**

Beating the Odds **10**

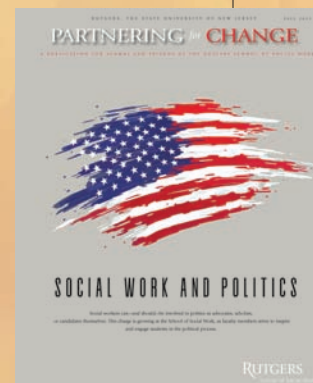
New Faculty, Five Objects **13**

Class Notes **28**

FEATURE

Social Work and Politics **18**

Learn what Rutgers School of Social Work faculty are doing to inspire and engage students in the political process.



FALL 2023

PARTNERING *for* CHANGE

Published by the
Rutgers School of Social Work
Office of Development & Alumni Relations
and Office of Communications
Rutgers, The State University of New Jersey
120 Albany Street, Tower One, Suite 200
New Brunswick, NJ 08901
848-932-7520

INTERIM DEAN AND EDITOR-IN-CHIEF

RICHARD L. EDWARDS

DIRECTOR OF COMMUNICATIONS AND EDITOR

LAURIE ZAZENSKI

EDITORIAL

CATIE BUTTNER

CONTRIBUTING WRITERS

MELISSA KVIDAHL REILLY
LAURIE ZAZENSKI

PHOTOGRAPHY

PETE BYRON
ROY GROETHING
JOHN O'BOYLE
PRO PICS
LAURIE ZAZENSKI

PUBLICATION DESIGN

ERIC MILLER + ASSOCIATES

We welcome your comments and
suggestions. Please email us with your
feedback or ideas to
lzazenski@ssw.rutgers.edu

It is with great pleasure that I write to you for the first time in my role as Interim Dean of Rutgers School of Social Work.

As some of you may know, I previously served as Dean of the School of Social Work and the first Chancellor at Rutgers University–New Brunswick and held many other leadership roles within the University. I am delighted to return to the helm with a clear vision for leading the School in our mission to develop the next generation of social work practitioners, researchers, and educators.

This edition of *Partnering for Change* focuses on political social work, a topic that holds great importance to our profession. It also holds great value to me, personally. Prior to serving at Rutgers, I worked as supervisor and manager in a variety of nonprofit settings and public organizations. I know firsthand the value of a social work education when it comes to leading and policymaking. It is critical for social workers to have a seat at the table in politics given our deep understanding of social issues and our ability to navigate the complex systems and situations that drive them. While micro-level social work is often viewed as the heart of what we do, the value of macro work cannot be overstated.

As you continue reading, you will learn about some of the faculty members who are working in political social work. From researching the impacts of government policies to working on high-level political campaigns, our faculty bring their extensive experience in



politics into the classroom. You'll also meet some of our new faculty members and our very first Sojourner Truth Visiting Professor. We'll also give a glimpse into our Institute for Families Fellows Program, which supports some of our most vulnerable students. This program is critical to ensuring support is available to undergraduate students who have lived experiences in the child welfare systems or are at risk for immediate homelessness.

I am grateful for the opportunity to serve Rutgers School of Social Work and look forward to the year ahead. I hope you enjoy reading this edition of our magazine. Thank you for your dedication to Rutgers School of Social Work and the communities we partner with and serve.

Sincerely,

A handwritten signature in dark ink, reading "Richard L. Edwards".

INTERIM DEAN—SCHOOL OF SOCIAL WORK
CHANCELLOR EMERITUS AND
DISTINGUISHED UNIVERSITY PROFESSOR
RUTGERS UNIVERSITY, NEW BRUNSWICK

RUTGERS SCHOOL OF SOCIAL WORK CELEBRATES CLASS OF 2023 AT CONVOCATION CEREMONY



On Monday, May 15, Rutgers School of Social Work hosted a convocation ceremony to recognize its BASW, MSW, DSW, and Ph.D. graduates. Families and friends gathered at Jersey Mike's Arena in New Brunswick to support loved ones who spent years of hard work, tackling countless hours of class time, research, and fieldwork to complete their programs.

Cathryn C. Potter, whose tenure as dean of Rutgers School of Social Work ended earlier this year, welcomed guests to the ceremony. Dr. Anthony Estreet, CEO of the National Association of Social Workers (NASW) and a highly esteemed leader in the field of social work, delivered the convocation address. Dr. Estreet has more than two decades of experience in the social work profession and has made significant contributions to the field through his academic and professional endeavors.

Along with the conferral of the degrees, the School presented the following awards in recognition of our students' outstanding work:

MSW

- Outstanding MSW Student in the Clinical Specialization: **Abigail Smith Liu**
- Outstanding MSW Student in the MAP Specialization: **Nimit Kaur**
- Outstanding MSW Student in the Online Program: **Alia A. Zarwi**
- Outstanding MSW Student in the Intensive Weekend Program: **Kimberly Joy Crawley**
- Outstanding MSW Student in the Blended Program: **Emily M. Dalton**
- Outstanding MSW Student Studying in Newark: **Gemina R. Ceide**
- Outstanding MSW Student Studying in Camden: **Reuben Joseph Wilmer**
- Outstanding MSW Student Studying in New Brunswick: **Rebecca L. Jensen Compton**

BASW

- Outstanding Student in the Camden BASW Program: **Jana Sasser**
- Outstanding Student in the New Brunswick BASW Program: **Nicole E. Vega**
- Brian C. Wright Social Work Award: **Michael Sunlitis**

PhD

- Emerging Scholar IIDEA Research Recognition Award: **Addam Reynolds**
- Dean's Dissertation Award: **Kate Golden Guzman**

In addition, faculty and staff members were presented the following awards:

- Outstanding Professor in Clinical Specialization: **Tawanda Hubbard**
- Outstanding Professor in MAP Specialization: **Mark Lamar**
- Outstanding Professor for Excellence in Inclusion, Intersectionality, Diversity, Equity and Advancement (IIDEA) Teaching: **Marla Blunt-Carter**
- Outstanding Professor for Innovative and Creative Teaching: **Laura Cuesta**
- Most Supportive Professor: **Mary Beth Ali**
- Outstanding Part-Time-Lecturer: **Laura De Cillis**
- Outstanding Doctoral Student Teaching in the BASW or MSW Programs: **Rupa Khetarpal**
- Most Supportive Staff Member: **Arlene M. Hunter**

To round out the program, student speaker Nimit Kaur, a member of the MSW Class of 2023, addressed the audience with words of encouragement and support. Kaur earned her MSW in Camden with a specialization in Management and Policy, graduating with a 4.0. She also earned an Aging & Health Certificate and was selected as a Taub Fellow in Aging. Dean Potter concluded the ceremony with words of encouragement for the Class of 2023. "Graduates, you have been prepared for a wonderful career in social work by an outstanding group of faculty and field instructors," she said. "We wish you great success and know your legendary class will change the world. We are so very proud of you!"

Congratulations, graduates, and welcome to the Rutgers School of Social Work alumni network! ■

OFFICE OF CONTINUING EDUCATION HOSTS SEVENTH ANNUAL CHALLENGING RACISM CONFERENCE

R

utgers School of Social Work's Office of Continuing Education hosted its seventh annual Challenging Racism Conference, "A Call to Action," on Wednesday, June 7, bringing together more than 500 social workers and allied professionals for a powerful learning opportunity.

"The annual conference is held to help empower social workers to address the impact of racism in their practice in both small and large ways," said Douglas Behan, Associate Professor of Professional Practice and Director of Continuing Education.

Dean and Distinguished Professor Cathryn C. Potter welcomed participants to the virtual event and offered initial remarks. "This promises to be another day of focus on the racism that holds us back so strongly from the country and society we want to be," she said. "Today will again call us to that perpetual action that is required by our profession."

The opening keynote, "Race in the Therapy Room," was led by Nathalie Edmond, PsyD, a licensed clinical psychologist, experienced yoga teacher and JEDI practitioner who takes an integrative perspective to her consultations and trainings.

The main keynote was delivered by Linda Villarosa, author and *New York Times Magazine* journalist, professor of journalism, English, and Black studies at the City College of New York, contributor to *The New York Times*' Pulitzer Prize-winning 1619 Project, and former executive editor of *Essence Magazine*.

She is the author of *Under the Skin: The Hidden Toll of Racism on American Lives and on the Health of Our Nation*, which lays bare the toll racism takes on individuals and the health of our nation. It was a finalist for the Pulitzer Prize, won the J. Anthony Lukas Book Prize, and was named one of the *New York Times* 10 Best Books of 2022 as well as one of the books of the year by six media outlets including *The Atlantic*, NPR, *The Washington Post*, and *TIME*.

As a contributor to the Pulitzer Prize-winning 1619 Project and its subsequent book-length expansion, she traced the race-based physiological myths that have endured since slavery and continue to plague medicine today. Villarosa is a member of the Association of LGBTQ Journalists Hall of Fame and has been recognized with awards from the American Medical Writers' Association, the New York Association of Black Journalists, the National Women's Political Caucus, and many others.

In her keynote address, Villarosa focused on the consistent poorer health outcomes for Black Americans over their white and Latinx counterparts, including higher rates of maternal and infant mortality, higher rates of mortality for COVID and HIV/AIDS, and the shocking difference in life expectancy in predominantly Black versus white Chicago neighborhoods.



Each year, the keynote lecture is offered in honor of social work professor Dr. William Neal Brown, the first Black professor at Rutgers, who passed away in 2009. During his childhood, Dr. Brown knew his race placed him at a disadvantage. Even though he excelled in high school, he was denied the opportunity to be recognized as valedictorian solely because of the color of his skin. After high school, Dr. Brown graduated from Hampton Institute (now Hampton University), majoring in English and history. He was also a renowned debater, and in 1961, he substituted at the request of students for Rutgers School of Law professor C. Clyde Ferguson, in a debate with Malcolm X on the subject of integration. Dr. Brown served with the Tuskegee Airmen as a captain during World War II as a special services officer with the 618th Bomb Squadron. Dr. Brown's longtime partner, Suzanne Zimmer, supports the annual conference to acknowledge Brown's legacy and contributions to Rutgers.

