RUTGERS SCHOOL OF SOCIAL WORK HAS A NEW LOOK!

NEW SITE. NEW STYLE.
ALL NEW FEATURES.
SAME GREAT EDUCATION.

Easier to navigate
Responsive design
Streamlined content
Updated news, events and programs
Audience-specific pages for students, alumni, faculty and staff

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

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

- **Michael MacKenzie**, associate professor of social work and pediatrics and Chancellor’s Scholar for Child Wellbeing, examines the effect of parental discipline methods and spanking on child well-being.

- **Laura Cuesta**, assistant professor, discusses her research on poverty and why the U.S. consistently lags behind other industrialized countries in measures of child well-being.

- **Cassandra Simmel**, faculty associate at the Center on Violence Against Women and Children (VAWC) and associate professor, talks about the intersection of domestic violence case workers and child protective services when domestic violence occurs in the home.

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

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

Cathryn C. Potter, MSW, Ph.D.
**Dean and Distinguished Professor**
Rutgers School of Social Work

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

— Louis Pasteur, French chemist and microbiologist
"If we don’t stand up for children, then we don’t stand for much."

MARIAN WRIGHT EDELMAN
2015 Alumni Reception is a Success

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

Please visit our alumni website for more updates at Socialwork.rutgers.edu/Alumni

School of Social Work Launches New Website

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

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

“Our goal was to be able to provide our web visitors with a more satisfying experience while searching for information on our website,” said Cathryn Potter, Dean.

“Having up-to-date technology, an appealing design, and a seamless navigation process helps visitors discover more about our outstanding programs and our exciting research, news, and events.”

The new website features:

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

Visitors are encouraged to explore the new website at www.socialwork.rutgers.edu.
Rutgers University is proud to be selected to host the Mandela Washington Fellows program. Rutgers School of Social Work and GAIA Centers, Rutgers University, and other Mandela Washington representatives from the State Department officials will produce the fellowship curriculum. The Mandela Washington Fellowship is a program led by President Barack Obama to help empower young African leaders in their academic studies, leadership training, networking, and professional opportunities. The program’s coordinating role includes mentoring representatives from the other Mandela Washington Fellows host institutions, selecting, and training approximately 70 simulation facilitators coordinating with the Defense Department, Leadership Training, and Networking, and Professional Opportunities. The program’s coordinating role includes mentoring representatives from the other Mandela Washington Fellows host institutions, selecting, and training approximately 70 simulation facilitators coordinating with the Defense Department.

Doug Behan, assistant professor of professional practice and director of Continuing Education, hosted the Office of Continuing Education, a week-long study tour of Chinese social workers and social work students from varied regions of China. Classroom-based learning and visits to nonprofit agencies throughout NJ led to enlightening and meaningful cultural exchanges. The Office of Continuing Education also hosted twenty-one visitors from Chinese social workers and other leaders at the NJ Department of Children and Families and also met with a nonprofit organization in New York City serving Asian domestic violence victims in order to learn about their service delivery model. The experience with both Chinese groups was rich in learning and cultural exchanges for everyone involved.

Antoinette Farmer, associate dean for academic affairs and associate professor, has been chosen as one of five Rutgers CIC Academic Leadership Program Fellows for the 2015-16 academic year. The CIC (Committee on Institutional Cooperation) is the academic component of the Big Ten athletic conference. The CIC Academic Leadership Program is designed to develop talented and diverse faculty further develop their ability to be effective leaders at their current institutions, or in the future at other major research institutions. Also an article co-authored by faculty members Andy Peterson, Antoinette Farmer, and Allison Zippay was chosen for the CSWE 2015 Best Quantitative Article Award for Volume 50 of the Journal of Social Work Education. The recipients were recognized at the Council on Social Work Education’s 2015 Annual Program Meeting on October 17th in Denver.

Raymond Sanchez Mayers, associate professor, is spearheading LISTA (Latino/a Initiatives for Service, Training and Assessment), a new School of Social Work Area of Emphasis focused on training social work students to serve Latino/a communities and clients. The Latino population is the fastest growing minority group in the U.S.; thus, it is imperative that social workers and other mental health practitioners be knowledgeable about how to effectively serve this community. LISTA includes courses offered in social work practice specific to Latino/a populations to increase cultural competency, courses for social workers on the professional use of Spanish, and a Field Education component that places students in agencies serving Hispanic communities. Rutgers School of Social Work is working agencies that would like to provide field placements and stipends for MSW students who have special training in working with Hispanic populations, and who are, in some cases, bilingual. If you would like to provide a sponsored field placement, please email rmayers@ssw.rutgers.edu.

