

The Change Agent

Millersville University

School of Social Work Newsletter



Millersville University

Spring 2018

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From the Chair

Congratulations on another successful semester and end of an academic year. Spring semester always brings with it a time to celebrate but also a time to reflect on our accomplishments. We celebrate 50 undergraduate and 61 graduate students who will receive their degrees on May 11th or 12th. Additionally, for the first time at MU, we are conferring doctoral degrees and 5 of those are students who completed our DSW program. We are proud of all our graduates and wish them much success! In addition to honoring our graduates, we inducted 31 social work students into the Phi Alpha Honor Society and celebrated the success of 4 students who presented their research at Made in Millersville. Our students and alumni continue to positively make a difference. Be sure to read about some of their accomplishments under the highlight section of the newsletter.

There are more achievements to celebrate, including the launching of two post-graduate certificate programs and a minor in social justice. Our online undergraduate degree completion program, which launched this semester, has been a huge success in meeting the needs of our students who need to work full-time but wish to complete their undergraduate degree in social work.

As the School of Social Work completes its self-study as part of the reaffirmation of its undergraduate social work program, we are reminded of our successes but also of the areas in which we wish to grow so our students, stakeholders, and community benefit. We thank each of you for the role you play in helping us fulfill our educational mandates. I end with sharing the mission and goals of the School of Social Work as it is always good to remember what guides our work.

Wishing everyone a happy, healthy, safe summer!



Dr. Karen Rice, Chair and Associate Professor



SOCIAL WORK PROGRAM MISSION

Affirming the mission of Millersville University, a public, liberal arts institution situated in South Central Pennsylvania, the Baccalaureate Social Work Program educates students to be competent, evidence-informed social work professionals who embrace core social work values; enhance human and community well-being; promote social, economic, and environmental justice; and advance human rights through generalist social work practice. The University and the Program provide a learning environment that prepares students to work in an increasingly diverse society and to meet contemporary social, cultural, economic, political, and global challenges.

SOCIAL WORK PROGRAM GOALS

To meet the purpose of the social work profession and the mission of Millersville University and the Social Work Baccalaureate program, faculty seek to prepare students/graduates to:

- Goal 1: Strengthen human connections and relationships
- Goal 2: Practice effectively and ethically
- Goal 3: Engage to promote justice and human rights
- Goal 4: Think globally; act locally

Millersville University
SCHOOL OF SOCIAL WORK
BSW·MSW·DSW

Faculty News

Dr. Felizzi Named MSW Coordinator

Dr. Marc Felizzi joined the Millersville University's School of Social Work faculty in 2011. Dr. Marc Felizzi earned his Master's degree in Social Work at Delaware State University and his PhD in Social Work at Widener University. He has spent the last 25 years studying the effects of emotional trauma, family violence, juvenile violence, and the consequences of family instability on youth. He is an Assistant Professor in the School of Social Work, and at the beginning of the Spring 2018 semester, Dr. Felizzi became the Co-Coordinator of the Millersville University-Shippensburg University Master of Social Work program.



The MSW program is designed for students who want to either further their education in social work or join the social work profession. The program was developed to support both the full-time student and the working professional. State-of-the-art technology permits students to acquire social work knowledge, skills, and values through multiple educational methods, including traditional campus classes, teleconferencing and web-based activities. Additionally, Dr. Felizzi teaches classes in conjunction with the Millersville University Master of Social Work and Master of Science in Emergency Management program (MSW-MSEM) in Emergency Mental Health and Trauma. The MSW-MSEM is the only dual degree offered at Millersville University and is the first of its kind in the nation.

Please click the hyperlinks to learn more about the [MSW Program](#) and the [MSW-MSEM Dual Degree Program](#).



Dr. Granruth Named DSW Coordinator

Dr. Laura Brierton Granruth joined the Millersville University's School of Social Work faculty in 2013. Dr. Granruth teaches undergraduate, graduate, and doctorate courses, including the DSW Dissertation Seminar. At the beginning of the Spring 2018 semester, Dr. Granruth became the Co-Coordinator of the Doctor of Social Work program. The DSW program prepares academicians who are able to lead, and leaders who are able to teach. Social work practitioners with an MSW will be prepared to take on the challenges the industry will face in practice and in preparing future experts in the field.