Following the keynotes was a panel discussion moderated by Rupa Khetarpal, MA, MSW, LCSW. Panelists included Nathalie Edmond, PsyD, Susan Esquilin, PhD, Rachel John, PhD, and Linda Villarosa.

Attendees gained new skills and ideas to address issues of race in their practice with clients, organizations, communities, and within themselves. "[The conference was] very informative and compelling," said an attendee. "All speakers made such clear and passionate presentations about the effects of racial trauma and social determinants of health related to racism. I left feeling challenged, informed, and fired up to change my practice, continue my personal work toward antiracism, and disseminate this information to all around me." ■

FACULTY VOICES IN THE NEWS



“We need to help young people practice behaviors that will help them cope with stress, manage conflict, and nurture healthy relationships. Young people also need communities where they can find mentors, activities that give them purpose, or even natural spaces. We recommend a focus on building up what we call young people’s ‘resilience portfolios’ — a variety of psychosocial strengths and skills, tailored to the needs of individuals, to cope with common adversities.”

Op-Ed: Help young people to build resilience, cope with adversity

Vice Provost for Faculty Affairs & Distinguished Professor and Associate Director, Center for Research on Ending Violence Victoria Banyard with Sherry Hamby in *NJ Spotlight News*



“Public-sector bodies need a catalyst from the outside. Private philanthropy is totally essential to create social change in this area because they can take a certain amount of risk and try new things and have a mindset of learning, intentionally and systematically. Having strong proof of successes through private philanthropically seeded work is very helpful in capturing the imagination and gaining the attention of people in other sectors.”

How Philanthropy Is Pushing for an Age-Friendly New Jersey

Professor and Director of the Hub for Aging Collaboration Emily Greenfield in *Inside Philanthropy*



“The concern is that people will interpret it as they’re not allowed to say anything about gay people or gay issues. You’re going to have students who have been raised by gay or lesbian couples or same-sex couples, or who have parents who are transgender, or gender non-binary, so it’s going to make them feel if this can’t be talked about or acknowledged — it’s going to make them feel not only invisible but also that something is wrong with them and their families.”

Advocates plan for battle as DeSantis preps ‘Don’t Say Gay’ expansion

Professor Michael LaSala in *The Hill*



“I think that the biggest issue is just there’s no local providers in rural areas on average. So the likelihood that you live in a rural-defined county or community that has an opioid treatment program is slim to none.”

How a bus ride is saving lives in Utah’s coal country

Associate Professor and Co-Director of the Northeast & Caribbean Rural Opioid Technical Assistance Center Jamey Lister in *The Salt Lake Tribune*



“They are making money off desperate people. Whether you’re ‘addicted’ to trading crypto, betting on sports, or playing the lottery, your symptoms and treatment will be largely the same.”

Luxury rehab centres now offer therapy for ‘crypto addiction’

Distinguished Professor, Director of the Center for Gambling Studies & Addiction Counselor Training (ACT) Program, and Associate Dean of Research Lia Nower in *Newsweek*

WELCOMING INTERIM DEAN RICHARD L. EDWARDS BACK TO RUTGERS SCHOOL OF SOCIAL WORK



C

hancellor Emeritus, University Professor, and Distinguished Professor Richard L. Edwards began serving as Interim Dean of Rutgers School of Social Work on July 1, 2023.

According to Chancellor Francine Conway's announcement, "Dr. Edwards is no stranger to critical,

high-profile leadership roles at Rutgers and the School of Social Work. In addition to his service as Rutgers–New Brunswick's first Chancellor, he has served as Executive Vice President of Academic Affairs (EVPAA) and Interim President. He joined Rutgers in 2005 as Dean of the School of Social Work, which he led with distinction for six years before stepping into the EVPAA role.

Across his career at Rutgers, Chancellor Emeritus Edwards has led initiatives that expanded access to higher education including for first-generation students; formed the Committee on Enslaved and Disenfranchised Populations in Rutgers History, whose work led to the publication of three *Scarlet and Black* books and revealed important truths about the university's history; and led the development and implementation of the 2014 New Brunswick Strategic Plan.

Prior to joining Rutgers, he served the University of North Carolina at Chapel Hill as Dean of its School of Social Work and as Interim Provost; as Dean of the Mandel School of Applied Social Sciences at Case Western Reserve University; and as Acting Dean and Associate Dean of the School of Social Welfare at the State University of New York at Albany. He has also served in a variety of nonprofit and public organizations as supervisor and manager, has served on the boards of directors of many nonprofit organizations, and is a former president of the National Association of Social Workers."

Chancellor Conway's office will continue the nationwide search for a permanent replacement for Dean Cathryn Potter, who stepped down from her role last summer following a decade of distinguished service. ■



Through Rutgers School of Social Work's Center for Prevention Science, the Northeast and Caribbean Prevention Technology Transfer Center (Northeast and Caribbean PTTC), led by **Dr. Kristen Gilmore Powell** (Associate Research Professor, Associate Director of the Center for Prevention Science, and Director of the Northeast & Caribbean PTTC), joined with other regional PTTCs to create a new fellowship program. Funded by the Substance Abuse and Mental Health Services Administration, Dr. Powell serves as co-chair of the national workgroup in the development of the Building Our Leadership and Diversity (BOLD) Prevention Fellowship Program, focused on increasing the number of prevention scientists working within Black/African American communities and building their capacity to identify and chronicle programs, practices, and policies proven effective in reducing

substance misuse risk factors and consequences and promoting mental health and protective factors or assets in Black/African American communities. BOLD Fellows receive mentorship from prevention staff in a state, territory, jurisdiction, national organization, and/or federally recognized tribes or other American Indian/Alaska Native communities associated with their placement and are exposed to the day-to-day workings of the site. Dr. Powell welcomed Veronica Dingwall as the Northeast and Caribbean PTTC's BOLD Fellow. In addition to working with Dr. Powell's PTTC, Veronica is working with other members of the BOLD Fellow cohort to complete a research project under the mentorship of Professor and Associate Dean for Diversity, Equity and Inclusion



Dr. Antoinette Y. Farmer, the BOLD Fellowship Program's Research Scientist Mentor. The BOLD Fellow Mentor Program is a structured program, where the fellows meet with the Research

Scientist twice a month. Fellows learn about the competencies, knowledge, skills, and values needed to be an effective prevention scientist. The BOLD Fellows are developing an inventory of substance misuse prevention programs and practices that are culturally responsive and effective within Black and African American communities. Fellows will present their inventory at professional conferences and other venues.



Associate Professor of Professional Practice for Reproductive Justice, Associate Professor at Robert Wood Johnson Medical School, and DSW Program Director **Dr. E. Goldblatt Hyatt** co-authored *Living with Babyloss: Navigating the Grief and Uncertainties of Losing a Pregnancy* with the Center for Growth, Inc. There are very few things in life that are as painful as the loss of your pregnancy or baby. This book was designed especially for those who have lost a pregnancy or baby and the ones they love to help them find comfort and healing as they navigate life after babyloss.



Assistant Professor **Dr. Caroline Harmon-Darrow** is the co-principal investigator for the \$85,543 grant "Perceptions of Violence and Safety in Three Southern New Jersey Counties" from the New Jersey Gun Violence Research Center.



Associate Professor **Dr. Judith McCoyd** was the recipient of a Rutgers Seed Grant of \$20,000 for her proposal "Lived experiences of maternal fetal surgery consultations and outcomes." She also served as Interim Director of the Ph.D. program beginning in the summer of 2022 and

transitioned in the summer of 2023 to the role of Associate Director of Doctoral Programs, supporting the directors of the DSW and Ph.D. programs while working to enhance synergy between the programs.



Associate Professor and Chancellor's Scholar for Inclusive Excellence in Interpersonal Violence Research **Dr. Chiara Sabina** was awarded a \$999,882 grant for "Understanding Latina Experiences with Victimization, Intersectionality, and Discrimination" from the National Institute of Justice. The five goals of the grant are 1) Determine the current extent of victimization among a nationally representative sample of Latina adults, 2) Determine how intersectional social identities and related discrimination influence victimization experiences, 3) Examine help-seeking experiences, including criminal justice alternatives, among victimized Latina adults, 4) Examine mental health functioning for victimized Latinas, and 5) Examine hope, social support, and ethnic identity as protective factors regarding mental health indicators among victimized Latinas.



Trinay Thomas, Associate Director of Field Education and Assistant Professor of Teaching, received the School of Criminal Justice (SCJ) Outstanding Service Award for undergraduate alumni. Her name will be printed on a plaque that will hang in the SCJ to commemorate the award.



Associate Professor **Dr. Emmy Tiderington** became the National Network Co-Lead of the Grand Challenges for Social Work – "End Homelessness" Challenge for the American Academy of Social Work & Social Welfare.



Assistant Professor **Dr. Mark van der Maas** was awarded a \$34,500 seed grant from the International Center for Responsible Gaming for "Online gambling and death by suicide: A quasi-experimental approach to gambling policy impacts," which is an analysis of the National Violent Death Reporting System Restricted Access Data from 2005–2019. Using synthetic control methods, this project will explore whether there was a change in the rate of death by suicide associated with the legalization of online casino gambling in the state of New Jersey. He was also awarded a \$43,378 pilot seed grant from the Rutgers Office of the Vice Provost of Research Machine Learning/Artificial Intelligence for "Identifying patterns of misinformation in online gambling communities." The proposed research will analyze a series of forums dedicated to the discussion of gambling on the popular discussion board hosting site reddit.com to determine whether the site disseminates inaccurate understandings or expectations of gambling outcomes.



Assistant Professor **Dr. Abigail Williams-Butler** was appointed as co-chair reviewer to the Society for Social Work and Research annual conference cluster for the topic of child welfare.



Teaching Professor, Assistant Dean of Bachelor's Programs, Director of the BASW Program in New Brunswick, and Campus Coordinator of the Baccalaureate Child Welfare Education Program **Dr. V. DuWayne Battle**, Dr. Laura Curran, and Dr. Samuel Jones co-authored "Challenging Anti-Black Racism Across the Curriculum" in the *Journal of Teaching in Social Work* and were selected as the recipients of the 11th Annual Florence W. Vigilante Award for Scholarly Excellence in recognition of the best article published in Volume 42 (2022) of the Journal. The award is given annually in honor of the founding editor of the Journal, and the article merited this recognition based on its outstanding scholarship and creativity.