Ron Quincy, professor of professional practice was selected by the State Department to organize a crisis leadership simulation for five-hundred participants in the Mandela Washington Fellows program. Rutgers University is proud to be selected to host the Mandela Washington Fellowship for Young African Leaders for a third year. Rutgers will be hosting 25 Fellows among the 1,000 chosen for 2016. A partnership between the CSA Center, Rutgers School of Social Work and Rutgers Center for African Studies will produce the fellowship curriculum. The Mandela Washington Fellowship is a program led by President Barack Obama to help empower young African leaders in their professional practice, was selected by the State Department to organize a crisis leadership simulation for five-hundred participants in the Mandela Washington Fellows program. Rutgers University is proud to be selected to host the Mandela Washington Fellowship for Young African Leaders for a third year. Rutgers will be hosting 25 Fellows among the 1,000 chosen for 2016. A partnership between the CSA Center, Rutgers School of Social Work and Rutgers Center for African Studies will produce the fellowship curriculum. The Mandela Washington Fellowship is a program led by President Barack Obama to help empower young African leaders in their professional practice.
Based on findings released from homes from Superstorm Sandy.

Path, over 100,000 New Jersey residents experienced significant mental health issues, including 14% reporting PTSD even two and a half years after trauma. Rutgers researchers, among other colleges and universities across the nation, collaborated with the White House Task Force to address sexual violence on college campuses.

This summer researchers at the Center on Violence Against Women and Children (VAWC) delivered to the White House Task Force to Protect Students from Sexual Assault a comprehensive campus climate survey model to assess and combat sexual violence and encourage colleges and universities to consider the Rutgers model in the fight against sexual assault on their own campuses. VAWC was invited by the Obama administration to pilot and evaluate the climate survey because of the Rutgers center's status as a leading research institution.

The vast majority of survivors who in collaboration with interprofessional colleagues received extensive media coverage and Family Health Study, and associate program manager Patricia Findley, Donna Van Alst, and Sandra Moroso were one of the 1 million New Jersey residents whose homes suffered such damage, 27% of those New Jersey residents whose homes from Superstorm Sandy.

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Karun Singh, professor of psychiatry, psychology, medicine, nursing and behavioral health such as psychiatry, psychology, social work professors, while also drawing knowledge from the social sciences, arts and humanities. "I wanted a truly interdisciplinary course that included non-disciplinary content, but also an aim of the course was to unite students and faculty across the health professional schools and across disciplines," said Singh, who in collaboration with interprofessional colleagues Barbara Cannella (Nutrition), Elena Ashkinadze (Genetics Counseling), and Dzhumala Gilmandyar (Maternal-Child Medicine) – was awarded a course development grant from Rutgers Institute for Women's Leadership Consortium Initiative on Women & Health.

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

Patricia Findley, Donna Van Alst, and Sandra Moroso were one of the 1 million New Jersey residents whose homes suffered such damage, 27% of those New Jersey residents whose homes from Superstorm Sandy.

The Rutgers survey also found: One in five undergraduate women (20 percent) reported at least one instance of unwanted sexual contact since they arrived at Rutgers University-New Brunswick. This is consistent with findings from other colleges and universities nationwide.

The vast majority of survivors who use campus resources find them helpful. For example, 94 percent of victims who went to the Office for Victims of Sexual Violence said the service was useful.

Student awareness and utilization of these services remain a challenge; only about 7 percent of undergraduate women who experienced sexual violence disclosed the incident to Rutgers staff.
In this article, faculty members from Rutgers School of Social Work discuss three areas of child well-being: parental discipline and the effect of spanking; reasons why the U.S. is lagging behind other industrialized countries in child well-being; and the impact of intimate partner violence on child well-being.

