The fall semester is always an exciting time in higher education as we are welcoming new students into our programs. This year 28 new students joined our BSW program and 69 joined our MSW program, and 7 students joined our DSW program. We also welcomed a new faculty member, Dr. Wanja Ogongi and named Dr. Leonora Foels as coordinator of our BSW online degree completion program that launches Spring 2018.

With this edition of our newsletter, Dr. Kat Walsh highlights the changes to the NASW’s *Code of Ethics*, Dr. Marc Felizzi shares research he is conducting on the role and importance of social workers in sports, Dr. Laura Granruth, along with BSW student, Erin Lee remind us of the necessity to focus on macro social work, and I share with you the importance of social justice. We hope you enjoy this edition of *The Change Agent*. As our fall semester comes to a close and we prepare for the winter break, the faculty and staff of the School of Social Work would like to wish you a safe, happy, and healthy holiday season!

Together, we can, Be the Change!

Dr. Karen Rice, Chair, Associate Professor, and DSW Co-Director
Social Justice....What is it? Why is it Important?
by Dr. Karen Rice, Chair, Associate Professor, and DSW Co-Director

Social justice is our profession’s foundation, which can be traced back to Jane Addams who advocated for policies related to workers’ rights, women’s rights, and children’s rights, to name a few. Further, the Code of Ethics (NASW, 2017) identifies social justice as a core social work value, one that should be at the forefront of what we do. However, what does it mean to advocate for social justice and why is it important? I was asked to speak to this issue during a recent social justice conference held on our campus, and what follows, are my remarks.

Must you?! Must you turn everything into a social justice issue? I am often asked this question. Before I answer the question, bear with me for a moment.

Imagine that you have been selected to help design a new society. You would make sure that there were laws for citizens to follow so that people were not wronged by other individuals. In fact, let’s say that you used much of the same legal inspiration that the founders of the United States used, namely the Declaration of Independence and the Constitution.

You would also make sure that there were schools and hospitals for people who needed education or healthcare. In fact, you would probably make sure that there were plenty of places of worship, so people who were religious felt at home. In short, you would want to build institutions that were available to people.

But who would get to use these institutions? Would you limit some groups to only using certain institutions, or only having access to those institutions on certain days of the week? Or, would you completely ban certain groups, saying that you didn’t want them in your society?

Now, if this sort of thing was done by an individual, it would be a crime. After all, it is illegal to stand in front of a hospital and prevent someone who is seriously injured from having access to a doctor. However, what if it were the hospital itself? This idea that institutions should be freely and equally available to individuals is known as social justice.

Social Justice is work that we do in the interest of securing human rights, an equitable distribution of resources, a healthy planet, democracy, and space for the human spirit to thrive. We do the work to achieve these goals on both a local and a global level.
Social justice is for everyone. It is not a high-minded, unrealistic, or impractical ideal that cannot be achieved in real life. However, for social justice to occur, we need to understand society as it is. We need to face the conversations happening in our world right now with frankness and honesty. Teaching and talking about social justice must occur not simply because it is relevant, but so we can explore how our stories fit into the larger tapestry of a national and global story and how we can use these stories as tools to subvert power, question normalcy, and change society as we understand it.

Working for social justice is often not easy. It sometimes does not feel good and rarely ends with simple answers. Still, we need to focus on the value of humanity, the purpose of community, and the greatness of diversity and uniqueness. Working for social justice is, by its nature, “radical” because it focuses on changing the status quo, challenging existing policies, and sometimes breaking rules.

Now, back to that question…Must you turn everything into a social justice issue? The answer is simple: YES!

As long as we have people living without access to food, clean water, and shelter; as long as we deny people access to affordable, quality healthcare; as long as we continue to discriminate against members of our LGBT community; as long as racist practices continue to exist in the hiring of individuals; as long as we deny access to affordable, quality education; and as long as women continue to make less than men for doing the same job, then, YES, I will turn everything into a social justice issue. Why? Because that is what it is.

As my colleague, Dr. David Johnson stated, in a society that overvalues individual achievement and competition, social justice will not be a focus and is not likely to be achieved; however, in a society that values rising together, achieving collectively, then social justice becomes inevitable. If my success is tied to the success of my neighbors, of my town, of my team, of my school, of my society, then I become willing to sacrifice my self-interest to the public good. Until we see ourselves as part of the larger social body, we cannot understand that what hurts someone else damages us, as well. We have to think of ourselves as humanity, not as individual humans only, if we want to achieve social justice. If we do not achieve social justice, eventually the body of humanity will cease to thrive.

Won't you join me; join us? Join us in creating a society that affords everyone, regardless of their social group memberships, access to those institutions.
Dr. Marc Felizzi Appointed to CSWE's Trauma Curriculum Task Force

Dr. Felizzi works with social work educators from the United States and Canada, in developing curricular competencies that align with the Council on Social Work Educations' Educational Policies and Accreditation Standards (EPAS). As a task force member, he and his fellow task force members are challenged to develop proficiencies and skills for the next generation of social work practitioners. The task force that he is a member of - engaging with individuals, families, groups, organizations, and communities using a trauma-focused perspective (Competency 6) - is charged with developing a specialized practice competency that “recognizes that traumatized individuals, families, groups and communities impacted by trauma may have experienced a variety of emotional and psychological disturbances. Therefore, the process of engagement models a restorative and trusting relationship focused on pacing, empathic responding, mirroring, attending, and awareness of non-verbal behavior, including the use of empirically informed engagement and outreach strategies.”