TAHJ BURNETTE

BEATING THE ODDS: IFF FELLOWS PROGRAM GIVES FOSTER CARE YOUTH A BETTER CHANCE AT SUCCESS



N

ationally, 400,000 youth are in foster care at any given time. Only about half will finish high school, and dropout rates are three times higher than other low-income peers. Those who successfully reach a college campus face overwhelming barriers. Many lack the benefit of consistent adult guidance required to navigate the college experience, and basic needs like housing, food security, and finances can become a daily worry. It is estimated that only 5% of these students will graduate from college.

The School of Social Work's Institute for Families (IFF) is working to improve these odds through its IFF Fellows Program, which supports students who are current or former youth with experience in the child welfare system. The program helps these students complete undergraduate degrees at Rutgers while preparing them for success in adulthood. Remarkably, 71% of IFF's Fellows achieve a college degree from Rutgers, and 18% finish graduate school.

Many Fellows experience Rutgers as their primary home, and the campus may offer some their only option for secure and accessible housing, especially during breaks. All of these remarkable young adults benefit from a network of supportive services that include:

- Individualized academic and personal coaching
- Inclusion in a peer-to-peer learning environment shared with those peers who have similar life histories
- Financial literacy, job readiness, emotional resiliency, and related life skills workshops
- Options for textbook, living supplies, and emergency assistance funding
- Assistance for accessing grants and scholarship opportunities
- Access to campus housing options during breaks and holidays
- Invitations to recreational outings and events targeted at their unique needs
- Professional development through leadership activities, internships, and community service events
- Specialized navigation to broader campus connections, including tutoring, food assistance, disability and health services, and career development
- Transitional planning, including coaching toward career planning, graduate school, and independent living



RAKEEM SHABAZZ

Adam Staats, Associate Program Manager for the IFF Fellows Program explains, "Each student has a unique story, talents, dreams, and goals. In addition to the support that our program provides, we also host community-building and recreational activities like barbecues, camping trips, talent shows, movie nights, cooking classes, and volunteer days. Watching our Fellows cross the finish line at Rutgers are some of the happiest moments of my life."

Tahj Burnette is a first-generation college graduate who grew up in an environment impacted by childhood crises and trauma and where second chances were scarce. After earning an associate degree, Tahj enrolled at Rutgers and applied to participate in the IFF Fellows Program. It was during the interview that he met Adam, who quickly eased Tahj's anxiety and doubts. Adam's simple words, "I believe in you," changed Tahj's entire outlook about his time at Rutgers. "From that moment forward, I was reassured that I would have a support system to help me conquer my transition to Rutgers," Tahj said. "Adam's kind words and empathic spirit soothed my worries, and I knew he was completely invested in my future as much as me."

Tahj pursued an undergraduate major in social work and graduated with a 4.0 GPA, ranking as number one out of 5,110 students from Rutgers School of Arts and Sciences. The following year, he earned his MSW from Rutgers, received the Dean's Award of Excellence Scholarship and, soon after, became a licensed social

but the program helped us catch up to fellow students who have not dealt with the circumstances we have endured."

Dr. Mark Gregory Robson, Dean of the School of Graduate Studies and Distinguished Professor, has been involved with the program for several years. "This program builds self-esteem and self-worth," he says. Of the many students he's supported, one in particular stands out. Isaac, an engineering student, sought Dr. Robson's mentorship on etiquette at business dinners. The two dined together at upscale restaurants in New Brunswick, and Dr. Robson supported Isaac's interest in learning the ins and outs of fine dining. They developed a strong bond built upon experiences that were mutually meaningful. "I was so proud of him and we had a lot of fun with this exercise," said Dr. Robson. "People should support the IFF Fellows Program because it makes a difference. Financial support is critical for these students, but it is just as important to offer some human capital to spend time, set an example, teach skills, and provide real support."

Dr. Michelle J. Shostack, Associate Dean and EOF Director at the Rutgers School of Arts and Sciences, has been a part of the IFF Fellows Program's advisory board since its inception. "I have heard students say that if it wasn't for the program they would have been by themselves for Thanksgiving or over break," she recalls. "When the program had a holiday gift card drive, an EOF Scholar told me that

The IFF Fellows Program stands as a pivotal and indispensable initiative that squarely addresses the unique challenges confronted by foster youth who aspire to pursue higher education.

worker in New Jersey. Tahj now works as an Educational Opportunity Fund (EOF) Senior Counselor for Rutgers School of Environmental and Biological Sciences, fulfilling his desire to advocate for the voiceless and cultivate an environment that promotes inclusivity and empowerment.

Reflecting on his involvement with the IFF Fellows Program, Tahj says, "It helped me create my foundation of success. Engaging in skill-building workshops on financial literacy, career readiness, and emotional intelligence and resiliency cultivated an environment for me to thrive academically, professionally, and personally. But, most importantly, through mentorship and supportive coaching, I was able to build transferable skills that followed with me through my undergraduate experience, graduate school, and my personal life. To the program donors, sponsors, staff, and Rutgers as a whole, because of you I was able to fulfill my hopes and dreams and overcome adversity. Because of you I can give back to those who gave to me."

Like Tahj, Rakeem "Roc" Shabazz's childhood was marked with trauma and loss. After the death of his father, Roc's grandmother stepped in to raise him in Southern New Jersey. After enrolling at Rutgers, Roc applied to the IFF Fellows Program and was accepted. He credits the program, along with support from friends, for much of his success at Rutgers, where he earned a degree in visual arts with a concentration in photography and minor in entrepreneurship. "I firmly believe people should support the IFF Fellows Program because it makes it possible for more students to have a comfortable college experience," Roc said. "A lot of us did not have stable footing,

was the only gift she received. But the program provides much more than just financial assistance. It offers wrap-around support and a community that is instrumental in students' retention and graduation from Rutgers as well as their success far beyond." ■

To amplify its impact, the IFF Fellows Program is actively seeking additional funding to enhance its offerings, including internships, textbooks, emergency funds, housing, and a broader array of support mechanisms for its students. Individuals interested in contributing to the program's mission are encouraged to get in touch with Doris Pierce-Hardy, Associate Director of Development, via email at doris.hardy@rutgersfoundation.org or by phone at 848-932-4436.

The IFF Fellows Program stands as a pivotal and indispensable initiative that squarely addresses the unique challenges confronted by foster youth who aspire to pursue higher education. Through its holistic framework of unwavering assistance, tailored mentorship, and a supportive communal atmosphere, the program has attained astounding levels of achievement. The narratives of Tahj Burnette and Rakeem "Roc" Shabazz serve as powerful testimonies to the program's life-altering influence, underscoring the pressing needs for sustained financial backing and encouragement. By continuing to empower young individuals hailing from foster care backgrounds, the program reinforces the notion that every individual deserves the opportunity to transcend adversity and flourish on the path to success.

NEW FACULTY: 5 OBJECTS THAT MATTER

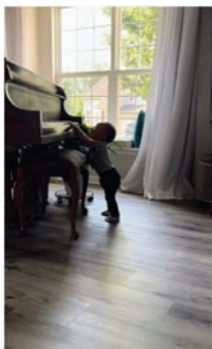
Rutgers School of Social Work is pleased to welcome five new faculty members to campus this fall. We asked each of them to identify five meaningful objects in their homes and offices.

Danielle Beatty Moody, *Associate Professor & Chancellor's Scholar for Inclusive Excellence in Multilevel Racism and Life Span Health and Aging*
Dr. Beatty Moody is a health equity scholar; her expertise is in the study of racism as a key social determinant of accelerated and disparate health inequities in the African American community across the lifespan. The ultimate objective of her work is to inform, promote, and collaborate on multilevel interventions and policy transformation to mitigate entrenched social and health ills in marginalized communities.



01/ DAD

My dad was thrilled about my new position at Rutgers and proud of his child for following her dreams. His only gripe was its distance from him. Just three months shy of 92, he passed in June. My dad taught me about gratitude, life, tenacity, determination, faith in action, and drive. He also taught me that we can be our own worst enemies, so I choose not to be.



02/ PIANO

My childhood was filled with music. My grandmother taught me how to play piano, and I briefly took lessons when I was young. Recently, we secured a vintage baby grand piano. It feels like my grandmother is with me, and my husband, a multi-instrumentalist, has extended an open teaching invitation to me. My 11-month-old crawls over and plays it, and I see legacy in this experience of music being carried forward.



DANIELLE L. BEATTY MOODY



05/ THE VINTAGE TABLE

I am a lover of old things; they have stories, lives, and create connections. This table was passed down from my great-great uncle to my grandmother, and I acquired it. This picture shows the finished product after a lengthy restoration. In thinking about furniture (and human lives), I believe old things should remain a part of our lives, but as we spruce them up, we do so with respect for who they are.



03/ SPIKE LEE

I was born in Brooklyn and completed middle and high school in Queens. When I achieved a goal at school or had a birthday, my mom allowed me to select what I wanted to do and buy. I consistently chose to make a purchase at Spike Lee's Brooklyn store. In our home now, our loft is the "Spike Lee Joint."



04/ MUSCADINES AND SCUPPERNONGS

These are true southern legends that I look forward to every year around late summer. Both are bursting with flavor. My North Carolina family would have these growing on their land, and it was always a rewarding childhood treat eating them right off the vine. Now, I love getting them because they take me back to my youth, bringing up memories of laughter, ease, and fellowship.

Sheretta Butler-Barnes, Sojourner Truth Visiting Professor in Social and Racial Justice

Dr. Butler-Barnes is a developmental psychologist and has expertise and scholarly work on the impact of racism and the use of culturally strength-based assets on the educational and health outcomes of Black American families. She is an Associate Professor at the Washington University in St. Louis Brown School of Social Work.

**01/ FAMILY**

This picture also represents my beloved (David), Nia (purpose), and Imani (Faith). They are the reason I continue to fight against racial and social injustices. Both my spouse and I want to leave a legacy for our daughters that includes standing up for their rights and pursuing their dreams.