PARALLEL DISCIPLINE AND THE EFFECT OF SPANKING ON CHILD WELL-BEING

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

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

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

Why Spanking Hurts

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

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

What Works

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

“We have spent more time telling them what not to do rather than providing strategies that work. When we say don’t spank, we aren’t saying don’t discipline your kids. We aren’t saying don’t have rules about behaviors that are not acceptable and consistent consequences,” he relates.
MacKenzie recommends the following for parents and social workers who assist them:

- The time to think about how to address their child’s behavior is not at the moment the child is acting out. Families should talk through what approaches work for them and put in place a consistent plan. Many alternatives to spanking aren’t as easy to implement and take time, consistency, and energy to be effective.

- For families already taxed by stressors, those strategies can feel challenging to implement without support. We often hear families say “I tried that time out and routines thing for a few days, but they didn’t work.” Social workers are well positioned to work with families on alternative strategies and in building supports.

- A “time out” may make a child realize he shouldn’t break his sister’s toy, but will it teach him to play with her in a kind manner? Psychologist Alan Kazdin eloquently speaks about the importance of also “catching the negative behaviors over time. It also assessed statistics on health and safety, education, behaviors and risks, and housing conditions. “This report card is very worrisome but not surprising,” says Laura Cuesta, assistant professor. Countries at the top of the ranking like Norway, Sweden and Germany, have guaranteed child support payments, universal child care programs, and paid parental leave, which are all key policies to improve child well-being, especially among those children growing up in most disadvantaged families. In the U.S., the vast majority of federal spending on social welfare programs goes to Social security, Medicaid and Medicare, with relatively few programs directly affecting the measures included in this UNICEF report. Cuesta says even programs that are supposed to help low-income families to improve their economic well-being have rules that ultimately make them less effective. For instance, single parents receiving cash welfare are required to assign their child support income to the state. Most states then transfer a small portion of child support payments to the parents, if any. Letting these parents receive all child support paid on behalf of their children would be helpful for single-parent families living in poverty. Further, as shown in Cuesta’s research published in Children and Youth Services Review, 2015, such policy change would not reduce single mother’s labor supply, strengthening the antipoverty effectiveness of child support.

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

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

It is important to highlight that the UNICEF report does not include differences by race, which also plays a role in who will be poor in the United States, says Cuesta. According to the National Center for Children in Poverty, African American children were three times as likely (19%) as white children (13%) to be living in poverty in 2013. African American children are also more likely to experience parental incarceration, which has been consistently associated with poor child development. A study by Christopher Wildeman shows that about 25% of African American Children (versus 4% of white children) born in 1990 had an incarcerated parent by age 14. Cuesta concludes by saying that research has shown that poverty and material deprivation negatively affect a growing child’s brain development. This alone should make focus on child well-being programs a top priority.

**Why is the U.S. lagging behind other industrialized countries in child well-being?**

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

**Intermarne partner Violence and Child Well-Being**

The occurrence of IPV when children are present is a murky area for authorities. All too often the non-offending parent is held responsible for the violence of a partner, and children are then removed by CPS professionals. This removal is an upsetting situation for children who are already contending with chaos in the household. A growing body of research suggests that the children are best served when they are able to remain with both the mother and their partner. With over 15 million children being exposed to the deleterious effects of IPV every year, it is imperative that the IPV intervention system work collaboratively with the CPS system in addressing assistance to both mothers and their children. In New Jersey, a creative, integrative initiative was started a few years ago which designates Domestic Violence Liaisons (DVL) to be involved in CPS cases when IPV is present. These liaisons are on hand to consult with caseworkers from the Division of Child Protection and Permanency, to best assist the family and determine the most preferable course of action for the children.

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2. Knowledge of Parenting, Adolescent and/or Child Development: Understanding the unique aspects of child/adolescent development, implementing developmentally and contextually appropriate best parenting practices.

3. Resilience: Managing both general life and stress and functioning well when faced with stresses, challenges, or adversity; the outcome is positive change and growth.

4. Social and Emotional Competence: Providing an environment and experiences that enable the child/youth to form close and secure adult and peer relationships, and to experience, regulate, and express emotions.

5. Social Connections: Having healthy, sustained relationships with people, institutions, the community, or a force greater than oneself.