Dr. Felizzi and his fellow task force members are tasked with creating competency behaviors - specific tasks the professional social worker should demonstrate to clients that reflect the updated competency description. Engagement is a critical tool in the clinician's skill set. A professional social worker has to establish a productive and trusting therapeutic alliance with the client in order to work towards treatment goal attainment. The ability to engage effectively with a client is but the first step in establishing a successful treatment experience for the client.

Dr. Kat Walsh Appointed Faculty Senate Chairperson

Dr. Walsh has served as a Millersville University Faculty Senator and on various committees for the past nine years. The Faculty Senate is the representative body of the faculty that recommends policies and programs in academic and student affairs and curriculum. Dr. Walsh was elected Faculty Senate Chairperson last spring semester and assumed office the beginning of the fall semester. As Faculty Senate Chairperson, Dr. Walsh presides at Faculty Senate meetings, updates the Senate-related parts of the Governance Manual, coordinates administrative activities associated with scheduling and facilitating regular Senate meetings, and represents the Senate at Millersville University’s Strategic Advisory Council (SAC), Commencement Committee, Development Committee, New Faculty Orientation, Medal Scholarship Program, President’s Advisory Leadership Council, and Council of Trustees meetings and at commencements.

Dr. Alex Redcay Elected PAUSWE President

Dr. Redcay was elected the President of the Pennsylvania Association of Undergraduate Social Work Education (PAUSWE). The PAUSWE provides a forum for and a network of undergraduate social work programs statewide and regionally for the purpose of identifying shared concerns and developing strategies to address those concerns. The other purpose of the organization is to host an annual forum and/or regional forums to provide opportunities to meet and network around shared and emerging issues and concerns. The overall purpose of the PAUSWE is to provide both statewide and regional forums for faculty, deans, directors, staff, students, and others interested in baccalaureate social work education in the Commonwealth of Pennsylvania.
Dr. Karen Rice Elected to Board of International Consortium of Social Development and Appointed to Co-chair of DSW Accreditation Committee

Dr. Rice was elected treasurer to the board of the International Consortium of Social Development (ICSD). Utilizing a social development framework, ICSD aims to bring about economic and social improvement in the lives of others through capacity building. Members of ICSD create conceptual frameworks and intervention strategies to respond to various global social issues. Bi-annually the ICSD hosts a conference that brings together educators, students, and practitioners from around the world to identify issues and challenges in social development, discuss and analyze roles and responsibilities, and explore opportunities for collaboration toward social development. Additionally, Dr. Rice was appointed by the National Association of Deans and Directors of Schools of Social Work to co-chair their DSW Accreditation Committee. The committee will develop a report outlining doctorate of social work educational practice standards and policies to present to member schools and subsequently share with our accrediting body, the Council on Social Work Education.

Drs. Karen Rice and Leonora Foels Offer Intergroup Dialogue Training to University Student Leaders

In efforts to create an inclusive campus environment, Drs. Rice and Foels, along with Jasmine Whitlow, Director of the Millersville University’s Intercultural Center, co-facilitated two day-long multiversity and intergroup dialogue trainings in August 2017 with two groups of student leaders, Resident Assistants (RA) and Orientation Leaders (OL). As part of their training, RAs and OLs gained knowledge of, personal awareness of, and skills in facilitating intergroup dialogue, specifically the University of Michigan model.

To continue to foster and hone their skills, student leaders were invited to engage in ongoing courageous conversations throughout the semester on the topic of racial inequity. These courageous conversations, which were co-facilitated by Dr. Rice and BSW senior, Tyler Cook, provided students with an opportunity to express their views, thoughts, and feelings related to that session’s topic, but also challenged students to consider alternative perspectives and seek clarity from one another to better understand each other’s thinking and societal influences. By creating a space for students to be vulnerable and authentically express their thoughts, students were able to show respect and empathy towards one another and learned how to engage in meaningful dialogue across social group differences to foster individual and collective social change.

Dr. David Johnson Appointed to CSWE’s Council on Publications

Dr. Johnson was appointed for a three-year term to the Council on Social Work Education’s Council on Publications. The Council on Publications serves as the policy-making body with respect to publications of the CSWE and serves as an editorial board in acquiring publication ideas and assessing the viability of publication proposals. It is the mission of the Council on Publications to develop and implement policy, procedures, and practices that advance the creation and dissemination of knowledge and resources that further excellence in social work professional education.
School of Social Work Welcomes New Faculty Member

Born and raised in Kenya, Dr. Ogongi graduated from the University of Nairobi with her B.A., earned her MSW at West Chester University of Pennsylvania, and her PhD in Social Work at Widener University. She has practiced in the areas of international human rights (focus on women and children), child welfare, refugees and unaccompanied minors, and medical social work. In addition, she co-founded Ahadi Zetu Foundation, a non-profit organization that provides educational scholarships to destitute children in Kenya. Her areas of teaching include HBSE, Social Work Practice, and Social Science Research. Her areas of interest for research include child welfare in the US and globally, women empowerment, and issues affecting the African Diaspora in the United States.

Social Work Organization

Dr. Alex Redcay, faculty advisor of the Social Work Organization (SWO), and School of Social Work collaborated to bring seven undergraduate and graduate social work students to attend the NASW-PA Conference. The conference took place from September 16 to 19, 2017, in Pocono Manor, Pennsylvania. Students had an opportunity to volunteer during the day on Sunday, September 17, which included helping people check-in in the morning, helping people find where to go, providing technology assistance for presenters, and helping set-up the agency/organization fair. Students were able to network with other social work students, faculty, and social work professionals during this professional development experience.

