Director’s Message

When the DSW students told me they were planning to start publishing a newsletter, I was skeptical. Already balancing classes, dissertation work, full-time jobs, long commutes, and family responsibilities (including three “DSW babies” born since the program started and one on the way), how could they possibly add one more thing to their impossibly busy lives? Well, to paraphrase Margaret Mead… never underestimate the power of a few committed DSW students!

Truth be told, this newsletter is just one in a long list of DSW student accomplishments. In the two years since the program began, one student has already had an article accepted for publication in a peer-reviewed journal and two others have had papers accepted for presentation at prestigious professional conferences; a number of students have secured coveted part-time teaching assignments at Penn and other local MSW programs; a third of the first cohort have successfully defended their dissertation proposals and all are on track to graduate in May 2010.

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Why a DSW?

Ram A. Cnaan, PhD  
Associate Dean for Research and Doctoral Education

The idea to establish the DSW program was not taken lightly. As the one who thought of it and led the faculty into accepting it, I feel I ought to share the rationale with you. Doing so in the first issue of The Clinician, which may turn out to be a collector’s item, is a privilege. Thank you to MaryAnn and the editorial group.

So why a DSW? A Doctoral program in Social Work Practice (DSW) is a timely development in social work practice and social work education. Throughout the world and the United States various professions and practical disciplines have moved into developing doctoral level education that is not geared for advanced research education but to produce highly qualified practitioners who are capable of engaging in practice-related research.

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Early one evening, as Spring was beginning its official start, I was unprepared for the how the light would look in my office around 6:30 PM. The change in time of the sunset caught me by surprise. I know this may sound like a small thing, but doing clinical social work requires an attention to detail that ought to be uncompromising. There was no major fall out, of course, I just didn’t adjust the blinds. As a result I could barely see my client as I faced her. The sun setting behind her obscured my view. I could have gotten up in the middle to adjust the lighting, but I didn’t. I don’t know why. I just didn’t. Making these small changes in the middle of a session can be incredibly awkward and often not worth it. Any disruption must be measured for its worth.

So, instead, I tried to make meaning of it. Another major element of clinical social work, of course, is the meaning-making process. Everything, ideally, is understood on multiple levels. What did it mean to be listening to my patient so intently, while unable to see her clearly? I realized that this obscurity was a reflection of the reality of our relationship, of most relationships. No matter how hard I tried to know her, study her, align myself with her, the element of mystery that makes this work so riveting was reflected in the blinding sun. Tolerating this reality, of course, is another story.

This brings me to the experience of being a member of the first cohort of the University of Pennsylvania’s DSW program. Like clinical work, in order to effectively survive this program, I have needed to maintain a certain level of tolerance for the experience of “not-knowing”. With no forefathers or mothers to guide us through the program, we have had to rely on a certain blind faith, a belief in the founders of the program and a heavy reliance and trust in the relationships within the cohort. Like in psychotherapy, there is a beauty in this practice.

Not-knowing is real, it is the core of Social Work, and in many ways; the essence of life. Not-knowing delineates Social Work from our fellow fields including psychology and sociology. While research is important and we value it highly, the not-knowing stance provides us with a surrendering of objective truth in favor of relativism and open-mindedness. Not-knowing also allows us to let our clients lead the way in our work, to find their own truth while we use their self-determination as a compass through the scarier moments.

And, not-knowing has bonded us as a cohort. We rely on each other to get through the difficult, sometimes seemingly impossible task, of working full-time, financing a doctoral education while maintaining a level of academic excellence. But in all things Social Work, of course, this is not surprising. Because it is always the relationship that heals and guides, even when our view of the future is unclear or blinded by the setting sun.

PENN Resources at the Click of a Button
Valerie Dorsey Allen, MSW, LSW

Recently, I took a look at the Penn homepage and noticed that they provided some great student resources. I discovered some of them can be accessed online. By using your PennKey and password the following can be accessed:

- Billing information
- Financial aid application status and awards
- Student loan application status, disbursements and loan history
- Online course registration
- Course schedules and academic records
- Updating selected address information

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Write Right: Successful Strategies for Professional Publication

Carol Tosone, Ph.D.
Associate Professor
New York University Silver School of Social Work
Editor-in-Chief, Clinical Social Work Journal

A writer is an artist, someone who writes out of the gut. A writer is something you are… anyone can be an author. Authors are a dime a dozen. Writers are rare.