With coursework completed primarily online, with a weekend residency face-to-face learning component once a semester, the DSW program is designed with the working professional in mind. Whether you live in south-central or southeastern Pennsylvania or anywhere beyond, learn with the best in your profession and prepare to continue to make a difference.

Please click the hyperlink to learn more about the [DSW Program](#).

Faculty News (cont'd)

Dr. Felizzi Appointed to Association of Social Work Boards/Council on Social Work Education Licensing and Regulation National Taskforce

Dr. Marc Felizzi was appointed to the Council on Social Work Education's (CSWE) national committee that is working with the Association of Social Work Board (ASWB) to create a curriculum guide to assist faculty in teaching on the topic of licensing and regulation, particularly related to Competency 5: Engage in Policy Practice. Dr. Felizzi was selected due to his 25 years' experience in social work practice, and his extensive background in working with licensing boards in several states. The committee met in late April in Alexandria, Virginia, to ensure guidelines related to licensing and professional regulations are aligned with the CSWE's 2015 Educational Policies and Accreditation Standards (EPAS).



Dr. Felizzi is also a member of the CSWE's working committee to align the 2015 EPAS regarding the engagement with individuals, families, groups, and organizations. The committee created a working document in 2017, and the final version of the document will be released in the summer of 2018.



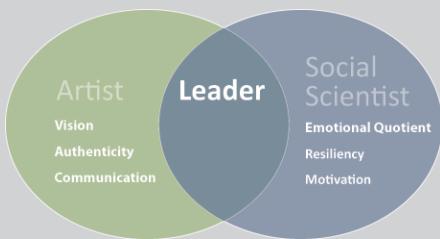
COUNCIL ON SOCIAL WORK EDUCATION



In the News

School of Social Work Now Offers a Minor in Social Justice

The Social Justice Minor is designed to provide non-social work majors the opportunity to develop knowledge and understanding about social justice within a person-in-environment context. The primary goals for the Social Justice Minor are to enhance sensitivity to vulnerable and at-risk populations, provide opportunity for critical review of social policies and the allocation of societal resources, and stimulate interest in advocacy and planned social change. The Social Justice Minor is intended to provide students with the knowledge and skills necessary to advocate from a social, economic, and environmental justice framework.



School of Social Work Offers Two New Certificate Programs

The School of Social Work now offers two certificates in expressive arts and human services management. The Expressive Arts Certificate is for students enrolled in or who have completed a master's degree in one of the following disciplines: social work, psychology, educational psychology, counseling, marriage and family therapy, fine arts, or a related mental health discipline. The Expressive Arts Certificate provides students with the required knowledge and skills around the use of the arts (e.g., music, theater, art, dance/movement, storytelling) to apply to their practice with various groups and at all levels (micro, mezzo, and macro) of practice.

Please click the hyperlink to learn more and apply:
[Post-Baccalaureate Certificate in Expressive Arts](#)

The Network for Social Work Management's Human Services Management Certificate prepares social work managers with the competencies necessary to meet the administrative and leadership challenges of the future. The Human Services Management Certificate is available to DSW students.

The Human Services Management Certificate provides education and teaches skills in four domains: executive leadership, resource management, strategic management, and community collaboration. These domains are intended to be a framework for describing the skills necessary for the successful management of both public and private nonprofit organizations.

31 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."



In the News (cont'd)



Legislative Education and Advocacy Day

Legislative Education and Advocacy Day (LEAD) is an annual event hosted by NASW-PA, at where nearly 1,000 social work students and professionals gather to advocate for legislation that is relevant to the social work profession. Attendees visit their legislators throughout the day and tell them why such legislation is important and how it will serve the Commonwealth. This is a great chance for students and professionals to experience legislative advocacy as well as the law-making process. NASW-PA advocates for legislation that benefits the social work profession and clients throughout the Commonwealth. The legislative agenda – which is available on the NASW-PA website – provides an expansive view of the legislation we are advocating for including issues ranging from practice protection and licensure to discrimination in healthcare. The two legislative policies that students advocated for this year are below.