On October 18, 2017, SWO hosted a Zumba event to fundraise on behalf of local communities in Puerto Rico that were devastated by Hurricane Maria. Through their efforts, Amizade, a global service learning organization, will be able to assist the communities around San Juan, PR, with their rebuilding efforts.

Online Degree Completion Program Launches Spring 2018 and Dr. Leonora Foels Named Coordinator

The School of Social Work will welcome its first cohort of undergraduate students, this January 2018, into the online degree completion program. The part-time program, which offers the same curriculum as the traditional face-to-face undergraduate social work program is meant to meet the needs of non-traditional students working full-time. Dr. Leonora Foels will serve as the Online Program Coordinator and student advisor. Dr. Foels brings years of experience in online teaching and course development, and her knowledge and skills in this area will ensure the same high standards are met within the online degree completion program as the face-to-face undergraduate social work program.
School of Social Work and Department of Nursing Collaborate to Offer Interprofessional Service Learning Trip to Honduras

In collaboration with C.A.R.E, students and faculty from social work, nursing, biology, and psychology participated in a weeklong service learning trip in Pespire, Honduras to set up mobile clinics in rural areas. The clinics provided patient assessment, dental care, eye screening, and pharmaceutical services to the residents in the surrounding area. Students were able to participate in all aspects of the clinic and learn of the challenges faced by those with lack of consistent, quality, accessible healthcare. Additionally, some students participated in data collected to assess the effectiveness of a supplemental nutrition program as well as the challenges and benefits to the rural clinics. The intent of the research is to provide feedback to the organization so services provided to the residents of these rural areas are ongoing.

20 Students Inducted into Phi Alpha Honor Society

Congratulations to our new Phi Alpha Honor Society inductees! The purpose of Phi Alpha Honor Society is to provide a closer bond among students of social work and promote humanitarian goals and ideals. Phi Alpha fosters high standards of education for social workers and invites into membership those who have excellence in scholarship and achievement in social work. Phi Alpha’s slogan that embraces their purpose is “Through Knowledge – the Challenge to Serve.”
To provide context for understanding the modifications to the Code of Ethics, a review of the key components is essential. There are four sections of the Code including the “Preamble” which summarizes the professions mission and core values; the “Purpose of the NASW Code of Ethics;” the “Ethical Principles;” and the “Ethical Standards,” which provides the guide for conduct and basis for adjudication. The ethical principles and standards remained unchanged while additions and amendments were made to the Preamble and “The Purpose of the Code,” and the Ethical Responsibilities section.

The most significant changes to the NASW Code of Ethics have to do with the evolution and role of technology in professional practice. The good news is that Code remains “a guide to the everyday professional conduct of social workers,” and while this is the most significant revision since 1996, there have not been drastic changes to social work’s professional values, ethical principles or standards, but rather enhanced clarification particularly with respect to the role of technology, strengths orientation and cultural awareness versus “competency.”

Another modification to the Code involves language related to the term “disability.” In prior versions of the Code, this was included among other lists of diversity factors such as national origin, gender, race, and ethnicity. As noted by Barsky (2017), other diversity factors were framed in the positive using strengths-oriented language. Thus, to align the language within this revision, the language in section 2.01 (b) was amended as was sub-section (d) of 6.04 (Social and Political Action) which now reads:

“Social workers should act to prevent and eliminate domination of, exploitation of, and discrimination against any person, group, or class on the basis of race, ethnicity, national origin, color, sex, sexual orientation, gender identity or expression, age, marital status, political belief, religion, immigration status, or mental or physical ability.”

In the preamble, the purpose the code section was amended to include a statement that “Ethical decision making is a process. In situations when conflicting obligations arise, social workers may be faced with complex ethical dilemmas that have no simple answers.” Further, a concluding paragraph described by Barsky (2017) as being aspirational, in that it reminds social workers that similar standards apply when communicating in person or through technology. This concluding paragraph reads:

“With growth in the use of communication technology in various aspects of social work practice, social workers need to be aware of the unique challenges that may arise in relation to the maintenance of confidentiality, informed consent, professional boundaries, professional competence, record keeping, and other ethical considerations. In general, all ethical standards in this Code of Ethics are applicable to interactions, relationships, or communications, whether they occur in person or with the use of technology. For the purposes of this Code, “technology-assisted social work services” include any social work services that involve the use of computers, mobile or landline telephones, tablets, video technology, or other electronic or digital technologies; this includes the use of various electronic or digital platforms, such as the Internet, online social media, chat rooms, text messaging, e-mail, and emerging digital applications. Technology-assisted social work services encompass all aspects of social work practice, including psychotherapy; individual, family, or group counseling; community organization; administration; advocacy; mediation; education; supervision; research; evaluation; and other social work services. Social workers should keep apprised of emerging technological developments that may be used in social work and how various ethical standards apply to them.”
A summary of the significant additions and modifications to the fourth section of the Code involving Social Workers’ Ethical responsibilities are outlined below.

1. Social Workers Ethical Responsibilities to Clients

1.03 Informed Consent (addition of sections e, f, g, h, and i)

(e) Social workers should discuss with clients the social workers’ policies concerning the use of technology in the provision of professional services.

(f) Social workers who use technology to provide social work services should obtain informed consent from the individuals using these services during the initial screening or interview and prior to initiating services. Social workers should assess clients’ capacity to provide informed consent and, when using technology to communicate, verify the identity and location of clients.