**02/ DADDY**

This was such an important day for me. My wedding day was August 21, 2004. This was such a beautiful moment that we shared with our loved ones. My father passed away in October of 2022 and I miss him immensely. I am a daddy's girl, and this picture says it all.



SHERETTA BUTLER-BARNES

**03/ WEDDING RING**

This day was perfect! Celebrating family and friends. My husband has been such an important part of my journey. His support has been unwavering, and it continues to be. Our commitment to each other, our girls, our family, is always a priority for us. He is my soulmate.

**05/ JOURNALING**

I love, love, love to journal. I also love journals that have inspirational messages. For me, it is a wonderful way to express how I feel.

**04/ BRACELET**

This bracelet my mom bought for me (John Hardy Silver Naga Double Dragon Head Bracelet, with African Ruby Eyes). She has a matching one. I wear this ALL the time when I am discussing my research or embarking on a challenging task. One of the reasons why I persevered in academia is because my mom taught me how to stand for what I believe in. I get my strength from my mom.

Ashley Jackson, Assistant Professor

Much of Dr. Jackson's research has been motivated by her post-MSW macro practice experience in research, program development, and policy advocacy focused on criminal legal system issues and public safety at the local and national level. Dr. Jackson's three key focal areas of research are 1) early contact with punitive actors, namely the impact of police interactions on youth, 2) the escalation and persistence of these experiences to state-sanctioned violence (e.g., police violence) both historical and contemporary, and 3) how these experiences impact how youth and families makes sense of the criminal legal system and how they prepare for interactions with punitive actors as a result.



01/ PASSPORT

My passport gives me the ability to see new places, learn about new cultures, and navigate the discomfort like not always being fluent in the local languages. Traveling is a beautiful and humbling adventure and makes me reflect on the privilege of my passport. With privilege comes responsibility to push for and support policies that create opportunities for people to live a life of dignity in this country while also maintaining strong ties to their home countries.



02/ COLOMBIA

I've spent a substantial amount of time in Colombia and it's shaped who I am today. It's a country full of people who have endured so much yet continue to fight for economic, racial, and environmental justice. Colombia has taught me the importance of slowing down to enjoy and appreciate life and make meaningful connections.



03/ MAP

I love maps—historical or contemporary. It's an incredible tool to see how the world was conceptualized and how we can learn from the past to improve future outcomes. Maps often help us make sense of our surroundings through the use of space. In a growing world dependent on web-based maps, the general concept of maps remain and can be used as a tool for civic participation and historical memory.



ASHLEY JACKSON

04/ MUSIC

Music has gotten me through a lot in my life. Some of my best memories are tied to that first record I ever listened to, that first live music concert I attended, burning my first CD, and finding that right playlist for the occasion. Music is an escape from the noise of the world. I can drift away to my favorite soundtrack. Usually getting up out my seat and dancing immensely improves my mind, body, and spirit.



05/ GREAT GRANDFATHER'S COLLEGE REJECTION LETTER

I often refer to a letter my great grandfather received from the New Mexico School of Mines (now The New Mexico Institute of Mining and Technology) rejecting his admission to the institution simply because of the color of his skin. I often refer back to this letter to remind myself of the resilience of Black people who must navigate stratified systems, but also a reminder that resilience comes at a cost that we must constantly work to eliminate.

Katherine Marçal, Assistant Professor

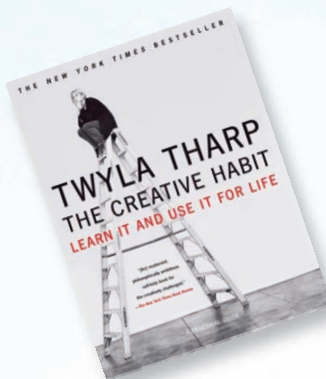
Dr. Marçal's areas of expertise include housing insecurity and homelessness among families with children, maternal and child mental health, and community-based system dynamics.

**01/ DRESSER**

My husband started woodworking during the pandemic with the goal of building us lasting family furniture. One of his first projects was this beautiful dresser and changing table for our daughter's room. I love having this home-made piece to look at every day, and hope to pass it down to her when she has her own home someday.

**02/ ROSIE**

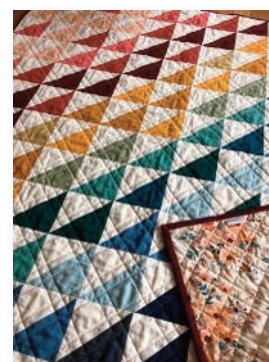
Our dear friend and dog-sitter commissioned this line drawing of our beloved dog, Rosie. My husband and I adopted Rosie from a rescue shelter the summer before my final year of graduate school. She kept me company in a tiny St. Louis apartment as I wrote my dissertation. She has been part of our family for five years now and, after two cross-country moves together, remains my constant companion and protector.

**03/ THE CREATIVE HABIT**

My dad sent me a copy of *The Creative Habit: Learn It and Use It for Life* by Twyla Tharp when I was in college and struggling to find direction. I refer back to it whenever I'm feeling stuck or uninspired. Creating habits that keep me focused and curious help to foster my creativity—and then no problem feels too hard to solve.



KATHERINE MARÇAL

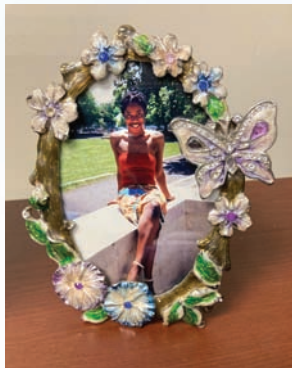
**04/ QUILT**

My closest friend, an avid and extremely talented quilter, was diagnosed with stage IV colon cancer when I was expecting my first child. While recovering from chemo infusions and surgeries, she designed and sewed this beautiful baby quilt. Having such a bright, colorful, cozy piece in our home keeps her friendship, persistence, and generosity front of mind.

**05/ PEPPERMINT TEA**

Every afternoon, I look forward to a cup (or two, or three) of peppermint tea. The ritual of a warm, refreshing drink is both calming and energizing in the long stretch between lunch and dinner. I have tried dozens of alternatives—teas, coffees, seltzers—and nothing hits the spot quite like Smith Teamaker peppermint.

Tangela Sawyerr, Assistant Professor of Teaching and Assistant Director of Student Affairs
Dr. Sawyerr's research focuses on intersectional approaches to address sibling loss in adulthood and inequities in bereavement work.



01/ PHOTO OF SISTER

One of the most important things I keep on my desk at work is a photo of my beloved sister. She's the driving force behind my career in academia and my research on sibling relationships. Every choice I make in my professional life is influenced by her, as she's had a tremendous impact on my personal growth. I'm constantly striving to do my best to make her proud, and I hope I'm succeeding.



02/ IPOD

Music has always been an essential part of my life, thanks to my childhood memories. I have a diverse taste in music, as I was exposed to different genres growing up. Even today, my playlist is a unique collection of sounds and notes that helps me stay in the moment, whether I'm reminiscing, reflecting on my thoughts, or getting ready for the day.

03/ MEDITATION FOUNTAIN

Taking care of oneself is crucial, and the meditation fountain serves as a visual cue to relax and prioritize self-care. Personally, I am a big supporter of naps and wholesome nourishment. Also, walking is vital, and I always keep a pair of sneakers handy in case an opportunity arises.



04/ CLOCK

I've come to realize that a clock serves a dual purpose. It's not just a tool to measure time and stay on top of tasks, but it also reminds us to prioritize our personal lives. As someone who values family time, I understand that while our work is important, it's crucial that we don't lose sight of what really matters.



05/ GAMES

Keeping yoyos and jacks in the office provides a great outlet for stress relief and relaxation. Not only is it an enjoyable hobby, but it also helps me think. I particularly enjoy the sound of the yoyo as it spins and returns to my hand. Overall, it's a fun and beneficial pastime that I highly recommend.

*“Social work follows the values
and mission of social justice, so it’s critical that
social workers are present in professions like law
and public policy.”*

“

- Professor Allison Zippay



SOCIAL WORK AND POLITICS

Social workers can—and should—be involved in politics as advocates, scholars, or candidates themselves. This charge is growing at the School of Social Work, as faculty members strive to inspire and engage students in the political process.



What is political social work? If you ask 10 social workers you may get 10 different answers. That's because social work, by its very nature, is steeped in politics; after all, social programs are heavily influenced, if not funded entirely, by government entities. As a result, there are many ways social workers can be involved in the political scene.

First, case workers and direct service providers can participate as advocates for issues they care about, since they are on the front lines of various government and nonprofit programs and see firsthand the impact of government policies. "That advocacy can take many forms, including being active in professional associations that advance policy like the Council on Social Work Education or the National Association of Social Workers," says Allison Zippay, professor and director of the Center for Leadership and Management. In fact, social workers' position on the front lines coupled with the support of professional associations uniquely equips them to deliver feedback to decision makers and legislators at the city, state, and even federal level. "Social workers need to be at the table because they can see what works and what doesn't," Zippay adds. "They need to bring that evidence systematically to decision makers so they can advance social policy that positively affects individual and community well-being."

Additionally, social workers can serve as academic researchers, leveraging their expertise to evaluate government programs and report their findings. "It's important that social workers have a seat at the table with policymakers so we can get our research out there and participate in the conversations around all forms of social policy as scholars," says associate professor Lenna Nepomnyaschy. "Every client and every social challenge—everything that we as social workers care about and are focused on—is impacted by policies coming from legislators and politics. Being involved in this conversation and this space can hopefully lead to policies that both benefit things we care about and also uphold our mission and ethics."

The good news is that Nepomnyaschy has seen some growth here, noting that the representation of social workers in the policy research world has grown significantly over the past 20 years. “When I started, there were maybe five or 10 social work scholars, at most, who were focused on policy research,” she says. Today, over 100 social workers—including many students from Rutgers School of Social Work—descend on the annual conference of the Association for Public Policy Analysis and Management to lend their expertise, present their findings, and network for positive change.