Senate Bill 65 would forgive student loans of Commonwealth residents who use their degrees to work in child welfare. Child welfare workers serve the most vulnerable segment of our society. While the work is vital, recruitment and retention remain difficult challenges. According to US News and World Report, social workers who specialize in child and family welfare had a lower average salary in 2016 than in 2010. The creation of loan forgiveness for child welfare workers in Pennsylvania will help ensure that competent, qualified workers continue protecting Pennsylvania's children. It would also help maintain the continuum of care that children receive and save the Commonwealth the time and resources that would be necessary to hire new workers.



Senate Bill 530 would amend the Social Workers, Marriage & Family Therapists, and Professional Counselors Act to create practice protection and update the scope of practice for clinical social workers. NASW-PA is working in collaboration with Pennsylvania Society for Clinical Social Workers (PSCSW) and other healthcare professionals to pass SB 530. The State Board of Social Workers, Marriage and Family Therapists, and Professional Counselors is the only regulated board that does not have legal practice protection in place. The proposed basic practice protection ensures that individuals providing clinical social work services are regulated in some way by the government. This legislation would ensure Pennsylvania joins every state in the nation, other than Montana, in establishing a method of protection for Pennsylvania citizens in the receipt of mental health services.

Project Lazarus Recognized for Its Commitment to Raising Awareness about Opioid Epidemic

During our annual free continuing education event in March, as part of Social Work Month, our colleagues at Project Lazarus were recognized for their commitment, advocacy, and leadership in raising awareness and educating the community about the opioid epidemic. Honored that evening were: Hilda Shirk, President and CEO of Lancaster Health Center, Helen Jones, Director of Social Work at Lancaster Health Center, and Carmela DiSomma, Director of Project Lazarus Lancaster County.



The Learning Institute

5th Annual Global Well-Being and Social Change Conference Wellness in our Global Community: Clarifying Definitions, Proving Opportunities, and Protecting Rights

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. What unifies diverse and cross-disciplinary definitions of wellness is the implication that the minimum achievement of basic needs falls short of wellness. 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

An example of some of the presentations at this year's conference include:

- Wellness in Social Work Education: Exploring Burn Out Among Students and Instructors
- Utilizing Expressive Arts to Promote Well-Being
- Mindfulness-Based Stress Reduction Tools for Self-Care
- Child Maltreatment Effects on Health Outcomes
- The Social Work Role in Supporting Collegiate Recovery

Registration fees include:

- Attendance at keynote, plenary, and conference sessions, including all conference materials
- Documentary screening Wednesday evening
- Morning and afternoon refreshments
- Luncheon on Thursday during plenary session
- Parking
- Up to 16 CEUs

Plenary speaker:
Nani Cuadrado, PA-C

Keynote speaker:
Sara S. Bachman, Ph.D.



Dr. Bachman is an expert in health care financing and organization, focusing on alternative payment strategies. She has over twenty years' experience with health policy research and program evaluation, especially in the area of health care finance, health reform, social work, state health policy for individuals with disabilities or complex health and social conditions, including children with special health care needs.



Nani Cuadrado is acting director for Lehigh Valley Hospital's Street Medicine Program providing health care to the community's most vulnerable -- homeless and human trafficking victims. She has worked as a certified physician assistant for 15 years and works in the Lehigh Valley Hospital emergency department. She is a board member and volunteer speaker for local non-profit Valley Against Sex Trafficking.

Like the Learning Institute on Facebook!



First Cohort of Doctorate of Social Work Students to Graduate

The first graduation for the first cohort in our DSW program, will take place May 11, 2018. This year we have five doctoral students graduating from Millersville University's side of the DSW program.