The Protective Factors Framework recognizes that effective interventions are not necessarily sufficient for healthy development and functioning. In order for optimal outcomes to be achieved, child welfare agencies and their allied public and private partners must strengthen the ways in which they address the complex indicator of well-being. Authentic addressing well-being means moving beyond basic metrics of doctor visits or school attendance to address more complicated questions of what can we do to build children/youth/family capacity to function in a complex world and negotiate the challenges of life, and what can we do to mitigate the impact of traumatic stress and adverse childhood experiences? [Wilson, 2014]

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

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

Institute for Families (IFF)

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

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

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

Other new programs underway at IFF include the DCF Coordination Center for Forensic Child Abuse & Neglect Evaluation under our Office of Research and Evaluation, the DCF Data Portal Project, and other expanded research projects.

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

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

Support IFF at supportrutgers.edu/SocialWork

Center for Global Social Work

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

Support us at supportrutgers.edu/socialwork
NEWS FROM OUR CENTERS

Huamin Research Center

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

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

- During May 21st – June 17th, the Huamin Research Center hosted the 5th China Study Abroad program with the Rutgers GAIA Center. The program was composed of 18 students and three faculty members from the School of Social Work, and introduced participants to China’s social welfare system and social work practice.

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

To support the Huamin Research Center, please visit support.rutgers.edu/SocialWork

Center for Violence Against Women and Children (VAWC)

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

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

The VAWC-Certificate Program is in its eighth year of educating MSW students in the field of violence against women and children. Our program was the first in the country to launch for social workers. This year we welcomed 57 students from the management, policy and clinical concentrations. We are thrilled to be working with over 50 agencies across the region committed to addressing interpersonal violence.

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

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

To support VAWC, visit support.rutgers.edu/SocialWork

Center for Gambling Studies

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

Treatment for gambling addiction comes through the New Jersey Council on Compulsive Gambling. Call 1-800-Gambler for a referral or visit www.800gambler.org or call the helpline at 800.426.2537.

To support VAWC, visit support.rutgers.edu/SocialWork
NEWS FROM OUR PROGRAMS

The Ph.D. Program in Social Work welcomed six highly accomplished students to the fall 2015 doctoral cohort. Each works with a member of the faculty as a graduate or research assistant, across a range of scholarly interests. They are: Rebecca Logan-Gentry, MSW Smith College, graduate assistant with associate professor Beth Angel, mental health services research; Caitlin Eckert, MSW Rutgers, research assistant with associate professor Judy Postimus, Center on Violence Against Women and Children; Ricardo Vargas Garcia, MA Lewis and Clark University, graduate assistant, professor Lia Nower, Center for Gambling Studies; Christine James, MSW Rutgers, New Jersey Division of Developmental Disabilities, Yen-Ting Lin, MA Columbia University, graduate assistant with associate professor Michael MacKenzie, child welfare and child well-being; Jordan Stein, MA, Columbia University, graduate assistant with associate professor Cassandra Simmel, Center on Violence Against Women and Children. The School of Social Work, in conjunction with the Graduate School-New Brunswick, offers a Ph.D. program that prepares students for careers as faculty, research scientists, and policy analysts. Our Ph.D. faculty is ranked 3rd nationally in research productivity by Academic Analytics, and offers outstanding opportunities for mentorship and funded research. Our students are recent recipients of competitive funding fellowships from sources including the Soros Foundation, Fullbright, American Cancer Society, Boren Foundation, and the National Drug Institute. Visit our website for application information - http://socialwork.rutgers.edu/academics/phd or contact Ph.D. program director Allison Zippy at zipper@sww.rutgers.edu.

Ph.D Program

The Intensive Weekend program at Rutgers School of Social Work’s MSW program designed for individuals employed full time in the human services. Since the program’s inception in 2006, over 100 IW graduates have joined the ranks of alumni. The program started the 2013-16 academic year with 223 students, dispersed among 12 cohorts who take classes at four off-campus locations in South, Central and Northern New Jersey. Students are employed in behavioral health, child welfare, substance abuse treatment and prevention, developmental disabilities, gerontology, corrections/ re-entry, county social services departments, and other practice areas. Cohort study is fostered with similarly employed individuals through professional networking, expanding their professional networks and creating an important support system for students. The program's annual Field Day is a celebration of the professional diversity that characterizes the program and presents an opportunity for mutual sharing beyond the cohort. This year’s event was organized around the theme of Transformation. In the morning, current students convened to have their questions answered about licensing and continuing education from Doug Behan, LSCW, director of the School’s Continuing Education Department, and engaged in discussion about trauma informed practice with a panel of experts. Deanne Viens, a panelist, and Kimberly Stolz, and Timothy Vermillion, all recent DSW graduates and practitioners in the field. In the afternoon, current students became the program, leading audiovisual presentations about their cohorts’ “transformations” for the 108 assembled new students, just arriving from the New MSW Student Orientation. Alumna Helena Lewis, ‘14, poet/ performer as well as a substance abuse treatment director provided an inspiring and entertaining rendition of life as a student and a social worker. Please visit http://socialwork.rutgers.edu/IW for more information.
NEWS FROM OUR PROGRAMS