“We live in a really critical time where laws are being passed and policies are being debated that have tremendous impact on people, whether related to the environment, poverty, or the rights of persons of color, LGBTQ+ people, and women,” says Richard Edwards, the School of Social Work’s interim dean. “People’s daily lives are being directly affected by what’s happening in city halls, school boards, state legislatures, and the halls of the U.S. Capitol, and it’s incumbent on social workers to play important roles in the process of making and evaluating policies and holding legislators accountable for the positions they hold.” Edwards himself twice ran for public office and was elected to serve on a local school board.

Indeed, if you ask associate professor of professional practice Marla Blunt-Carter, the National Association of Social Workers’ Code of Ethics demands political action and participation. “This charge doesn’t apply to just political social workers or macro social workers; it is a mandate for all social workers,” she says. “I truly believe that ‘political social work’ is essential in fulfilling one of our core values—social justice. If we are committed to addressing injustice, we have to be where the power is, where decisions are made, and where policy creation is accomplished.”

In the Classroom

According to Blunt-Carter, baseline political knowledge is necessary for every social work student because, if they are to advocate for clients, work in the community, or lead a nonprofit, they must understand the political process to effectively represent those without a seat at the table.

That’s why Blunt-Carter’s 15-week course in political social work not only walks students through the history of political social work and its roots in the broader profession, but it also provides practical information about the ways in which social workers can participate in and create positive change throughout the political process. Course topics include engaging with communities, voting, influencing policy agendas, and seeking and holding office. “While it’s not a typical path for a social worker, I believe it’s important that we teach social work students how to be effective in legislative affairs, how to serve on staffs of elected officials, and how to run for office themselves,” Blunt-Carter says. “Unfortunately, many students feel as though they’re not qualified to do so, but a big part of my class is emphasizing that public office is exactly where social workers should be and the skills needed are what we do instinctually. When it comes to policy, if we understand the social problem, why are we not contributing our knowledge to the process of solving it?”

Unfortunately, social workers by and large do not currently see themselves in these roles (for example, just two members of the U.S. Senate and three members of the House of Representatives are social workers). While the School of Social Work presents all master’s students with the opportunity to choose a concentration in Management and Policy (MAP, which prepares students for leadership roles in government, nonprofits, healthcare agencies, and more), Nepomnyaschy says that less than 10 percent of incoming students

choose this option, perpetuating an already underrepresented track.

In an effort to shift this thinking, all MSW students at the School of Social Work beginning fall 2023 are required to take a class in their first semester called Social Work Practice with Organizations and Communities. “Most students who are coming into the School of Social Work associate the profession with therapy and counseling, and they don’t understand that there’s this huge piece of social work that’s about politics and policy work,” says Nepomnyaschy. “Now they’ll be exposed to that in the first semester, and we hope this will get students much more excited about and interested in this area right away.”

The course covers macro (organization and community) systems, justice, community organizing, policy work, management, engagement, evaluation, and more, and is designed to introduce students to the practice of social work as it pertains to communities, social politics, and society more broadly, rather than individuals.

Faculty members are also making an effort to infuse political social work into their everyday discussions. For example, Nepomnyaschy dedicates at least one session of every course to representation and the importance of social workers in the political space. She requires that each student identify the elected officials representing them on the national, state, county and, notably, on the township/city level. “These are the most important people in terms of what happens in your daily life and they’re the people who are more likely to listen to your concerns and feedback, but they’re also the people that most students are unable to identify before this exercise,” she says. “We talk about the ways we can contact all of these individuals, what kinds of bills they’re sponsoring, and what issues they’re interested in.” In her poverty and policy class, specifically, Nepomnyaschy also assigns her students to write either an op-ed article or advocacy letter they could send to a local policymaker to champion specific social issues and recommend policies.

Nepomnyaschy also emphasizes the importance of social workers running for elected office, especially locally. As of the most recent count, there are more than 500,000 elected positions across the country, from governors and Congress members to seats on city councils, school boards, library boards, and more. “Every local area has hundreds of elected people, and social work skills and ethics can benefit every one of these local positions,” Nepomnyaschy says. “Social work students don’t need to consider a run for Congress—though that would be incredible. Running for local school board or housing authority is also important, because these spaces are where the issues we care about most are being decided.”

Outside the Classroom

In addition to course offerings and classroom discussions, the School of Social Work also offers opportunities for students to immerse themselves in the spaces where laws are made.

Prior to the COVID-19 pandemic, a course was offered to MSW students that included a three-day trip to Washington, D.C., over spring break. Students participated in five in-person classes and two online sessions focused on an area of advocacy before hitting the road for the nation’s capital.

“We wanted social work students at Rutgers to get a real grounding in the policy and politics that will affect their clients and their practice so profoundly,” said Maury Lieberman SSW’66 and Leslie Scallet, who provided significant support for the D.C. trip. “Dean Potter and a number of faculty members proposed the class and D.C. trip as a first step, and we jumped at the idea. Having dinner and discussion with the first group of students on their trip convinced us that this was the right



track, and it has been gratifying to see the idea take root and grow.”

The first iteration of the trip was centered on the welfare system. Students learned about welfare reform and the program’s shortcomings before landing in D.C. for lectures and meetings with community organizers. The next year, Nepomnyaschy focused the course on economic justice and brought in speakers from the National Low Income Housing Coalition and the Center on Budget and Policy Priorities.

“The benefit of bringing students to D.C. is that they can physically visit these spaces,” says Nepomnyaschy. But it also means they can actually see and meet with the people who are advising and working for legislators—mostly young, motivated individuals with a passion for the issues. This enables social work students to envision themselves in these positions, which serve to educate legislators and influence legislation. Future iterations of this course could also include visits to the N.J. State Legislature.

Students enrolled in the MAP concentration also had an opportunity last year to participate in the Policy Fellowship, which matched 20 students with policy-intensive field placements. In addition to working in organizations like Princeton Community Housing, N.J. Legislative District II, the Latino Action Network Foundation, Advocates for Children of New Jersey, the Global Fund for Girls, and more, students created a project that would benefit their host organization and then presented it to the school and community.

“I hope that we can offer more of these kinds of opportunities in the future,” says Nepomnyaschy. “It’s so important to connect students with places of power so they can envision themselves in similar positions after graduation.”

A Major Asset

Students aspiring for a career in politics may initially think that political science, public affairs, or public policy may be the best major for them. But Blunt-Carter would beg to differ (and you can take her word for it—she herself pursued an undergraduate degree in political science before earning her MSW). “Social work is the only profession where the mission is focused on under-resourced communities and marginalized populations,” she says. “In order for an individual to address these issues effectively, they need to change systems and create policies that are specific to those areas of injustice.” Blunt-Carter shared that she relied on her MSW degree throughout her career to successfully fulfill her responsibilities as a staffer and contribute to the world of policymaking and electoral politics.

Ultimately, a degree in social work helps students understand how to help communities in a way that’s sustainable and practical, and it brings a new perspective to programs that may not have worked optimally in the past. “What we do as social workers is identify a social problem, assess that problem and the factors that led to its existence, create a plan of action, implement that plan, and evaluate it,” Blunt-Carter says. “That’s the same thing you do in politics.” ■

DEGREE PROGRAMS

Social work students at Rutgers have the opportunity to enroll in a variety of programs to advance their understanding of policy and prepare them for a range of careers in politics and the law.

MAP CONCENTRATION

When students pursuing an MSW enroll, they can choose from two concentrations: Clinical Social Work or Management and Policy (MAP). The former is focused on intervening at the individual or family level to improve well-being, while the latter focuses on intervening at the organizational, community, and broader levels. The MAP concentration prepares students to work in nonprofit and public management and leadership, educational and healthcare institutions, government, and policy. “All courses within the MAP concentration focus on systems change, organizational change, and management and implementation,” says Zippay. “They support policy making, policy development, and policy implementation, which inevitably involve the government sphere.”

In addition to the core classes, MAP students have access to electives that touch on topics like community organizing, fundraising, marketing, human resources management, and more. “All of these classes support a nonprofit leader’s ability to engage in the political and policymaking process, advocate for various social justice positions, evaluate the strengths and limitations of government services, and advocate for changes that advance the mission of those services,” Zippay adds.

MSW/MPP DUAL DEGREE

The combined Master of Social Work/Master of Public Policy program offers students the opportunity to develop advanced policy practice skills with a focus on social justice and social welfare policy. Students learn to identify public issues and then hone their policy analysis skills to determine alternative solutions to those issues. This dual degree is a three-year program in partnership with Rutgers’ Edward J. Bloustein School of Planning and Public Policy.

MSW/JD DUAL DEGREE

Students interested in social work and the law can pursue an accelerated dual-degree program, earning their MSW and JD degrees in four years rather than the five it would take to earn each independently. This is offered in partnership with Rutgers Law School on the Newark and Camden campuses.

KEEP IN TOUCH

Interested in political social work? The School of Social Work has a number of resources and networks to keep you in the know.

Social Policy Network: a weekly newsletter and Twitter platform (@RUSocialPolicy) dedicated to social policy news of interest to social work students and practitioners—from election info and pending bills to job opportunities.

Center on Leadership and Management: offers a quarterly symposium for MAP alumni holding management and policy leadership positions to discuss their experiences and advance change

MAP Connect: a program connecting MAP students with MAP alumni who hold leadership positions in the management and policy arena, for several months of career guidance and coaching

FIELD EDUCATION PARTNERS PROVIDE STUDENTS WITH EXPERIENTIAL & PRACTICAL LEARNING OPPORTUNITIES



Field education is an integral part of each student's journey. Rutgers School of Social Work's field education program is based upon educational policies and standards established by the Council on Social Work Education and provides practical learning opportunities that serve as a foundation for students to become successful practitioners. MSW students spend 1,125 hours in the field working

alongside professional social workers while being supervised by experienced field instructors.