John Winokur, Advice to Writers

As a doctoral student embarking on an academic career, you need to ask yourself: Am I a writer or an author? As an author, you may approach professional publication as a necessary evil, a chore performed grudgingly. As a writer, however, the publication process becomes an opportunity to converse with colleagues yet unknown; to share an idea, an intervention, a research finding that furthers the field and potentially benefits many people. MacDonald (1994) notes that the academic writer enters into a discourse community of like-minded colleagues who read, cite, and are influenced by one another. Citation patterns become the primary means of communication, the purpose of which is the creation of knowledge. Professional writing, according to Rowley and Slack (2000), provides a sense of personal achievement and visibility within the discourse community.

While these motivations are appealing, the publication process can be daunting and fledgling academic writers often begin with less ambitious aims, such as writing in professional newsletters and online listservs about topics of interest to themselves or the general readership. If, at first, exposing your opinions to an unseen audience seems too anxiety-provoking, consider writing about someone else’s work. Book reviews or extended book review essays can provide a gratifying way to first see your name in a professional journal. Book reviews usually include a description and balanced critique of the book's content, while book review essays tend to develop select topics in more depth to illustrate your points and highlight key elements of the book. Both reviews and essays need to specify the primary focus, intended audience and significance for the profession.

Social work academicians may begin their writing careers with book reviews but often rapidly graduate to publishing other types of work: conference proceeding abstracts, chapters in edited books, sole or co-authored books, and articles in peer reviewed professional journals. While each of these publication types contribute to a professional's career, blind peer reviewed journal articles serve as the core component for academic evaluation and promotion. Since two or more reviewers are blind to the author of the manuscript, political, personal and other subjective considerations are generally minimized. Their more objective assessment and vote of support for the manuscript, particularly in journals which rank high in the journal citation report, insure professional visibility and respect. See Holden, Rosenberg, Barker, & Onghena, (2006) for a useful description of the journal citation report and the importance of the impact factor in determining a journal's influence in the social work field.

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A Tribute to Arthur Schwartz
Jane Abrams, LCSW, BCD

Dr. Arthur Schwartz gave our cohort a priceless gift. Each week when he met with us for his class on theory, he reminded us that we bring something very unique and valuable to the world of social work scholarship – our experience as clinicians. He believed in us, and in my moments of self-doubt and frustration, I recall his generous and earnest encouragement. He was always eager to read whatever we wrote, even papers we were writing for other classes. He recommended readings and loaned us books and articles. He wanted us to succeed and make the contributions to our field that only scholars with our particular backgrounds can make. Dr. Schwartz understood that there are formidable challenges ahead for the field of social work and that students in the DSW cohorts, because of our grounding in practice, are especially equipped to study and address those challenges.

Throughout his career, Dr. Schwartz made great contributions to the profession of social work as a researcher, writer, educator, colleague and clinician. We were the beneficiaries of his practice wisdom and the breadth of his knowledge, and of his commitment to mentoring social work leaders for the 21st century. Our greatest tribute to him will be to fulfill the promise he saw in us and to become those leaders.

Why a DSW?
Continued from page 1

More to the point, social work as a profession is the last to offer practice-related doctoral education and as such the profession is behind the times. While competing professions such as counseling, psychology, family therapy, education, and even religion have doctoral programs for practitioners (known as Psy.D, Ed.D, or D.Div, respectively), social work as a profession and social workers as practitioners are unable to offer an equivalent outlet. In fact, in many universities in the U.S. and in Europe engineers and pharmacists are engaging in professional (not PhD) doctoral education. The current doctoral programs in social work produce only a fraction of the needed new faculty members in social work. In addition, these graduates rarely are interested or capable to teach the required and elective practice courses. Consequently, most practice instructors are experienced MSW practitioners who lack deep theoretical knowledge. As such, intellectual mediocrity is perpetuated. A successful clinical DSW program will produce a large cadre of practice professors qualified to up the bar in these courses.

Also, social work as a profession is in search of a common body of knowledge. Currently, practitioners borrow knowledge from all social sciences and other disciplines and there is no one clear knowledge-base. Masters in Social Work (MSW) programs provide beginning level education only and there is no avenue for experienced practitioners to acquire a body of knowledge and contribute to its development. Practice-based doctoral education is a first stage towards achieving this goal and the solidification of the profession.