Bertha Saldaña DeJesus



Dissertation: *Does experiential training received by field instructors affect the supervision students receive in field settings?*

Chair: Dr. Karen Rice, LSW, ACSW

Committee: Dr. Jennifer Frank, LSW; Dr. Kathleen Walsh, LCSW

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Dissertation: *Barriers to exiting and factors contributing to the cycle of enter/exit/re-entering commercial sex work*

Chair: Dr. Karen Rice, LSW, ACSW

Committee: Dr. Marc Felizzi, LCSW; Dr. Wanja Ogongi, LGSW

Pia Houseal-Allport



Dissertation: *Making meaning of place: Facilitating ecological place-based experiences with youth*

Chair: Dr. Heather Girvin

Committee: Dr. Marc Felizzi, LCSW; Dr. Juliana Svistova

Meredith E. Moore



Dissertation: *Vantage points: Variables which influence female ascent to Veterans Administration leadership*

Chair: Dr. Heather Girvin

Committee: Dr. Marc Felizzi, LCSW; Dr. Laura Granruth

Karen E. Polite

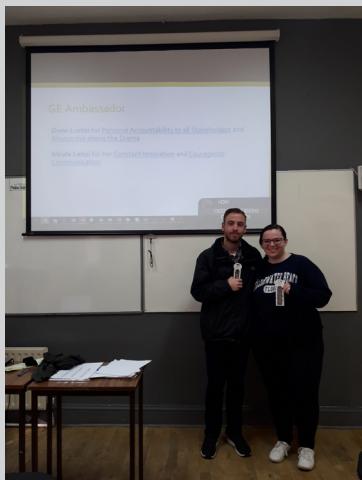


Dissertation: *An exploration of culture as an agent of African American male persistence at a community college*

Chair: Dr. Karen Rice, LSW, ACSW

Committee: Dr. Leonora Foels, LCSW, LICSW; Dr. Kimberly Mahaffy

Student and Alumni Achievements



Nicole Letizi Receives GE Ambassador Award

Nicole Letizi, a **BSW** student, was commended for displaying the core values of courageous communication in how she communicated with all stakeholders during her time in Dublin, whether it was with co-interns, Global Experiences staff, or co-workers in her placement. Nicole was recognized as thoughtful, considerate, and assertive in how she took on events and circumstances. Additionally, Nicole was awarded for her constant innovation. Specifically, she was provided this accolade for how she approached issues and developed creative solutions for them. Nicole was praised for how she tailored activities to meet the differing needs of the high-risk youth population she served.

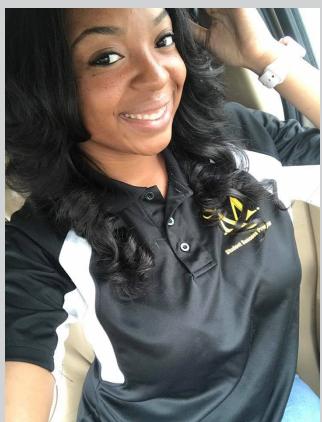
Cindi Horshaw, BSW '94, MSW '14, LSW, currently works in Washington, D.C., as a Child Welfare Program Specialist for the U.S. Department of Health and Human Services, Administration for Children and Families, Children's Bureau.

In this role, Cindi develops, writes, and revises regulations, policy issuances, and guidelines to clarify, improve, and strengthen the management and operation of state and local child welfare services and programs. Prior to her work at HHS, Cindi was the Bureau Director for the Pennsylvania Department of Human Services within the Office of Children, Youth, and Families, where she was responsible for the development and coordination of child welfare policies and programs for Pennsylvania, as well as managing the operations of ChildLine, the State's 24-hour child abuse hotline call center and child abuse registry.



Cindi Horshaw

Cindi obtained her MSW in 2014 while balancing family and her full-time job for PA DHS. She has used her degree to inform her work at both the state and federal level by practicing in accordance with the core values and principles of the NASW Code of Ethics, specifically trying to bring about social change and working to overcome social injustices that occur toward the children and families touched by the child welfare system, two areas that were stressed during her educational experience at Millersville University. She does this by keeping the children and families in the fore front of discussions and decisions related to overall policy, regulatory, and statutory development.



Aliesha Y. Robinson Serving Her Community On and Off Campus

Aliesha Y. Robinson, **MSW** student, has served as a Community and Social Services Coordinator for an affordable housing community, providing essential programming to over 70 families. During her concentration year in the MSW program, Aliesha served as an Outreach Counselor and Academic Supervisor in the Office of Student Success, aiding incoming Freshman into and through their first year of college with a wrap-around service approach. Aliesha served as the President of Young Sisters in Christ on campus, with the goal to disciple and teach the young women of Millersville about Christ. Aliesha was inducted into the Phi Alpha, Theta Alpha Chapter of the National Honor Society for Social Work.