The School of Social Work has longstanding partnerships with a variety of nationwide organizations working in addictions, aging, child welfare, criminal justice, housing, LGBTQIA+ programs, schools, and more. Youth Consultation Service (YCS) is just one of the many agencies that has collaborated with Rutgers School of Social Work for several years. YCS works to support at-risk children who have special needs and adults with developmental disabilities to build happier, healthier, and more hopeful lives within their families and communities. Through the School's field education program, Rutgers students pursuing various degrees and certifications are placed in positions throughout YCS and are fully integrated into the organization's daily activities. Students become an essential component of the therapeutic treatment and services YCS provides to the youth and families they serve.

"Our students who complete their social work field placements at YCS receive an invaluable opportunity to put their theoretical (classroom) learning into action," said Mark Lamar, Associate Professor of Professional Practice & Executive Director of the Office of Field Education. "We recognize YCS as a 'name brand' partner agency—one that is well known, with a robust mission, whose reach is wide and whose impact is profound. Our students become part of the mission and life of the YCS family of programs when they are placed there, and they have an authentic opportunity to learn what social practice really is."

Most Rutgers students are placed in one of YCS's therapeutic homes while other students complete their field work in one of YCS's special education schools or community-based programs. Students assist in treating children with behavioral, mental health, and intellectual/developmental challenges and learn how to complete documentation, improve their critical thinking, provide case

management, and develop their advocacy skills. Students also participate in monthly clinical care rounds and collaborative peer-to-peer sessions to develop their abilities, resolve issues, and work towards achieving their professional goals. Additional trainings on service delivery, agency policies, and therapy modules assist students in effectively providing therapy to their clients.

In a cover letter applying to complete her field work at YCS, Nimit Kaur SSW'23 wrote, "Although I am blind, I am deeply passionate about [helping] individuals from various backgrounds and abilities and helping them thrive and reach their full potential." With courageous honesty, she continued, "I will communicate with you clearly and openly if I have any limitations and concerns that might interfere with the goals of the program. I want to provide the best care to the clients and youth." True to her word, Nimit met every challenge she faced to fulfill all work-related requirements. With her trusted canine companion, Chardonnay, by her side, Nimit conducted individual and group therapy sessions for the youth at two YCS therapeutic residences. "Nimit and Chardonnay were such a light at the YCS home," said YCS clinical supervisor Michelle Robbins. "Nimit's professionalism and adaptability to the challenging residential environment has been an amazing inspiration to staff and clients alike. We have all grown in our abilities to understand each other and appreciate differences."

At the end of each semester, YCS posts job openings and encourages Rutgers students to apply. Over the years, YCS has hired many Rutgers students after they graduate given that they already have a support system and knowledge base to start their job successfully.

Recent Rutgers School of Social Work students share how their field work experiences with YCS prepared them for careers.

Emily Miller, Class of '23

Before coming to YCS, I always knew I wanted to work with children, but I had only worked with elementary-aged students. At a YCS therapeutic residential program, I learned more about how to communicate and build healthy relationships with young women. I have gained a better understanding of the struggles they go through, their triggers, coping skills, and the benefits of building a therapeutic relationship. Mental health is a very significant topic for me, and now I feel more confident about achieving my future goals. The field work broadened my understanding of mental health and the importance of support systems. My goal is to continue to advocate for mental health services and ensure the stigma around it is lowered.



At the end of each semester, YCS posts job openings and encourages Rutgers students to apply. Over the years, YCS has hired many Rutgers students after they graduate given that they already have a support system and knowledge base to start their job successfully.

Carlie Taurosa, Class of '22

My field work at YCS has solidified my desire to have a career in social work. Working at a therapeutic residential program for young children has given me a sense of purpose. I discovered pieces of my own identity and have become more compassionate. Getting out of the classroom and into the field has been eye opening. I now understand what it is to be truly passionate about something. Completing my field work at YCS has allowed me to learn how an organization is structured, coordinated, and managed, and it enhanced my communication and leadership skills. I am honored to be part of such an empowering YCS team. During my field work, I assisted in group therapy sessions with children and took on the responsibility to design a PowerPoint presentation

about the facility to show parents of prospective clients, case management organizations, and Division of Child Protection & Permanency workers.

Frank Franceschini, Class of '23

Completing my field work at YCS reinforced my desire to change careers. I spent several years as an elementary school teacher before I made the leap into social work. I feel as though YCS did a great job preparing me for my future career in social work. I had the great opportunity of working at two different houses, which allowed me to gain even more experience with different types of youth. I was constantly encouraged to implement the various therapeutic techniques that I was taught and could not ask for a better support system. The staff was always helpful and welcoming, which really put my nerves at ease. One of the benefits of working at YCS is the collaboration that I got to experience. We were encouraged to reach out to one another for anything at all, whether it was a question about a therapeutic strategy or a question about documentation. Another benefit of working at YCS was the real-world experience that I was given. I was able to learn to be more flexible and learn how to change plans on the fly because that is exactly what social work entails.

Interested in becoming a field supervisor or getting your organization involved? Visit socialwork.rutgers.edu/academics/field-education to fill out our interest form. ■

We appreciate

our alumni and friends who made gifts
between July 1, 2022 and June 30, 2023.

Your contributions create opportunities for our
dynamic and determined students and faculty
that otherwise would not be possible.

We hope you find lasting pride in Rutgers
School of Social Work.

Please note that names are listed as they were
entered at the time of the gift. Questions or
changes can be directed to Doris Pierce-Hardy
at doris.hardy@rutgersfoundation.org.

Thank You!

^ Denotes multi-year major gift donor.

\$100,000 or higher

Rebecca Ann Keane, RC'76^
William P. Keane, RC'76,
RBSG'82^
Gail Maurer, Ph.D.,
SSW'86, GSNB'98
A. Donald Pray, RC'69^
Penelope Bragg Pray,
DC'70^

\$25,000 to \$99,999

Dr. Fontaine H. Fulghum^
Dr. Raymond Sanchez
Mayers^
Dr. Cathryn C. Potter^
Mr. Christopher Potter^
Ms. Melissa Wintemute

\$10,000 to \$24,999

Arthur J. Falk, Ph.D.,
RC'66, RBSG'90
Mrs. Madonna F. Falk,
SSW'85

\$5,000 to \$9,999

Ms. Alison Schwartz,
SSW'96

\$1,000 to \$4,999

Anonymous
Joan G. Axelrod, Ph.D.,
SSW'81, GSNB'91
Dr. Francis Harper Barchi
Dr. Robert L. Barchi
Mr. Allen B. Cohen
Mrs. Lorri S. Goldberg
Ms. Diane J. Hess, SSW'79
Beryl-Ann Johnson, Psy.D.,
RC'93, GSAPP'98
Paul M. Johnson, Ed.D.,
RC'87, GSNB'93,
GSSED'00
Mr. Steven E. Lanman,
RC'71
Mrs. Sandra H.
Lanman, DC'72,
SCILS'03

Mr. Thomas Stanley
Larson
Mr. David M. Lieberman
Mrs. Tracey J. Lieberman
Ms. Paige Oberle
Ms. Nellie R. Purefoy,
SSW'75
Maryam Razavi, Ph.D.,
SSW'69
Ms. Christine Rutigliano
Ms. Bonnie Jean
Schwebel, SSW'79
Mr. David J. Stern, SSW'72
Carl R. Woodward, III,
Esq., RC'65, NLAW'68
Mrs. M. Kathleen
Woodward, SSW'70

\$500 to \$999

Anonymous
Ms. Ronne E. Bassman-
Agins, SSW'72
Ms. Linda Block-Coalter,
SSW'75
Ms. Sylvia Braswell
Mr. Ken Brooks
Mrs. Madeline G. Brooks
Mrs. Erin M. Capone,
LC'05
Mr. Vincenzo Capone
Ms. Theresa A. Comprelli
McCutcheon, SSW'94
Mr. Sean J. Conlon, SSW'81
Mrs. Lisa Coran
Mr. Michael Coran
Dr. Richard L. Edwards
Fred Ellerbusch, Ph.D.,
M.P.H., SPH'00,
EJBG'00, SPH'05
Lesley C. Ellerbusch,
M.S.W., SSW'88
Mrs. Dana Feldman
Mr. Marshall Feldman
Ms. Sharon A. Fortin-
Kramer, RC'99, GMLR'12
Ms. Carol Friedman
Ms. Kathleen E. Gallagher,
SSW'83
Lloyd A. Marks, M.D.
Dr. Judith L. McCoyd

Ms. Beth I. Mucatel,
SSW'83
Mrs. Marlene Nissenblatt
Dr. Michael J. Nissenblatt
The Reverend Raymond
David Patch, SSW'75
The Reverend Wilfredo
Rodriguez, SSW'10
Mr. Robert Schapire
Mr. Brandon Shermer
Ms. Melissa L. Shermer,
SSW'21
Ms. Janice Siegel
Mrs. Latoya T. Singleton,
RBSNK'07, NCAS'07,
RBSG'10
Ms. Roberta I. Sloan,
SSW'10
Mrs. Alyson W. Slutzky,
NCAS'99, SSW'04
Mr. Richard Slutzky

\$100 to \$499

Anonymous
Mr. Alvin Ackerman,
SSW'83
Mrs. Kathryn R. Adamiak,
SSW'96
Mr. Richard Anderson
Mrs. Rosemarie Anderson
John T. Ash, III, Ph.D.,
SSW'78, GSNB'94
Ms. Jean P. Barnes, SSW'79
Ms. Linda C. Bass, LC'75,
SSW'85
Ms. Barbara E. Baumecker,
SSW'76
Mr. Douglas E. Behan,
LC'85, SSW'89, SSW'19
Mrs. Suzanne M. Bell,
SSW'74
Ms. Rebecca W. Benjamin,
SSW'97
Dr. Joseph A. Bertolino,
SSW'90
Mr. Theodore Blunt,
SSW'68
Ms. Donna R.
Booker-Dennis,
SSW'91