MSW Traditional

A new program within the MSW Program has been launched titled LISTA (Latino/a Initiatives for Service, Training, and Assessment). The purpose of this program is to provide social workers with the knowledge to properly serve the fast-growing Latino population in the United States. There will be courses offered specific to Latino populations to increase cultural understanding. There will also be optional courses for social workers on the professional use of Spanish while working with this minority group. The LISTA program is happy to include field education opportunities serving Hispanic communities, study abroad programs in Mexico, Puerto Rico, and Costa Rica, and continuing education opportunities for mini-certifications. For more information contact Associate Professor, Raymond Sanchez Mayers at smayers@ssw.rutgers.edu.

DSW Program

The Doctorate in Social Work (DSW) Program at Rutgers University is committed to exploring the growing and troubling distance between theory and practice, between the ways we actually practice and existing models of practice. Our curriculum bridges this gap by preparing clinical DSW candidates to reconnect scholarship with practice while they create new knowledge for the field and for the classroom. The Rutgers DSW Program is a hybrid three-year program, consisting of eight in-person weekend residencies of classes each year coupled with online coursework. During their time in our program, DSW candidates sharpen their clinical acumen with modules on Cross-cultural Psychopathology, Philosophy of Mind, Trauma, Grief, and other clusters in addition to an in-depth writing practicum focused on social work case studies and multi-perspectival media projects.

We are now accepting applications for the next DSW cohort, enrolling in Fall 2016. Visit dsw.socialwork.rutgers.edu.

MSW Online

As of Fall 2015, the fully online program has 8 cohorts of students, several of which have moved into the advanced curriculum. The advanced curriculum focuses on clinical theory and technique, client advocacy skills, and working with marginalized and underrepresented populations. To address the need for online courses that meet the objectives of the clinical social work curriculum, the online program has developed a virtual world therapy room that is currently being used in Clinical Social Work I. Using virtual worlds in social work courses provides faculty the ability to teach and critique clinical skills in the same way they might in a traditional classroom setting. The course, designed by Dr. Edward Alessi, allows online students the opportunity to interact with their classmates to develop their clinical skills. In this particular course, students are involved in simulated role-play with their classmates. One student adopts the role of the client while the other is the clinician. Students choose a clinical theory learned in the course and draw upon it to develop interventions to deal with complex social and psychological problems. These interventions are then used to address the client’s psychosocial problems in the virtual world. As students engage in techniques being taught throughout the course, they work to connect theory and practice and to intervene in ways that prepare them for real-world clinical social work in agency and community-based settings. Visit socialwork.rutgers.

PHOTOGRAPH BY PETER BYRON

MSW Program

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PHOTOGRAPH BY PETER BYRON
The Addiction Counselor Training Certificate Program’s (ACT) primary goal is to educate master and doctoral-level clinicians who wish to prepare for licensing in their profession as an Addiction Counselor (LCADC). Dual credentialed clinicians are in great demand in our state and across the country, particularly for leadership positions in organizations that treat both mental health and substance abuse disorders. The ACT Certificate Program provides a 6-course curriculum that covers the full spectrum of mental health and substance abuse treatment modalities. The curriculum includes courses in substance abuse and mental health treatment, organizational leadership, and legal and ethical issues. The program also requires a minimum of 675 experience hours gained through field placement or employment at a DMMAS-approved agency. Students accepted into the program will also receive mentorship and preparation for the licensing exams.

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

For questions, email ACT@ssw.rutgers.edu.