There are other reasons, but these above are the key ones.
I will be delighted to talk about the rationale at length with any one interested in the topic.

PENN Resources at the Click of a Button
Continued from page 2

The PennPortal web page (http://www.upenn.edu/pennportal) bundles together links to important information for students. Log in with your PennKey name and password. If you don't automatically get the “Graduate Students” tab, then click on the “My Tabs” button and add the “Graduate Students” tab from the available tabs.

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PENN Resources at the Click of a Button
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The “Graduate Students” tab provides information specifically for graduate and professional students.

Thinking of buying a new computer? First check out what Penn recommends and will support at http://www.upenn.edu/computing/product/

Having trouble with research or finding a source? Penn’s library offers live chat Monday-Thursday, 9:00 AM – 11:00 PM; Friday, 9:00 AM – 5:00 PM; and Sunday, 6:00 PM – 11:00 PM at http://refchat.library.upenn.edu/

Forget to send that special greeting? Send a Penn E-card which can be found at http://ecard.business-services.upenn.edu/

Staying late on campus? Don’t walk alone, contact http://www.upenn.edu/transportation/ or call 898-ride to access Penn’s transit system or call 898-walk to get a walking escort.

Thinking of what you are going to do with this wonderful DSW when you complete? Visit Penn career services for information on job searching, negotiating salaries, licensing, credentialing and much more at http://www.vpul.upenn.edu/careerservices/sp2/

Finally, check out the Graduate Student Center (http://www.gsc.upenn.edu/) which was established to meet the unique needs of graduate and professional students at Penn. They have developed a Penn Graduate Student Resource Guide which can be accessed at http://www.gsc.upenn.edu/resources/guide/guide.pdf

You pay for these resources and more! When you get a chance, check them out and use them!

Director’s Message
Continued from page 1

The Clinical DSW is a new program at Penn and a new concept for the social work profession. It is the first social work professional practice doctorate of its kind in the country, designed by our faculty to fill a gap between the traditional research-oriented PhD and the needs of the social work practice and teaching worlds. That makes the students who you will read about in these pages pioneers, whose accomplishments and successes will set the standard for future generations of doctoral level practitioners and teachers. I feel honored to accompany them on this pathfinding journey.

DSW Holiday Party

Tracy Griffith, Valerie Dorsey Allen

Angel Hogan, Melissa Kahane, Dr. Lani Nelson-Zlupko, Ginneh Akbar
When developing a journal article, Dixon (2001) poses several fundamental questions that a writer needs to consider in organizing and outlining his or her manuscript. The response to each of these questions may entail a sentence or two, but can be expanded into paragraphs, and these paragraphs, in turn, can be enlarged into section headings. The paper framework can be organized around responses to the following questions:

1. Why did I decide to write the paper?
2. What did I want to achieve?
3. What does the available literature/research say about the topic?
4. What is happening in the work setting in relation to the subject?
5. What is the overall nature of the project/study?
6. What were the methods/approaches used?
7. What is my major finding?
8. What are the lessons for me & others?
9. What do I & others do with this knowledge? (next steps)
10. What are the benefits/significance for patients, practitioners, organizations, researchers, policy makers, others?

This outline can be effectively applied to quantitative and qualitative research studies, as well as clinical case reports. When writing case reports, responses to questions 1, 2 and 5 can serve as the Introduction; responses to 3 and 4 serve as the Literature Review; the Case Illustration can substitute for 6 and 7; and responses to 8, 9, and 10 can be incorporated into the Discussion section which addresses the case findings in relation to the existing literature on the topic. Whether clinical or research-based, most manuscripts include a Conclusion, consisting of a brief summary of the paper and closing remarks.