Ms. Barbara G. Bornstein, SSW'76	Edelman, DC'72	Holaday, SSW'89	Muyskens, SSW'83	Mr. Daniel A. Suckerman, RC'03	Brandon E. Arias, Esq., SAS'18, NLAW'22
Ms. Joan Catherine Braun	Ms. Roslyn L. Edgerton, UCN'79, SSW'80	Mr. Michael J. Katz, SSW'78	Ms. Lori E. Nanton-Harris, RC'85	Mrs. Jessica L. Suckerman, RC'02	Mr. Edward A. Arnold, ENG'93
Mrs. Gail Bresnahan, UCC'89, SSW'92	Jennie G. Ellis, M.S.W., L.C.S.W., NCAS'65, SSW'69	Mrs. Bridget Stillwell Kennedy, SSW'86	Dr. Lenna Nepomnyaschy, SSW'91	Ms. Janice Svizeny	Ms. Barbara Aussicker
Mr. Christopher S. Butler, COOK'95	Mr. David A. Errickson, LC'95, SSW'96	Mrs. Beth S. Knight, SSW'85	Ms. Karen M. Nevalsky, SSW'83	Mr. Andy C. Tally	Mr. Robert S. Baer, CCAS'81
Mrs. Lisa K. Butler, L.C.S.W., DC'93, SSW'98	Ms. Cheri Fallon	Ms. Ruth Anne Koenick, Kovach, GSNB'78	Katherine M. Noordsij, L.C.S.W., SSW'07	Mrs. Theresa K. Tally, CCAS'00, SSW'02	Mrs. Nancy B. Baldwin, GSNB'93, SSW'16
Ms. Sharyl A. Byank, SSW'80	Mr. Zack Freeman	Ms. Kathleen T. Kurinsky	Ms. Cynthia North, LC'90	Ms. Paula S. Tsarides, SSW'63	Ms. Jenise B. Banks, SSW'17
Mrs. Christen Caloway	Mr. Harris Freier	Ms. Anne E. Leegan-Quinn, SSW'00	Mr. David Nussbaum, SSW'76	Ms. Catherine M. Twanmoh, RBSG'80	Ms. Francesca Marie Baroni, SAS'21, SSW'22
Mr. Nicholas Caloway	Mrs. Lily E. Freier, SSW'07	William Leipold, Ed.D.	Kanako Okuda, DSW, SSW'19	Ms. Susan G. Uhl, SSW'84	Mrs. Judith H. Berenson, SSW'70
Ms. Caitlin Renee Cave, SSW'16	Mr. Loubert Ganthier	Ms. Diane Lia, SSW'93	Mr. Robert A. Orr, Jr.	Mrs. Susan E. Van Vleet, SSW'76	Ms. Ilona Berovits-Arnold, RC'93
Dr. Jeffrey D. Charney, GSED'95	Mrs. Marie-Edith Ganthier, SSW'87	Mrs. Christine D. Liberati, CCAS'88, SSW'89	Mr. Eric M. Paulen, RC'89	Ms. Nellie R. Vitale, SSW'74	Ms. Gisela Hoffmann Berkson, SSW'81
Ms. Wendy N. Charyak, LC'90, SSW'97	Ms. Alice Garcia	Mr. Robert J. Liberati	Ms. Anne De Sola Paust, SSW'87	Ms. Elester Joyce N. Vizzi, SAS'11, SSW'17	Mr. Clarence Bernardo
Ms. Donna G. Chlopak	Ms. Janet P. Gardner	Ms. Rosann Livolsi	Mr. Leonardo Petit	Mrs. Carolyn Waldman	Ms. Amy R. Bertelsen-Robles, LC'90, SSW'92
Dr. Emily Greenfield Cohen	Mrs. Holly Gonzales, SAS'14	Mrs. Deborah L. Lukens, SSW'98	Mr. George H. Pfirrmann, M.S.W., L.C.S.W., RC'75, SSW'79	Mr. William Waldman, SSW'72	Margaret C. Blackburn, Ph.D., SSW'87
Mrs. Merle B. Cohen, SSW'90	Mr. Michael R. Gonzales, SSW'18	Mr. Thomas Mann	Ms. Donna M. Pincavage, SSW'79, GSN'88	Mrs. Denise K. Wilkens, SSW'87	Mrs. Christine Yakaski Blanos, DC'94
Mr. Steven E. Cohen	Ms. Elizabeth M. Gorrell, SSW'20	Mr. Jerome Steve Marton, SSW'69	Mrs. Theresa Powell	Mr. Peter C. Winkler, SSW'68	Mr. Christopher J. Blanos, RC'92
Mrs. Marlene Collins, RC'80	Mr. Jeremy S. Grayson	Ms. Josephine Matta	Ms. Carla R. Powers, SSW'15	Dorothea C. Wynter, L.S.W., U.S.A.F., CCAS'05, SSW'14	Dr. Gordon F. Boals, GSNB'78, GSNB'79
Mrs. Barbara L. Cortese, SSW'85	Ms. A. Heather Halperin, SSW'72	Ms. Elsa McDonald	Dr. Gerard T. Reardon, GSNB'87	Mrs. Jsu-Chih Yeh, SSW'01	Sheila I. Borges, Ph.D., RC'04
Mrs. Kathryn A. Cortese, SSW'92	Mr. William C. Harris, RC'84	Ms. Gail E. McHugh, SSW'69	Mr. Trevor Rees	Mr. Shengshang Yeh	Dr. Peter J. Bridge, SSW'76
Mr. Dale C. Davis, Jr., SSW'75	Ms. Patricia M. Hart, SSW'83	Ms. Shaniqua D. Mcrae, SSW'07	Mr. Robert M. Ring, RC'73, SSW'79	Ms. Alba C. Zebrowski, SSW'94, SSW'19	Mrs. Virginia L. Brodie, SSW'88
Dr. Rebecca T. Davis	Lynne M. Healy, Ph.D., GSNB'85	Mr. Daniel M. Meyers, LC'87	Mr. Eric D. Schwartz	Dr. Allison L. Zippay	Mr. Donald L. Brown
Nancy J. Des Rault, MSW LICSW, SSW'89	Ms. Barbara J. Barnard Heinhold, SSW'84	Mrs. Marla J. Meyers, RC'89, SSW'91	Mr. Larry R. Schwartz, SSW'68	Mrs. Lisa Zittis, LC'86, SSW'89	Mr. Joel D. Brown, UCNB'73
Mr. Agapito Diaz-Arrufat, GSED'73	Dr. Paul A. Herman	Mrs. Lynn Ferrante Miller, SSW'78	Ms. Rachel H. Schwartz, RC'01, SSW'08	Mr. Nicos A. Zittis, ENG'87, RBSG'92	Mrs. Terry H. Brown, SSW'93
Ms. Christine C. Doman-Wells, CCAS'99	Mr. David P. Hoff, SSW'94	Dr. John P. Monahan, SSW'62, GSNB'75	Mr. Frederick Schwarzenbach, SSW'15	Up to \$99	Victoria Williams Brown, M.S.W., SSW'76
Ms. Melissa Donahue	Mr. Louis Hoffman, SSW'13	Mrs. Elinor Mone Louis C. Mone, Ph.D., SSW'65	Ms. Ravjit K. Siddhu, SSW'10	Ms. Leticia C. Almeida, GSED'05, SSW'16	Ms. Patricia A. Burch, SSW'92
Mr. Brendan C. Doohan, RC'05	Ms. Ruth L. Honigfeld, RC'83, SSW'94	Mr. Miguel Montoya	Dr. Cassandra A. Simmel	Mr. Diogo Andrade	Ms. Jamie Cameron, SSW'18
Ms. Amy M. Earl, COOK'01	Mr. Charles J. Imbimbo, SSW'05	Mr. Bradley Morley	Dr. Karun Singh	Ms. Joanne C. Angell, SSW'82	
Ms. Susan Holly	Dr. Juanita Johnson, SSW'71, GSNB'80	Mrs. Carol T. Mostrom, SSW'88	Mr. Robert Edward Stone, SSW'64	Ms. Wen Anthony	
	Ms. Cheryl K. Jones-	Ms. Kirsten A.			

Ms. Rosalind Campbell, SSW'96
 Ms. Veronica D. Campbell, SSW'91
 Mr. Brian Carson
 Mrs. Jenny Gragg Carson, SSW'12
 Ms. Ellen M. Carter, SSW'71
 Mrs. Diane Elaine Clapp, SSW'75
 Mr. Douglas Collingwood, SSW'74
 Mr. Brent A. Davison, RC'72, SSW'75
 Dr. Neil DeHaan, Jr., SSW'74, RBSG'90, GSN'04
 Ms. Nancy B. DeLeon, SSW'83
 Ms. Laura DiMarcantonio
 Ms. Mary M. Ditzler, SSW'91
 Ms. Anne H. Dobb, DC'75, SSW'92
 Nora L. Drewery, L.C.S.W., SSW'77
 Mrs. Amy D. Esposito
 Ms. Maureen Ezekwugo
 Dr. Philip B. Feldman, GSNB'96
 Ms. Maria C. Ferreira, NCAS'00
 Dr. Patricia A. Findley
 Ms. Katelen R. Fortunati, SSW'18
 Ms. Florence A. Francis, SSW'96, SSW'16
 Ms. Lynn R. Fryer, RC'83, GSNB'95, SPH'95
 Ms. Gabrielle L. Gault, LC'04, SSW'07
 Mr. Irv Gellman
 Mrs. Rebecca Gellman
 Mr. Charles Giraldo, NCAS'22

Ms. Maria Fernandez Giumarra, SSW'90
 Ms. Nancy Goodman, SSW'81
 Ms. Kristin Hammond
 Ms. Caroline Harmon-Darrow
 Mrs. Ilene M. Haspel, SSW'80
 Dr. Langdon L. Holloway, GSNB'07
 Ms. Marlene Hooper-Perkins, DC'77
 Tawanda L. Hubbard, DSW, SSW'05, SSW'17
 Mr. Frederick A. Huber
 Mrs. Nancy A. Huber
 Dean Arlene Hunter
 Mrs. Teresa Hunter, SSW'13
 Ms. Tomi M. Ingram, LC'92
 Mr. Abdulai Jalloh, SAS'18, SSW'19
 Mr. Luther-King Jean-Baptiste, SSW'11
 Ms. Rosa D. Jones, SSW'97
 Mr. Terence K. Jordan, RBSNB'96, RC'96
 Mrs. Carol R. Kasabach, SSW'81
 Mrs. Ellen J. Braden Keane, SSW'89
 Ms. Christine Kephart
 Ms. Cheryl F. Key
 Mr. Leonard Lauer, SSW'69
 Mr. Jose L. Laureano, RC'96, SSW'98
 Mr. Kevin C. Lee, SSW'17
 Mr. Jack B. Lewis
 Ms. Susan B. Maines, SSW'80
 Mr. William J. Maslak, RC'74, SSW'83
 Ms. Norah R. McCormack, SSW'87