Student and Alumni Achievements (cont'd)

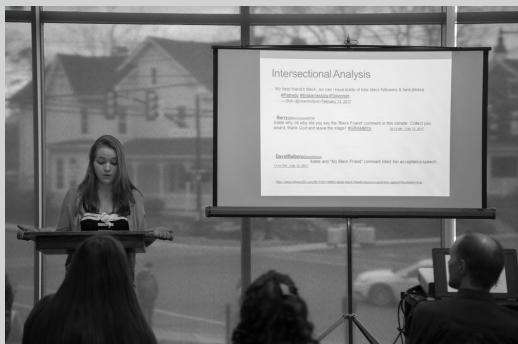
Patience Buckwalter Opens Pop-up Resaturant that Employs Women Refugees and Immigrants

Patience Buckwalter, **MSW'13, LSW**, is an adjunct professor at Millersville University's School of Social and works in post-adoption services for Bethany Christian Services. Patience led the development of the Grape Leaf Café, a pop-up restaurant venture that recently held its first official buffet featuring authentic Syrian cuisine. Patience funds the purchase of the ingredients, arranges for time in commercial kitchens, and reserves a place where the Grape Leaf Café can be held. Patience recruits cooks from the local Lancaster community of women refugees and immigrants, and because she pays all of the up-front costs, Patience guarantees the women their payment. To learn more about the Grape Leaf Café, please visit www.facebook.com/grapeleafcafe.



Made in Millersville

On April 17, 2018, four BSW students presented at the McNairy Library and Learning Forum for Made in Millersville, a student research, performing, and visual arts conference.



Erin Lee:

An assessment of disparities in bail amounts in Lancaster, PA

Anna VanBuskirk:

Bridging the gap

Ranyah Oden:

Political participation of African American College Students

Tara Cottman:

Introversion in the social work profession

Research Spotlight

Sense of Belonging in Educational Institutions

By Cindy J. Vicente, BSW Student



The fluid, and multi-faceted field of Social Work is best-suited to address issues pertaining to marginalized groups, and their civic, social, educational, and economic participation within the United States. As society and its problems shift, it is the responsibility of those in government, social action, and education professions to respond accordingly. Higher education is often touted as the great equalizer, therefore mitigating any origin social class differences; however, that has been tentatively debunked by current research (Witteveen & Attewell, 2017). Some research suggests that even beyond differences in origin social class, factors such as unequal access, student debt disparities, and an institutional or ethnic sense of belonging can impact economic outcomes post-graduation (Gummadam, Pittman, & Ioffe, 2016). This, therefore, renders it an issue for social work professionals to address across all three levels, micro, mezzo, and macro. Social justice and dignity and worth of a person are the two ethical principles directly responsible for our necessary involvement (National Association of Social Workers [NASW], 2018).

Gummadam, Pittman, and Ioffe (2015) researched psychological impacts of students' sense of belonging in college, in addition to a sense of belonging to a minority ethnic group. Depression, self-worth, social acceptance, and academic competence were the domains measured; the study found that students experienced lower levels of depressive symptoms, and more positive self-perceptions if they felt a greater sense of belonging to the institution. In comparison, students' sense of belonging to a minority ethnic group scarcely impacted those domains (Gummadam et al., 2015). This amplifies the need for our profession to intervene, as it is an institutional barrier impacting economic disparity and social mobility.

Social class, ethnicity/race, disability status, and previous classroom experiences—all of which impact self-esteem—are cited as some of the reasons for a deflated sense of belonging in educational institutions (Okonofua, Paunesku, & Walton, 2016; Stebleton, Soria, & Huesman, 2014; Witteveen & Attewell, 2017). According to Stebleton, Soria, and Huesman (2016) first generation college students, students of color, students with disabilities, economically disadvantaged students, and children of immigrants face augmented barriers to higher education, are more economically compromised upon graduation, and are more likely to be older than their counterparts. These students may also need to live off-campus, and work part-time or full-time jobs to survive, which could impact their sense of belonging at the institution (Stebleton et al., 2016).