(g) Social workers who use technology to provide social work services should assess the clients’ suitability and capacity for electronic and remote services. Social workers should consider the clients’ intellectual, emotional, and physical ability to use technology to receive services and the clients’ ability to understand the potential benefits, risks, and limitations of such services. If clients do not wish to use services provided through technology, social workers should help them identify alternative methods of service.

(h) Social workers should obtain clients’ informed consent before making audio or video recordings of clients or permitting observation of service provision by a third party.

(i) Social workers should obtain client consent before conducting an electronic search on the client. Exceptions may arise when the search is for purposes of protecting the client or other people from serious, foreseeable, and imminent harm, or for other compelling professional reasons.

1.04 Competence (additional of sections d, and e)

(d) Social workers who use technology in the provision of social work services should ensure that they have the necessary knowledge and skills to provide such services in a competent manner. This includes an understanding of the special communication challenges when using technology and the ability to implement strategies to address these challenges.

(e) Social workers who use technology in providing social work services should comply with the laws governing technology and social work practice in the jurisdiction in which they are regulated and located and, as applicable, in the jurisdiction in which the client is located.

1.05 Cultural (Awareness—changed from “Competency”) and Social Diversity (addition of section d)

(d) Social workers who provide electronic social work services should be aware of cultural and socioeconomic differences among clients and how they may use electronic technology. Social workers should assess cultural, environmental, economic, mental or physical ability, linguistic, and other issues that may affect the delivery or use of these services.

1.06 Conflicts of Interest (addition of section e, g, and h)

(e) Social workers should avoid communication with clients using technology (such as social networking sites, online chat, e-mail, text messages, telephone, and video) for personal or non-work-related purposes.
(f) Social workers should be aware that posting personal information on professional Web sites or other media might cause boundary confusion, inappropriate dual relationships, or harm to clients.

(g) Social workers should be aware that personal affiliations may increase the likelihood that clients may discover the social worker’s presence on Web sites, social media, and other forms of technology. Social workers should be aware that involvement in electronic communication with groups based on race, ethnicity, language, sexual orientation, gender identity or expression, mental or physical ability, religion, immigration status, and other personal affiliations may affect their ability to work effectively with particular clients.

(h) Social workers should avoid accepting requests from or engaging in personal relationships with clients on social networking sites or other electronic media to prevent boundary confusion, inappropriate dual relationships, or harm to clients.

1.07 Privacy and Confidentiality (amendments to section a, c, f, i, and s; additional sections m, n, o, p, q, r; reordering of old sections o, p, and r to t, u, v and w)

Amended:

(a) Social workers should respect clients’ right to privacy. Social workers should not solicit private information from (added: “or about clients except for compelling professional reasons.”) Once private information is shared, standards of confidentiality apply.

(c) added language “or others” and removed “identifiable person” (thus permitting social workers to disclose confidential information under certain circumstances but not requiring them to do so)

(f) added statement to clarify that when social workers provide counseling to families, couples, or groups, “This agreement should include consideration of whether confidential information may be exchanged in person or electronically, among clients or with others outside of formal counseling sessions.”

(i) added clarification that social workers should not discuss confidential information “electronically or in person” in any setting unless privacy can be ensured.

(s) changed language to “applicable laws” to cover all forms of applicable laws governing records and social work licensure.

New Sections:

(m) Social workers should take reasonable steps to protect the confidentiality of electronic communications, including information provided to clients or third parties. Social workers should use applicable safeguards (such as encryption, firewalls, and passwords) when using electronic communications such as e-mail, online posts, online chat sessions, mobile communication, and text messages.

(n) Social workers should develop and disclose policies and procedures for notifying clients of any breach of confidential information in a timely manner.

(o) In the event of unauthorized access to client records or information, including any unauthorized access to the social worker’s electronic communication or storage systems, social workers should inform clients of such disclosures, consistent with applicable laws and professional standards.

(p) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of electronic technology, including Internet-based search engines, to gather information about clients.
(q) Social workers should avoid searching or gathering client information electronically unless there are compelling professional reasons, and when appropriate, with the client’s informed consent.

(r) Social workers should avoid posting any identifying or confidential information about clients on professional websites or other forms of social media.

1.08 Access to Records (addition of section b)

(b) Social workers should develop and inform clients about their policies, consistent with prevailing social work ethical standards, on the use of technology to provide clients with access to their records

1.09 Sexual Relationships (amendment to section a)

(a) amended to prohibit “inappropriate sexual communications” as well as sexual activities and contact to cover in-person and electronic forms of communication.

1.11 Sexual Harassment (amendment to include written and electronic contact): Amended standard to include “written and electronic” communication to clarify sexual harassment includes verbal, electronic, or physical contact of a sexual nature.

1.15 Interruption of Services (amended to include disruptions in electronic communication)

1.16 Referral of Services (amended to specify that social workers should refer to other professionals when they believe that “other services are” required)

2. Social Workers Ethical Responsibilities to Colleagues

2.01 Respect (amended to include verbal, written and electronic communications as those social workers should avoid unwarranted negative criticism of colleagues using)

2.06 Sexual Relationships and 2.07 Sexual Harassment (amended to include verbal, written, electronic, or physical contact)

2.10 Unethical Conduct of Colleagues (amended to include unethical conduct using technology)

3. Social Workers Ethical Responsibilities in Practice Settings

3.01 Supervision and Consultation (amended subsection (a) to include “remote” communication and subsection (c) and

3.02 Education and Training subsection (d) to include dual relationships that may arise while using social networking sites or other electronic media.