**Turning Your Dissertation into a Publishable Manuscript**

The first manuscript that doctoral graduates often submit to a professional journal is adapted from their dissertations. There are two basic types of research-based dissertations in social work, quantitative and qualitative. Quantitative research studies are based on a positive paradigm of observable, measurable facts that can be quantified. The process is deductive in nature: the hypothesis/idea is measured, data is gathered, and conclusions are deduced from the data. These studies are guided by the rigors of validity and reliability. By contrast, qualitative research studies are based on an interpretive paradigm of a socially constructed dynamic reality. The process is inductive in nature: The topic is explored, data is gathered, and the hypotheses/ideas are generated from patterns emerging from data. These studies are non-standardized, context sensitive, and are guided by the inevitable subjective perceptions of the researcher. The style and content of quantitative and qualitative manuscripts differ in significant ways. Described below are detailed outlines to aid in preparing both types of research studies for publication (Dixon, 2001).

**Preparing your Quantitative Dissertation for Journal Submission**

*Introduction*—Describe specific, clearly defined objectives and rationale for writing the paper (What prompted you to investigate this topic? What do you hope to achieve?)

*Background/Literature Review*—Describe succinctly the relevant theories, available research, and expert opinion on the subject.

*Design/Methodology*—Describe exactly what you did and how you did it so that the reader could potentially replicate your study (Is the research design appropriate to the question being asked? Is demographic information included in regard to study participants? Are all variables explicitly described? What measures were employed? Describe their psychometric properties).

Continued on page 7
Findings/Results - Describe main findings in tables or figures using appropriate statistical tests

Discussion/Analysis - Describe the salient results in relation to existing studies on the topic (Are the results
generalizable to other populations, settings, times? Are the results described in the context of the study limitations?).

Conclusion/Areas for Future Research - Summary of the work including the benefits for others from the study (Has
anything happened as a result of your work? What are the next steps/future studies you would propose in light of your
findings & study limitations? (Dixon, 2001).

Frequently quantitative research manuscripts are rejected by journals, often for the following reasons: Deficiencies
of Design (selection and other biases; important measures are neglected; design is inadequate to answer the research
question) Deficiencies in Interpretation (data too preliminary or inconclusive; results are statistically significant but
clinically irrelevant; excessive bias in interpretation). Questions about Importance of Research (results unoriginal,
predictable, no longer relevant; few or no clinical implications; topic too specialized) (Kassirer & Campion, 1994).

Preparing your Qualitative Dissertation for Journal Submission

Background - Articulate the purpose of the study (What are you seeking to understand?) Review relevant theoretical
and research literature. Provide succinct and coherent articulation of emic perspective/research approach (local,
idsyncratic content).

Methods - Present sufficient information on data collection process (selection of participants and/or sites, questions
asked, documentation of observations) to allow the reader to assess trustworthiness of the data. Establish dependability/
reliability (triangulation, reflexive journaling, multiple sources). Include self-reflexive description of your role and
perspective as an investigator.

Data Analysis - Describe the inductive approach used in study (how data was organized, synthesized, interpreted).
Allow the reader to determine validity of data through detailed analysis of methodological procedures (links from
codes to categories, subthemes to themes). Use participants actual words, allowing the reader to see the delineation
between the participants’ and researcher’s experience.

Findings - Narrative findings depend on description (excerpts from raw data, using vivid descriptive passages to
illustrate concepts/themes). Demonstrate your attempts to trace the meaning of emerging patterns across all contexts
in which they are embedded, noting perceived limitations. Anticipate reader questions and offer alternative views
(with rationale for why your particular choice was consistent with the data)(Choudhuri, Glaser, & Peregoy, 2004).

Editors and their reviewers who are blind to the author(s) identity often evaluate papers based on the target audience,
the main points of interest to the readers, the rationale for why the target audience needs to read the paper, and the
intended gains from having read the paper. In evaluating manuscripts for the Clinical Social Work Journals, reviewers
are asked to consider the following points when making a decision:

I. Writing Style
   A. Quality of prose (clarity, use of language, consistency)
   B. Organization (logic, clarity, appropriateness, balance, focus)

II. Content
   A. Title of the paper (appropriateness, representation of content)
   B. Interest of the topic (to clinical social work professionals)
   C. Relevance/currency in the field (consonance with social work activities, values, and goals)
D. Evidence of scholarship/clinical proficiency (demonstration of theoretical and clinical knowledge and concepts, use of critical thinking)
E. Coverage of Literature (completeness, appropriateness, authority of sources, acknowledgement of existing literature)

III. Research/Observation/Analysis Methodology
A. If an empirical study: Are research methodology, analysis, and conclusions accurate/appropriate?
B. If a case study/clinical presentation: Are clinical factors sufficiently considered? Are conclusions and generalizations appropriate?