As part of my senior capstone evaluation project, which was conducted in my field placement, I assessed students' sense of belonging at Millersville University and the degree to which this differs across race. Further, I explored if there was a relationship between general/social sense of belonging, academic belonging, and perceived institutional support. The survey, Sense of Belonging, was developed by Ingram (2012) for use on college campuses. My sample comprised students who participated in on-campus Courageous Conversations during the Fall 2017 and/or Spring 2018 semesters and/or who visited the Intercultural Center and Student Engagement Office, which is where I completed my field placement. The survey was administered online through Survey Monkey and was open for one month.

Of the 100 students the survey was sent to, only 25 students completed it within the time period it was open. The findings revealed no statistically significant difference in general/social sense of belonging, academic belonging, and perceived institutional support between those who identified as White and those who identified as non-White. However, there was a statistically significant relationship between general/social sense of belonging and perceived institutional support ($r = .442$, $p = .027$) and academic belonging and perceived institutional support ($r = .734$, $p = .0005$).

Given the low sample size, it would be beneficial to collect data from more students and students from across the campus to determine if there is any difference on these outcome variables across the varied social group identities. As there was a significant relationship between the two categories of belonging and perceived institutional support, it would be important to implement trainings and workshops for faculty to provide them with the supports needed to foster a classroom environment that makes the students feel a sense of belonging. Additionally, to help students with social belonging, finding ways to engage them from the time they enroll at campus and locating support groups will help foster their sense of perceived institutional support. Fostering a sense of belonging on a college campus is multifaceted and involves many individuals, but if done, can enhance student outcomes.

References

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Policy Talk

by David McCollum



Like many people, perhaps even like you, dear readers, I hate public speaking. The fear of public speaking (known as glossophobia) is remarkably common and is often cited as one of the highest rated fears along with death, heights, reptiles, and spiders. In any other list, the concept of public speaking would seem quite out of place, but for many people, they would just as soon die as have to speak in public. To be a leader in our communities, though, requires us to overcome this ubiquitous fear, especially for social workers. We are differentiated from our peers in related human services fields because we have the unique commitment to social justice. This considerable commitment to uphold social justice requires action, including speaking in public and not always being a passive listener.

I recently attended a Lancaster City Council meeting in which two important issues were raised. Councilwoman Janet Diaz read a statement from her Latino constituents who informed her the application process to serve on Lancaster City's boards, commissions, and authorities is difficult with little help available to navigate the process. Diaz stated that her constituents have observed many different people serving on the boards, commissions, and authorities for years; however, Latinos in Lancaster City have neither been asked to serve nor well-represented. She believes her constituents voiced their concerns because none of the individuals nominated to serve on the Human Relations Commission Board of Directors are Latino. While I heard the concern expressed by Councilwoman Diaz, I sat idly and simply nodded my head in agreement. In retrospect, I should have spoken up. The National Association of Social Workers' Code of Ethics calls upon social workers to engage in social and political action, including the promotion of cultural and social diversity.

The second issue raised was the lack of urban agriculture in Lancaster City. Benjamin Weiss, the only person to make a reservation to speak during the first public comment period, proposed that the Lancaster City Council create a volunteer committee that would make policy recommendations on urban agriculture. Weiss formerly lived in Philadelphia where a similar committee exists, and he is hopeful that this proposed committee could help revise Lancaster City laws and regulations to make urban agriculture a viable industry. During the second public comment period, Lauren Edgell supported Weiss's testimony on urban agriculture. Edgell spoke of the many benefits of urban agriculture including environmental education for elementary school, high school, college, and graduate school level students. Both Weiss and Edgell were well-received by the Lancaster City Councilmembers.

While both Weiss and Edgell's testimonies were exceptionally well-done, I cannot help but think that a social work perspective would have strengthened their already impressive testimonies. A social worker could have spoken to the importance of environmental justice as well as the additional benefits of urban agriculture such as improving the sustainability (urban agriculture uses considerably less water, power, and space than traditional farming) of our local, state, and national environments; improving the air quality of Lancaster City (which is often ranked as one of the most polluted cities in the United States);

Policy Talk (cont'd)

and improving low-income communities' access to fresh produce year-round. Urban agriculture can help combat food deserts (i.e., an urban area in which it is difficult to buy affordable or high-quality fresh food) in Lancaster City. A social work perspective at the Lancaster City Council meeting could have elucidated that the need for urban agriculture is not only an environmental issue, it is a socioeconomic issue, and, in general, a social justice issue.