**ACT Programs on Aging**

The MSW Certificate in Aging and Health Program continues to grow, with the addition of 19 students since September. This brings the total number of MSW students in the certificate program to just over 100. As in past years, students are conducting their field work in a wide variety of settings that touch the lives of older adults and caregivers, including hospice, skilled nursing facilities, community-based nonprofit organizations, and hospitals. We also welcomed this year’s cohort of four MSW Fellows in Aging, with fellows beginning their leadership projects as part of their advanced internships. The Fellows are placed with the Statewide Clinical Outreach Program for the Elderly (S-COPE), the Francis E. Parker Memorial Home, Meadow Lakes Springpoint, and the Office of the Ombudsmen for the Institutionalized Elderly (OOIEE).

This fall, there has been a particular emphasis on engaging our students to participate in interprofessional health education workshops. For example, this past September, a workshop on geriatric care management took place in Piscataway and engaged faculty and students in a variety of disciplines. With the addition of a medical school to Rutgers, the Statewide Clinical Outreach Program will continue to plan strategically on ways to enhance students’ experiences in social work and healthcare. There has also been an effort to develop and build upon existing relationships with affiliate agencies. This month the Office of Field Education and Programs on Aging co-sponsored the “Leadership Summit in Aging & Health” in New Brunswick featuring a presentation by Dr. Emily Greenfield, Community agency across the state attended.

Continuing Education

The Office of Continuing Education is the largest university-based continuing education program for social workers in the nation. The program provides single-day workshops, certificate programs, and customized training for nonprofit organizations both large and small. Recent highlights include co-sponsoring a free film series provided to help patients’ King’s Park Stories from an American Mental Institution, featuring a Q&A session with filmmaker Lucy Warriner, who is holding a conference for over 300 people in September in conjunction with Prudential called Diversity, Power, and the Workplace.” Pictured is a selfie taken by Lloyd Doans, supervising mental health specialist, Rutgers University Behavioral Health Care, speaking at the Prudential event. Speakers included Monica McGoldrick and her Multicultural Family Institute, and an interactive drama featuring professional actors.

The Office of Continuing Education hosted two study tours of Chinese social workers in the winter of 2015 and will be returning to China in November to provide a training program at Beijing Normal University on how to design and deliver training programs to adult learners. To arrange training for yourself or your organization, contact the Office of Continuing Education at ce@ssw.rutgers.edu; 848-932-8758 or online at socialwork.rutgers.edu/c.

**PH.D. STUDENT PROFILE:**

**BRIDGING THE GAP BETWEEN CANCER CARE AND PRIMARY CARE**

Denalee O’Malley is a Ph.D. student at Rutgers School of Social Work, whose oncology social work roots can be traced back to the Rutgers Cancer Institute of New Jersey where she trained clinically as a master’s student and later worked for five years developing cancer survivorship education, outreach and clinical programs before returning to her studies.

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

Dr. Patricia Findley, associate professor, who is her mentor and dissertation chair, notes that O’Malley has been instrumental in supporting her throughout the doctoral program, helping her secure funding early on to move from a part-time to a full-time student, refining the research questions for her dissertation proposal and in securing continued funding to support her research.

After receiving her Ph.D. degree, O’Malley hopes to obtain a position in an academic setting, to continue focusing on the psychosocial and health needs of cancer patients after they complete treatment.
**FOCUS-Rutgers Wellness Center in Newark provides outstanding collaborative health care**

Inside the bustling FOCUS-Rutgers Wellness Center in Newark, the walls are covered with colorful murals painted by a group of Newark schoolchildren with a graduate student from the Mason Gross School of the Arts. Most of the patients here would not receive any medical or mental health services if the facility did not exist. The center serves a mostly Spanish-speaking population and roughly 30 percent are undocumented immigrants who only receive care when it involves an emergency room.

Marcello Diaz, a second-year MSW student at the Rutgers School of Social Work, has been working 2.5 hours a week at the center and is supervised by Patricia Findley, associate professor. He relates that it has been eye opening to learn about the amount of trauma the patients have been through, from domestic abuse to homelessness.

“Most speak Spanish and the language barrier frequently presents them from receiving mental health services. They get stuck in a rut around when they try to make calls. I provide care management to connect them with resources. I also try to provide empathy and listen to them, and it feels good when they leave here with a smile, even for that moment. A professor who inspired my journey through social work education said, ‘If you provide empathy, listen to them, and it feels good when you have not fully understood the diagnosis at your other health care; pharmacists provided pain management, and social workers assisted in helping her prepare the family for her eventual passing.’