Ms. Kathleen McGrann, SSW'82
 Mr. G. Arthur McKay, SSW'73
 Mr. Bert D. McMunn
 G. Sue McMunn, L.C.S.W., P.A.T., SSW'75
 Ms. Samantha J. Michael, SAS'11
 Ms. Judith F. Millman, SSW'66
 Mr. David B. Moorehead, SSW'73
 Mrs. Joanne A. Moorehead
 Mrs. Jeanne Basile Nelson, SSW'71
 Mrs. Mary Eileen Nemeth, NCAS'65, SSW'68
 Barbara M. Norris, L.C.S.W., SSW'73
 Carole V. O'Brien, C.E.C., DC'81
 Ms. Nicole M. Oceanak, SAS'11, SSW'13
 Ivan L. Page, Ph.D., LC'83, SSW'85
 Dr. A. Andy Peterson
 Christina L. Hamme Peterson, Psy.D., GSAPP'01, GSAPP'03
 Ms. Dai G. Phan, RC'94, SSW'06
 Ms. Doris Pierce-Hardy
 Mr. Peterson Pierre-Paul, SSW'14
 Ms. Joan Pierson, SSW'14
 Mrs. Mary R. Potter, SSW'74
 Rilyn Pou
 Arlene E. Prince, M.S.W., SSW'85
 Mr. Tibor Purger, GSNB'16
 Mrs. Carol Ann L. Raff, SSW'71

Mr. Shawn A. Rajguru, M.B.A., COOK'04
 Joan Wiggins Reeves, M.S.W., L.S.W., SSW'76
 Ms. Hina Rehman, SAS'12, SSW'18
 Ms. Tanisha Robinson, SSW'15
 Mr. Javier Robles, RC'89
 Ms. Rita M. Roedig, SSW'06
 Mrs. Paula K. Ruszel, SSW'97
 Mr. Timothy Ruszel
 Dr. Carlton M. Sapp, SSW'95
 Lori R. Schlosser, Ph.D., SSW'81, GSNB'03
 Ms. Gina L. Sharpe
 Dr. Derek G. Shendell
 Mr. Gregory S. Shukis, UCNB'99
 Mrs. Melissa P. Shukis, SSW'97
 Ms. Awilda Sierra, NCAS'21, SSW'22
 Ms. Dorna Jaeger Silverman, DC'67, GSED'84
 Mrs. Barbara G. Sirolli
 Mr. Thomas R. Sirolli, SSW'75
 Ms. Gwendolyn H. Smith, SSW'79
 Sidney C. Snead, M.S.W., NCAS'64, SSW'76
 Mrs. Laurie Snider, UCNB'81, SSW'83
 Mrs. Lisa H. Stafford, SSW'91
 Mr. Richard A. Stagliano, RC'75
 Julia T. Stahl, L.C.S.W., SSW'95
 Mrs. Jackie Friedman Stanmyre, SSW'14
 Mr. Matthew Stanmyre

Ms. Ishwari Store, SSW'17
 Ms. Amy Strickler
 Ms. Annette M. Sussman, SSW'74
 Ms. Rebecca Swann-Jackson, GSED'11
 Mr. Jason T. Szamreta, SSW'19
 Ms. Shannon N. Taylor, CCAS'21, SSW'22
 Brenda M. Torres-Joyce, L.C.S.W., SSW'74
 Ms. Margaret M. Tuohy
 Mrs. Ruth Z. Valentine, SSW'70
 Mr. Patrick Walsh
 Ms. Nancy M. Weber-Hunn, SSW'89
 Mrs. Judith L. Weinberg, SSW'75
 Mr. Robert M. Weinberg
 Mr. Samuel T. Wells, AG'72
 Ms. Danielle R. Yucht, SAS'18
 Mr. Saul Zeichner, SSW'62

CORPORATE & FOUNDATION SPONSORS

Anonymous
 American Online
 Giving Foundation
 Benevity
 CIGNA Foundation
 Fidelity Charitable Gift Fund
 FJC, A Foundation of Philanthropic Funds
 Henry and Marilyn Taub Foundation
 International Center for Responsible Gaming
 Jewish Community Foundation of Greater Mercer
 Jewish Community Foundation of MetroWest New Jersey
 LabCorp
 Latino Action Network Foundation
 Lloyd A. Marks and Janice Siegel Foundation, Inc.
 Math For America
 Microsoft Corp.
 The Howard and Maryam Newman Family Foundation
 The Robert Wood Johnson Foundation
 Vanguard Charitable Endowment Program
 Verisk Analytics, Inc.

IN MEMORIAM

We extend our deepest sympathy to the loved ones of the deceased alumni and friends listed below
whose passing has been shared with the School between April 2023
and September 2023.

Mr. Donald J. Bianco, SSW 1995

Ms. Anne M. Brockett, SSW 1990

Ms. Jaya Christiansen, DC 1984, SSW 1986

Mr. Krishan B. Clemente, SAS 2019, SSW 2020

Ms. Lillian E. Dalton, SSW 1980

Ms. Jeanne E. Lindsay, SSW 1985

Ms. Laura E. Lippin, SSW 1989

James Albert Malone, Ph.D., SSW 1968

Ms. Mary Duncan McGarvey, SSW 1984

Ms. Stephanie Somma, SAS 2015, SSW 2018

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

Shortly after graduating with his MSW from Rutgers, **Tom Callahan SSW'78** moved to Phoenix and started a private practice, which kept him busy for 40 years. Eventually, he closed the practice and worked as an EAP manager for a local power company and then American Airlines. Tom is now retired at age 70 and enjoys spending time with his wife, a retired psychiatric nurse practitioner who worked in private practice.

Eve Diana, née Cohen, SSW'82 published *The Shepherd and the Nymph: The Erotic Letters of Marco Vassi and Eve Diana* in 2020. The book is a powerful, intimate, and delightful literary chronicle of the relationship between writers Marco Vassi and Eve Diana. Through their private letters, readers will discover their passionate, adventurous, yet conflicted seven-month relationship that took place in 1986.

Laura Hannen SSW'94 retired after 44 years in the automotive industry. She is now a happy dog walker and HR consultant residing in Barnegat, New Jersey.

Ruth Landau SSW'82, '91 began teaching at the School of Social Work at the Hebrew University of Jerusalem in 1992. There, she taught social work and ethics courses and chaired the university's Institutional Review Board for research involving people. She was also a member of the National Bioethics Council. Later, Dr. Landau served as a member of the National Committee for deciding upon medications and technologies to be included in the national health basket. After retiring in 2013, she studied history and, as a daughter of Holocaust survivors from Slovakia and Hungary, researched the activities of the Jewish leaderships during the Holocaust in these two countries. Her research, "The Jewish Leaderships in Slovakia and Hungary During the Holocaust Era: The Price of Silence," was published in Hebrew by Resling Publishers in Israel and in English by Cambridge Scholars Publishing in the United Kingdom. Recently, the Research on Social Work Practice list of the top 100 most impactful global contributors to social work journal scholarship included Dr. Landau at number 78.



Frances A. James SSW'87

has worked in many arenas, including schools, nursing homes, child welfare programs, and medical and mental health facilities. Currently, she is a Crisis Intervention Specialist for Medstar in Baltimore, Maryland and has a private practice. Since 2006, Frances has taught a licensure prep class (fajexams.com) for social workers planning to take the social work licensure exam for the master's-level and clinical-level tests. Teaching this class is her biggest accomplishment to date, other than receiving Supervisor of the Year and Employee of the Year awards from two different agencies. She believes the knowledge and support she received from Rutgers School of Social Work had a big influence on the person she is today.

G. Arthur McKay SSW'73 spent his career working for the New Jersey Department of Child Protection and Permanency (formerly DYFS), the U.S. Air Force, the U.S. Army (in Germany), and the U.S. Department of Veterans Affairs (VA) in various locations. After retiring from the VA, he worked for Fresenius Dialysis and finally in hospice until he was 75 years old. He and his wife, Ruth Ann, chose to retire on the coast in Brunswick, Georgia, which is 30 miles north of Florida. Together, they enjoy seeing the big ships come into Brunswick, and G. Arthur enjoys gardening. They have both been blessed with good health and were

pleased when their daughter earned her master of public administration degree from Rutgers! She and her family reside in Ewing, New Jersey. G. Arthur believes Rutgers equipped him well, and he deeply appreciates his affiliation with the university.

Marla Meyers RC '89, SSW '91 became executive director of the Legacy Treatment Services Foundation in July 2022. At the Foundation, which is a statewide behavioral and mental health agency serving 20,000 individuals throughout New Jersey each year, she proudly spearheads its fund—development efforts.

cue the photobooth
**ANNUAL WINTER
ALUMNI RECEPTION**



NOVEMBER 30, 2023 | 6-8PM
ZIMMERLI ART MUSEUM
71 HAMILTON STREET
NEW BRUNSWICK, NJ 08901

- Join Rutgers School of Social Work's Alumni Council to reconnect with your fellow SSW alumni.
- For more information, contact Doris Pierce-Hardy at doris.hardy@rutgersfoundation.org.

REGISTER: [GO.RUTGERS.EDU/AWAR2023](https://go.rutgers.edu/awar2023)

RUTGERS
School of Social Work



Rutgers, The State University of New Jersey
120 Albany Street, Tower One, Suite 200
New Brunswick, NJ 08901

Visit us on the web:
socialwork.rutgers.edu

Email us at:
cbuttner@ssw.rutgers.edu

Follow us on Facebook,
Twitter, Instagram, LinkedIn, and
YouTube [@RutgersSSW](#).

Non-Profit Organization

U.S. Postage

P A I D

New Brunswick,

New Jersey 08901

Permit No. 157