Policy advocacy begins when advocates determine an existing policy has insufficient or adverse outcomes for a specific population. If policy advocates determine that reforming a policy is feasible, then they must decide where to focus their efforts (i.e., at the local, state, or federal level). Depending on the level of government, policy advocates need to attract the attention of decision-makers at the specified level. For the Lancaster City Council, policy advocates would need to attract the attention and support of members on Lancaster City's boards, commissions, and authorities, and advocates would benefit by partnering with well-known and already established advocacy groups (e.g., National Association of Social Workers) in order to be most persuasive to the councilmembers of the Lancaster City Council.

Advocates need to examine how the targeted policy originated and why it is still supported. This understanding will reveal barriers to change and facilitate the advocacy efforts. Developing a policy objective, selecting a strategy for achieving that objective, and identifying specific policy options to address problems with the existing policy are all steps in the policymaking process. Like other practitioners, policy advocates must develop criteria to evaluate their identified policy options in order to determine the most effective option to pursue. Depending on the intended policy reform, policy advocates should expect some give-and-take on their policy agenda as well as compromises from groups opposing their change.

Once the policy is enacted, policy advocates must still monitor the implementation process. Powerful opposition groups may still thwart the implementation of the new policy by exercising budgetary constraints directed toward the policy change. Assuming the policy is effectively implemented, policy advocates still need to monitor and evaluate the new practice modality or initiative that was implemented by the policy reform. Policy advocates should evaluate the new policy's effectiveness on the well-being of the target population and the cost-effectiveness of the policy.

In the Field

by Emily Fries, MSW student



Across the country, schools of social work and police departments are collaborating to respond to the needs of its community. These challenges, to name a few, include domestic violence, child abuse/neglect, drug and alcohol abuse, and mental health. It is only logical that law enforcement and social work will collaborate given the fact that they often share the most difficult aspect of the others' caseload. To maximize client outcomes, communication and collaboration between these fields are key. In Fall 2017, MU's School of Social Work placed its first MSW student with the Northern Lancaster County Regional Police Department. During the Spring 2018 semester, this student continued her field placement with the Lancaster City Bureau Police Department. What follows is the student's account of her field placement experience with law enforcement.

What was your primary role in your placement?

In the Fall 2017 semester, I was placed at the Northern Lancaster County Regional Police Department. Because of the volume of calls that NLCRPD handles is relatively low, I was able to follow up on any police incidents that might require intervention by a social worker. The majority of police incidents I followed up with were domestic violence and mental health related. My main purpose was to connect clients to appropriate social services in the area, such as the Domestic Violence Legal clinic and mental health counseling agencies.

In the Spring 2018 semester, my internship was transferred to Lancaster City Bureau of Police. At the LCPD, I focused my time on responding to drug and alcohol overdose incidents. My main purpose is to get people connected (or re-connected) to drug and alcohol treatment services in the area but also just to show that someone cares. Additionally, I rode along with the officers in which I interacted first hand with clients at the time of the incident and followed through with them afterwards to see if there was anything I could have helped them with.

What are the benefits of having a social worker collaborating with law enforcement?

I truly believe that most law enforcement officers want to help the people that they come in contact with on the calls that they respond to, but many of the officers are unaware of the resources in the area to refer people to. Connecting people to relevant social service agencies has been one of my most important roles at both police stations these past two semesters. Many departments around the country have started hiring mental health professionals and social workers to

In the Field

co-respond to calls dealing with mental health, domestic violence issues, homelessness, and substance abuse. These departments have seen a reduction in arrests, less involuntary mental health commitments, and fewer police incidents involving the same individual/family over and over again. Having a social worker at the police station reaching out to community members and community agencies in a caring and helpful manner also can improve the relationship between the community and the police.

How has your social work education prepared you for this type of field placement?

As a social worker, I have been taught to look beyond a person's behavior and try to understand the reasoning behind it. My knowledge of systems theory and approaching things from a person-in-environment perspective helps me understand a lot about many of my client's behaviors. Being knowledgeable about mental health disorders and people's responses to trauma has been very helpful to me in this field placement.