3.04 Client Records (amended subsection (a) to include electronic and paper records and to specify in subsection (d) that records should be maintained for the number of years required by relevant laws, agency policies, and contracts.

5. Social Workers Ethical Responsibilities to the Social Work Profession

5.02 Evaluation and Research (reordered sections g-q and added new section f)

(f) When using electronic technology to facilitate evaluation or research, social workers should ensure that participants provide informed consent for the use of such technology. Social workers should assess whether participants are able to use the technology and, when appropriate, offer reasonable alternatives to participate in the evaluation or research.
Recommended Readings and References


For more information, the link to the NASW Code of Ethics is the following: socialworkers.org/About/Ethics/Code-of-Ethics/Code-of-Ethics-English

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**Social Work Values**

- Service
- Social Justice
- Dignity & Worth of the Person
- Competence
- Integrity

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**NASW National Association of Social Workers**
Tiffany Peruso is a senior social work major at Millersville University double minoring in gerontology and psychology. This year she was elected to serve as the Undergraduate (BSW) Student Representative for the Pennsylvania Chapter of the NASW. Her responsibilities include attending all of the NASW-PA Board of Directors meetings, acting as an ambassador to promote the PA Chapter’s efforts to student members and non-members, facilitating communication between the PA Chapter and student members as appropriate, bringing issues or concerns of student members to the Broad of Directors, participating in membership recruitment and retention activities, assisting the Board and committees in planning functions and activities, fundraising, advocacy on legislative issues, and attending all statewide NASW functions, including Legislative Education and Advocacy Day and the annual conference.

Julie Rhoads, BSW ’10, MSW ’11, LSW currently works as the International Program Coordinator/Program Associate for the Council on Social Work Education. In this role, Julie provides programmatic and functional support to the Katherine A. Kendall Institute for International Social Work Education and CSWE’s Global Commission, Councils and Committees with the goal of ensuring that every social work student graduates prepared to work in a global world.

Prior to her work at CSWE, Julie worked in Lancaster city as the Assistant Director of the Ware Institute and Program Director of Squash ACES at Franklin & Marshall College and as a Community School Director with the Boys and Girls Club of Lancaster in partnership with the School District of Lancaster. Julie obtained her BSW and MSW from Millersville University.

Ebone Burns graduated from Millersville University in 2012 with her BSW. After graduating, Ebone began working with children with behavioral problems as a therapeutic staff support. In 2015, Ebone graduated with her masters in clinical social work from Widener University and started working at Dauphin County Children and Youth as an intake caseworker and ongoing caseworker. In July 2017, Ebone began working at the Camp Hill State Correctional Institution as the social worker on the mental health unit. In her current position, Ebone conducts psychosocial assessments, participates in the development of treatment plans, and conducts individual and group therapy sessions. Ebone works with psychiatrists, nurses, activity therapists, and mental health workers. Ebone would especially like to thank Dr. Foels for believing in her and being a phone call away while she was facing challenges in graduate school.
Student and Alumni Achievements (cont’d)

Undergraduate Freshmen Presents Research at Rural Social Work Conference

BSW student, Karlee Rice, under the supervision of Dr. Heather Girvin, presented research findings, in the format of a poster presentation at the 42nd Annual National Institute on Social Work and Human Services in Rural Areas that took place in Jackson, MS, from July 19-21, 2017. The research, which was conducted with a psychology undergraduate student, examined the challenges and benefits of rural medical clinics in Pespire, Honduras.

Graduate Student Provides a People-First Language Presentation to Medical Professionals

Shaneea Brown, a MSW intern with Lancaster General Health-Penn Medicine’s Care Connections Program, found respecting the complex medical diagnoses of her patients as essential. She provided the Care Connections Team with a presentation on people-first language. The presentation reminded the team of the value of the patient, beyond just a title or diagnosis. People-first language aims to avoid perceived and subconscious dehumanization when discussing people with disabilities. It identifies that words have power and should be chosen carefully to promote empowerment of the individual. As social workers, it is our privilege to advocate within interdisciplinary team environments for the use of people-first language. In doing so, we uphold the dignity and worth of the vulnerable populations we serve every day.

Doctoral Student Educates on Forensic Social Work with Veterans in the Criminal Justice System

Bradley J. Schaffer, LMSW, BCD, FSW gave two presentations related to forensic social work with veterans in the criminal justice system: Social Work and Social Justice: Military Veterans in the Criminal Justice System and An Overview of Female Veterans in the Criminal Justice System. The presentations provided an overview of incarcerated veterans’ dynamics and reentry problems as well as discussed strategies that result in the most desirable outcomes and the associated challenges. The presentations focused on the service of veterans, their psycho-social and readjustment challenges, and the services provided by the Department of Veterans Affairs that facilitate reentry, treatment, case and supportive services.
Recently, I had a conversation with a social work classmate who expressed her concerns about the current state of our government. She wished she could help create better social policies to reduce the tension in our country. After explaining to her that our social work education is supposed to educate us in both micro and macro practice her eyes grew wider; she was shocked. She was completely unaware that her education was giving her the skills and tools to be active in both policy and direct practices. Nevertheless, she insisted that macro social work was too challenging and she probably couldn't do it; she believes working with individuals is more comfortable for her.