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

The center has been largely funded by a three-year, $1.5 million grant from the U.S. Health Resources and Services Administration, and support from the Healthcare Foundation of NJ and the Horizon Foundation.
Robert Curvin
Robert Curvin, a successful alumnus, visiting scholar, and professor at Rutgers’ Edward J. Bloustein School of Planning and Public Policy, has passed away at 81. Curvin’s loyalty to the Rutgers community began from the start of his career as a two-time alumnus with an undergraduate degree from the Newark College of Arts and Sciences and a MSW degree from the School of Social Work in 1967. Curvin is most recognized as a civil rights leader and a global expert on urban politics, economy, development, and social policy. Curvin served as a provost and dean of the Newark college head and national vice-chair for the Congress of Racial Equality (CORE). He created platforms that greatly changed decision making processes in Newark. Curvin was an author, founder of Newark’s New Community Corporation, member of the Founding Committee of the Newark Law School of Management and Urban Policy at the New School University, associate dean of the Bessie Amsterdam College of Social Work at the New School University, and trustee of the Reson Foundation, and trustee of the fund for the City of New York to just name a few of his remarkable accomplishments during his lifetime. His devotion to social change leaves a positive impression to those who had the pleasure to meet him. Dr. Robert Curvin will be deeply missed and leaves a lasting legacy.

Bernard Neugeboren
Bernard Neugeboren of Riviera Beach, Florida passed away September 22, 2015 at 90 years old. Born in Brooklyn, New York in 1924, Bernard (“Bert”) graduated from City College in New York City, obtained his Master’s Degree in Social Work from Case Western Reserve University and his Ph.D. from Brandeis University in 1967. He began teaching at the Rutgers Graduate School of Social Work at New Brunswick, where he spent his entire academic career until he retired in 2005. Neugeboren was a long-time faculty member at the School of Social Work for over 50 years. During his time at the school, he was a popular professor, committed mentor, favored director of the Ph.D. program, passionate academic dean for Academic Affairs, and devoted researcher.

Neugeboren had many publications: "Human Services: Integration of Macro and Micro Roles, Skills, and Concepts. Organization, Policy, and Practice in the Human Services," past director of the Ph.D. program, passionate scholar, and professor at Rutgers’ Edward J. Bloustein School of Planning and Public Policy, was a long-time faculty member at the School of Social Work, and a long-time faculty member at the School of Social Work in New Brunswick.

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

Ms. Judith H. Ahl, SSW’68 October 7, 2015

Mr. David Bach, SSW’77 July 15, 1996

Dr. Richard T. Bailey III, SSW’68 August 30, 2015

Mr. Harold F. Butler, SSW’74 March 10, 2015

Mr. Thomas J. Cap, NCAS’95, SSW’86 April 5, 2015

Mrs. Barbara C. Cossack, SSW’82 September 14, 2015

Mr. Robert Curvin, NCAS’60, SSW’67 September 21, 2015


Mr. Nicholas D’Amico, LC’07, SSW’08 December 26, 2014

Ms. Luis J. Díaz Traver, SSW’11 September 20, 2015

Mr. Robert Riddle Ellis, SSW’69 July 12, 2015

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

Mr. Ioan Gheorghe, CCAW’96, SSW’98 August 30, 2015

Ms. Linde Gormsen-Chomsky, SSW’75 August 31, 2015

Mr. Hermine R. Graylin, SSW’79 May 5, 2015

Mr. Harvey F. Guerin, Jr., ED’31, SSW’72 December 29, 2014

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Mr. Peter W. Kuever, DC’75, SSW’67 September 1, 2015

Mr. Sherram Leonard Nichols, RC’01, SSW’10 August 18, 2015

Mr. Geoffrey Lindnau, SSW’75 March 25, 2012

Mr. Robert Ludgins, SSW’71 February 2, 2015

Ms. Diana Manfredt, DCSW’84, SSW’87 December 18, 2015

Mrs. Nancy Hall Maear, SSW’68 March 9, 2015

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

Mr. Susan Rosenburg, SSW’60 July 5, 2005

Mr. Cheya Tunk, SSW’77 February 1, 2015

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