Alliance for Social Change

Formerly known as the Social Work Organization or SWO, the Millersville University club changed its name to Alliance for Social Change (ASC). The impetus for the name change was to make the club more inclusive of all students, regardless of major, who have an interest in social change. The Alliance for Social Change hopes to expand their ideas and events to support the entire Millersville University community. In addition to the name change, the faculty advisor for ASC changed to Dr. Curtis Proctor.

For the celebration of International Social Justice Day (February 20th), ASC setup an informative game at a table outside of the Millersville University Store. Students were asked questions regarding the meaning of social justice in order to earn candy as well as receive information about ASC and the School of Social Work.

In order to fundraise, ASC sold car wash vouchers for Mister Car Wash. The Alliance for Social Change sold different voucher packages outside the Millersville University Store from the end of February to mid-March and were able to raise over \$100. Additionally, ASC collected period products in a “Drive for Dignity” for a celebration of National Women’s Day. The Alliance for Social Change raised awareness for homeless women that have to go without hygiene products in an attempt to highlight the beauty and obstacles of womanhood. Donation bins were setup near the entrance of Stayer Hall and a donation table was setup outside the Millersville University Store on March 7 and 8. The collected products were donated to the Water Street Mission.



Service Learning Trips

Students and Faculty Engaged in Learning Experiences through Global Collaborative Trips

Dr. Karen Rice and **Dr. Laura Granruth** led a group of students from various disciplines on a service learning trip to South Africa for fourteen days. While there, they learned about South Africa's past and how it has shaped it, today. Additionally, students completed service learning at two non-governmental organizations while in Cape Town. Students volunteered at Sakhulwazi Women's Agricultural Cooperative. Sakhulwazi teaches women and others within the Philippi Township how to farm, bead, and sew in order to sell what they grow/make to support themselves and their family.



Dr. Karen Rice, **Dr. Heather Girvin**, and Dr. Kathy Shreiber (Millersville University Department of Geography) led an interdisciplinary, international service learning trip to Costa Rica, learning about sustainability and how sustainable development focuses on the environmental, economic, and social needs of the community. Utilizing a human rights framework, the faculty and students lived, learned, and worked with the locals within the communities they are visiting to understand how cooperatives work to build infrastructure to address social, economic, and environmental injustices.



Scholarship

Publications

Granruth, L. B., Kindle, P.A., Burford, M. L., Delavega, E., **Johnson, D. H.**, Peterson, S., & Caplan, M. A. (2018). Changing social work students' perceptions of the role of government in a policy class. *Journal of Social Work Education*, 54(1), 110-121. doi:10.1080/10437797.2017.1404524

Schaffer, B. J. (DSW student). (2018). Forensic social work practice: Military veterans in the criminal justice system. *MUsing Graduate Journal*. ISSN 2475-9457

Schaffer, B. J. (DSW student) & Fulmer, K. (2018). Child support and justice-involved military veterans. *Journal of Evidence-Informed Social Work*, 1-17. doi:10.1080/23761407.2018.1448313

Presentations

Felizzi, M. Panel member at *Mary Anne Gross Symposium and Planning Session for the Center for the Study of Human Tracking and Interpersonal Violence*. York, PA. February 23, 2018.

Frank, J. Using experiential learning and self-reflection to promote social empathy. Presented at *4th Annual Lancaster Learns Conference*. Lancaster, PA. February 23, 2018.

Frank, J. & Ogongi, W. The Twitter project: using social media to enhance engagement with macro practice. Presented at *4th Annual Social Work Distance Education Conference*. San Antonio, Texas. April 13-15, 2018.

Rice, K. & Vicente, C. (student). Building inclusive clubs using intergroup dialogue. Presented at *11th Annual GSA Leadership Summit*. Dickinson College. March 1-2, 2018.

Awards & Grants

Dr. Karen Rice received the International Stewardship Award in recognition of her role in assisting with internationalizing Millersville University. April 19, 2018.

Nicole Letizi (BSW student) received an award for her constant innovation and courageous communication from Global Experiences. March 28, 2018.