Unfortunately, these conversations are not uncommon. As a social work student who is a macro practice enthusiast, it frustrates me that macro social work is seen as intangible or too challenging. During my undergraduate education, I have come to learn just how vital macro social workers are to our communities and our country. When macro social workers hold positions such as policymaker, program developer, evaluator, or community organizer, our communities become better and healthier places to live.

This semester, I have had the honor of working with macro social worker, and my mentor, Dr. Granruth, who has inspired me to study the state of macro social work. In my research, I found that as of 2012, only 8.8 percent of Master Social Work students are enrolled in macro practice concentrations (e.g., policy, planning, agency administration, etc.) (CSWE, 2012). This low number is alarming and made my curiosity increase. I wanted to know what is causing so many social workers to choose micro over macro? After all social work has roots in micro and macro work. Mary Richmond is recognized for her assessment and case management initiatives, while her counterpart, Jane Addams, focused on social reform.

Throughout my research, I realized there are many reasons fewer students are aware of, or interested in, macro social work practice. Perhaps the most interesting finding to me is the absence of macro classes in social work departments. I believe this deficiency has led to misconceptions about macro work and why my classmates feel as if macro work is ‘too hard.’
If we as a profession are not spending an equal amount of time on micro and macro work, we are influencing our students to believe micro work is more important than macro work. No side of social work is more important. We must break down the divide between micro and macro work and bring them together. Micro workers cannot practice with macro, and macro workers cannot practice without micro. They are both equally important. Students can learn more about macro social work through a weekly Thursday night chat on #MacroSW at 9:00 PM. Fortunately, I am encouraged by a Special Commission, hosted by ACOSA (Association for Community Organization and Social Administration [www.acosa.org]) to increase macro education 20 percent by 2020.

Looking forward, what I hope for the profession for social work is a few things. First, I hope all professors emphasize the importance of macro work and teach it in a way that is not intimidating or seems impossible to pursue. Second, I hope that professors will encourage their students to become more aware of policies that impact their everyday lives. Lastly, I hope professors teach their students to see that social work is not just micro work and it is not just macro work. They are both central to creating a more socially just world. Now more than ever we need micro and macro workers to come together.
The Council on Social Work Education recognizes field education as the signature pedagogy of social work education. Field education allows students to think, to perform, and to act ethically and with integrity as well integrate forms of technology as they demonstrate social work competence within field settings (CSWE, 2015).

As the political, social, economic, and technological climate continues to change in our society, so has the social worker’s role. The School of Social Work at Millersville University prides itself on finding innovative internship opportunities for social work students. These nontraditional placement settings, where usually a social worker would not be employed, are seeing the benefit of having a multidisciplinary team in support of its constituents. These types of settings benefit students as it allows them to gain experience in diversified environments as they connect social work theories in multiple aspects of social work practice, i.e., micro, mezzo, and macro.

The School of Social Work is proud to highlight four placement settings in which students have been able to integrate social work knowledge and skills to nontraditional practice settings: Northern Regional Lancaster County Police Department, Tommy Foundation, the THIS Program, and M’ville LifeLong Learning Institute (MILLIE). Within these settings, students have been afforded the opportunity to apply social work knowledge and skills and learn how social work can be integrated into nontraditional settings.

In addition to offering students innovative placements, the School of Social Work has developed an online field instructor orientation and training in support of our field instructors’ educational needs. Barretti (2009) has found that field instructors’ workload does not change when supervising students. Field instructors’ “time” has become a barrier to their ability to attend face to face workshops and training (Mattieu, Carter, & Edmond, 2016). Dwyer & Urbanowski (1981) also has found the need to offer field instructors specialized training as practice educators. This online option will allow field instructors the flexibility to access journal articles, field documents, and training as they enhance knowledge and skills as practice educators.

References

Barretti, M., A. (2009). Ranking desirable field instructor characteristics: viewing student preferences in contest with field and classroom. The Clinical Supervisor, 28, 47-71


The Need for Social Workers in the Athletics
by Marc V. Felizzi, LCSW, PHD, Assistant Professor

The role of social workers in all levels of sports has been expanding the last several years. The National Alliance of Social Workers in Sports (NASWIS) was created in 2015 to promote the skills of social work across a number of amateur, Olympic, professional, and collegiate sports in the United States and Canada. NASWIS promotes a social worker in sports perspective that is grounded in research, evidence-based practice, social and economic justice, strength-based approaches, and person-in-environment frameworks.

This perspective was augmented in 2017, when the National Collegiate Athletic Association Sports Science Institute announced an initiative to address student-athlete mental health needs (National Collegiate Athletic Association, 2017). In 2014, the University of Michigan was awarded a $50,000 research grant to create Athlete’s Connected, a mental health program intended to address the emotional needs of student-athletes (Attwood, 2016). Social workers are involved with Athletes Connected, and provide counseling, psycho-education, mental health support, and provide assistance to incoming, recruited, student-athletes (NASWIS, 2017). With regard to the provision of services by social workers in sports programs, research has focused on the need to employ social workers to assess athletes for mental health, or substance abuse issues, to provide education around social issues such as dating violence, eating disorders, sexual assault or career planning (Bratland-Sanda & Sundgot-Borgen, 2013; Chatterton & Petrie, 2013; Dean & Rowan, 2014; DeFeciani, 2016; Felizzi, 2016; Gill, 2008; Gill, 2014; Joy, Kussman, & Nattiy, 2016; McCarthy, 2017; McLester, Hardin, & Hoppe, 2014; Moore, 2016a; Moore, 2016b; Teasley & Gill, 2015; Wollenberg, Shrive, & Gates, 2015).

Zillmer’s 2016 study found that nearly 25% of college athletes suffer from depression, anger problems, substance abuse, and are at risk for sexual or physical assault (Zillmer, 2016). Several studies focused on eating disorders and college athletes (Bratland-Sanda & Sundgot-Borgen, 2013; Chatterton & Petrie, 2013; DeFeciani, 2016; Joy, Kussman & Nattiy, 2016; McLester, Hardin & Hoppe, 2014; Wollenberg, Shrive & Gates, 2015) and several articles examined the role of alcohol or substance abuse among elite level athletes (Buckman, Farris, & Yusko, 2013; Druckman, Gilli, Farr, & Robison, 2015; Dziedzick et al, 2017; National Collegiate Athletic Association, 2013; Wahesh, Milroy, Lewis, Orsini, & Wyrick, 2013; Weaver, Martens, Cadigan, Takamatsu, Treloar, & Pederson, 2013). Burton (2016) discussed the need to develop the “whole athlete”, and noted that the third highest incidence of death among college athletes is suicide, ranking behind accidents and cardiac failure. Burton (2016) also stated that there is a suspicion that the fatal accidents athletes suffer may be linked to drug or alcohol usage. The extant research also included an investigation into post-injury rehabilitation and return to competition and the need for coaches, counselors and social workers to develop awareness of the athletes’ emotional needs during the recovery process (Bennett, Czech, Harris, & Todd, 2016; Mc Grath, 2010; Neal, 2017; Putukian, 2016).

The above studies revealed a need to involve social workers at all levels of sport or athletics in a variety of settings, as the aforementioned issues speak to the skill set of MSW trained social workers. The studies were conducted by those involved in athletics and athletics administration, and several by social work professionals and faculty. Social workers, as well as BSW, MSW, DSW, and PhD students, can add to the needs of this growing body of knowledge by researching not only the above issues, but by examining, and advocating for, the role of professional social workers as counselors, mentors and associates of collegiate and professional sports programs in the United States and Canada (Gill, 2014; Moore, 2016; NASWIS, 2017).
Research Spotlight (cont’d)

Research into practice with athletes, from a social work perspective, as well as the similar efforts among the professions of athletic coaching and administration, and clinical social work, involves the empowerment and helping of those in their care to achieve their goals on the playing field, or in life (Felizzi, 2017). The concept of a social worker as a researcher within an athletic organization is illustrated in Schyett, Dean, and Zeitlin's 2016 study, who, as social work faculty in their respective institutions, discuss which assets and skills of social work college athletes bring to their respective sports. The researchers noted the qualities of dedication - to their sport and academics, cultural awareness within the team, university and community, as well as the ability to motivate, and empathize with those who are pursuing multiple goals at once, are attributes and skills the clinical social worker brings to their practice. Additionally, the researchers stated that social workers can assist student-athletes in a range of areas such as counseling, mental health education, recruitment to a higher level of play, social skills development, and career planning, once again speaking to social work’s skill set and training. Further strengthening the role of social workers in athletics, as well as the need for our profession to conduct further research into our involvement with athletes, consider:

• Social work offers research-informed practice interventions related to the issues athletes face on and off the playing field, specifically in the fields of mental health and trauma.

• Social work research in the athletic realm includes findings on: transition to a post-athletic career options, recruiting issues, mental health awareness, social skills training, substance abuse education, and advocacy for student athletes, as well as eating disorder mental performance training, policy development and organizational management.

These points serve as a strong foundation to build upon with clients who are involved in athletics as participants, coaches, trainers, and administrators.

Clearly, the need for more research into the roles social workers represent in the athletic world has never been more evident. There is a necessity for all levels of research - quantitative, qualitative and mixed methods to examine the impact of athletics at all levels - micro, mezzo, and macro. Accordingly, social workers can add to the body of knowledge by researching the effects - positive and negative - of athletics at all levels.

Participants often define themselves by the role a sport plays in their lives. Sport can be the source of great joy and achievement for an individual. Conversely, many issues arise for clients when the pressure of a sport or an athletic injury impacts their lives. As social workers, we are bound by our code of ethics to provide interventions that are designed for individual clients and that are evidenced based. The role of social workers in sports is clear, yet emerging daily. Being ready to provide services, especially those based on research on effective practice, enhances our role in athletics.

References


For more information, the link to the NASWIS is the following: naswis.org
Embracing a human rights perspective (Declaration of Human Rights, 1984), Millersville University’s School of Social Work’s Learning Institute is dedicated to the interrogation of global social issues that violate or compromise individuals’ ability to live with the freedoms and protections to which they are entitled. The fundamental assumption embodied by human rights is that each person is a moral and rational being who deserves to be treated with dignity (United for Human Rights, 2017). The Learning Institute provides a platform from which experts share their knowledge and offer training for agents of social change. Each year, the Learning Institute hosts events that center on a particular theme reflected in the Learning Institute’s literature, roster of speakers, and annual conference. For the 2017-2018 academic year, the Learning Institute is focused on wellness.

A variety of events were hosted throughout the fall semester and more are planned for the spring semester. For more details and to register for upcoming events, visit: www.millersville.edu/socialwork/learning_institute/upcoming_events.php

**Dr. Feelgood: Dealer or Healer**

The documentary *Dr. Feelgood: Dealer or Healer* was screened in the Myers Auditorium at Millersville University. It tells the story of Dr. William Hurwitz – a distinguished pain physician sentenced to 25 years in prison for drug trafficking and provides a window into the ethical complexities of prescription opioids. Afterward, a panel discussion regarding the use of prescription opioids was held.

**Penn Medicine Lancaster General Health Use of the Medical-Social Neighborhood Model of Care in a Super-Utilizer Population**

Dr. John C. Wood, Medical Director of Lancaster General Health, described how the Affordable Care Act changed health care delivery, how our local hospitals have responded to these changes, and discussed the occupations and roles that support innovative approaches to healthcare delivery. Specifically, a five-person panel including nursing, social work, behavioral health, community health, and spiritual care professionals discussed their roles in the innovative Care Connections community care team.
Suicide Prevention Workshop

A two-part workshop presented by Dr. Marc Felizzi (of Millersville University’s School of Social Work) and Drs. Jason Baker and Nadine Garner (of Millersville University’s Department of Psychology). Various topics were covered including: suicidal behaviors, gestures, and actions; strengths-based interventions for addressing suicidal behaviors; and how neuroscience, brain-based counseling theories, subjective well-being, and the spiritual components of personal growth and development can shed light on the powerful capacity to enhance mental health and advocate for the mental health of others. The workshop met the requirements of the Matt Adler Suicide Prevention Continuing Education Act.

Upcoming Learning Institute Events

Community Environmental Legal Defense Fund
February 21, 2018
6:00 PM to 9:00 PM
Millersville University
Student Memorial Center
Reighard Multipurpose Room (Room 114)

The Community Environmental Legal Defense Fund (CELF) is building a movement for Community Rights and the Rights of Nature to advance democratic, economic, social, and environmental rights – building upward from the grassroots to the state, federal, and international level. CELFD’s mission is to build sustainable communities by assisting people to assert their right to local self-government and the rights of nature.

3 CEUs are being offered for $25.00

Project Lazarus: Local Response to the Opioid Epidemic
March 27, 2018
6:00 PM to 8:30 PM
Millersville University
Student Memorial Center
Room 24

The Project Lazarus Model is a public health model based on the twin premises that overdose deaths are preventable and that all communities are responsible for their own health. The Model can be conceptualized as a wheel, with three core components in the “hub” (data and evaluation, public awareness, and coalition action) and seven components that make up the “spokes” (community education, provider education, hospital emergency department policies, diversion control, pain patient support, harm reduction, and addiction treatment).

In honor of National Social Work month, the Learning Institute will be providing 2 free CEUs for the attendance at this event.

5th Annual Global Well-Being and Social Change Conference
June 6-8, 2018
Ware Center
Lancaster, PA

Wellness is a complex construct. The World Health Organization (WHO, 1948) defines wellness as a state of complete physical, mental, and social well-being. Other research suggests that wellness is a synergistic state that is cultivated from the satisfaction of needs in six domains: interpersonal, community, occupational, psychological, physical, and economic (Duff, Rubenstein, & Prilleltensky, 2016). What unifies diverse and cross-disciplinary definitions of wellness is the implication that the minimum achievement of basic needs falls short of wellness. In states of wellness, individuals flourish under the freedoms and protections of human rights. Researchers, practitioners, and other social change agents can assist in the creation of global wellness by continuing to clarify this concept and developing policies, programs, and interventions that target its development.

To register for upcoming events go to: studentservicesinc.com/ticket-sales

Like the Learning Institute on Facebook!
Millersville University’s School of School Work’s Learning Institute announces the Call for Proposals for the 5th Annual Global Well-Being and Social Change Conference June 6-8, 2018

This year’s conference, Wellness in our Global Community: Clarifying Definitions, Providing Opportunities, Protecting Rights, invites presentations (paper, roundtable, and workshop) that explore different understandings of wellness and its myriad dimensions and manifestations. Our conference welcomes research that identifies barriers to wellness, as well as strategies (policies, programs, and practices) to promote wellness across diverse populations. These presentations may be original research, theoretical framework(s), clinical interventions, pedagogy, and/or policy/advocacy. Scholars, practitioners, students, and agents of social change from all disciplines are encouraged to submit proposals.

For more information on proposals or the conference please contact Dr. Karen Rice at Karen.Rice@millersville.edu or go to: blogs.millersville.edu/learninginstitute

Proposal Deadline:
All proposals are due no later than January 30, 2018, by 11:59 PM EST.
Please submit your proposal to learninginstitute@millersville.edu
Publications


Presentations


Felizzi, M. V. Recruitment of hockey players to higher levels of competition: Can social workers offer help with the recruitment process? Presented at *National Alliance of Social Workers in Sports (NASWIS) 3rd Annual Symposium*. Dallas, TX. October 16, 2017.


Awards & Grants

Dr. Marc Felizzi received a Dean's Faculty Development grant in the amount of $500 for travel to Dallas, TX, to present at two National Conferences - National Alliance of Social Workers in Sports (NASWIS) 3rd Annual Symposium and Council on Social Work Education 63rd Annual Program Meeting.

Dr. Jennifer Frank was awarded Best Non-Empirical Article of 2016 by Perspectives of Social Work for her article, “Fostering a Developmental Perspective in Understanding Youth Homelessness” in June 2017.

Drs. Jennifer Frank and Karen Rice were awarded a Faculty Grant for Research Support in the amount of $500 for their project, “Assessing and Understanding the Food Security of College Students” in December 2017.

Drs. Jennifer Frank, Heather Girvin, and Laura Granruth were awarded the Center for Public Scholarship and Social Change Community Engagement Grant in the amount of $2000 for their project, “Bridging the Gap Together” in July 2017.