Reviewers can make one of several recommendations: to accept the paper as is, to accept it with minor revisions, to suggest major revisions, to recommend rejection with the possibility of resubmission, and the reject the paper. You can enhance your chances for a favorable review if you follow the same criteria that reviewers use in making a recommendation. Henson (2003, 2005) reminds neophyte writers not to get discouraged as rejection rates are generally high, but editors often suggest resubmission with revisions. He suggests communicating with the editor about potential interest in the topic and considering theme-related issues which have less competition. Also, knowing the scholarship of the key players involved in the journal (those listed on the mast head) can give you a sense of the theoretical and philosophical thrust of the journal. Ask yourself if this is the discourse community you want to join. If not, there are many opportunities, many communities to consider on your journey as a writer.

References


A Special Thank You To Angel Hogan
Cynthia Closs on Behalf of the DSW Students

From the time Angel Hogan first began her work with the DSW program, she has been an integral part of making our classroom experience as organized and seamless as possible. From her quick resolution of technical difficulties to organizing defense proposals, Angel's sensible and composed approach to rectifying DSW crises is enormously reassuring. Angel is hardworking, reliable, consistent and attentive and there seems to be no issue too big or small she's not willing to tackle until it is resolved. Oh! And did I mention that Angel ensures we are fed every time we have class?! Thank you Angel for all your help these past two years! You have been an invaluable asset in our program's success.
Meet Our Doctorate in Clinical Social Work Students

Second Year Cohort

Jane Abrams earned her Bachelor of Arts in Social Work at Antioch University and her Masters in Social Work at Simmons College School of Social Work. She is a licensed clinical social worker and maintains a private psychotherapy practice in Center City Philadelphia, where she treats adults - individuals and couples - and supervises clinicians.

Dissertation topic: How Married Couples Perceive and Repair Breaks in Connection

Valerie Dorsey Allen received a Bachelor Degree in Criminology from the Indiana University of Pennsylvania and a Master of Social Work degree from The University of Pennsylvania. She is a licensed social worker currently employed as the Director of the African-American Resource Center at the University of Pennsylvania.

Dissertation topic: Educational Entertainment as an Intervention with Adolescents Exposed to Community Violence

Danna Bodenheimer received a B.A. at Smith College, a post-baccalaureate degree in Psychology from Columbia University, and Master’s in Social Work degree from Smith College School for Social Work. Danna is a licensed social worker in private practice. Her clinical experience includes helping people overcome addiction, exploring trauma, and providing support to individuals going through the often lengthy coming-out process.

Dissertation Topic: Exploring Non-Erotic Love in the Psychotherapeutic Dyad

Cynthia Closs received her B.A. in Psychology from Temple University and her Masters in Social Service from Bryn Mawr College. She is a practicing, licensed clinical social worker at the Mazzoni Center and The Attic Youth Center. Cynthia completed post graduate training at the Gestalt Institute of Philadelphia and has completed EMDR training.

Dissertation topic: The Effects of Oppression on Queer Adolescent Attachment

Lloyd Gestoso received a Bachelor of Science in Bible and a Bachelor of Social Work from Philadelphia Biblical University, where he currently serves as associate professor and chair of the Department of Social Work. Additionally, he has earned a Master of Social Work from the University of Pennsylvania. Lloyd is also a social services consultant and serves on local and international boards.

Dissertation Topic: Religious Conviction as Motivation for the Vocational Choice of Social Work at Faith-Based and State Universities

Tracy Griffith received a Bachelor’s degree from Ouachita Baptist University, a Master of Science in Gerontology degree from Baylor University, and a Master of Social Service degree from Bryn Mawr College. He is a licensed clinical social worker and currently works at the Hospital of the University of Pennsylvania as the Team Leader for Medicine Services. His research interests are mental health and hospital social work practice.

MaryAnn A. Groncki received Bachelor degrees in Psychology and English from the University of Scranton and a Master of Social Work degree from the University of Pennsylvania. She completed post graduate training (2000) in the Adult Psychodynamic Psychotherapy Program at the Psychoanalytic Center of Philadelphia. MaryAnn is a licensed clinical social worker and psychotherapist in private practice in Paoli, PA where she treats older adolescents and adults and provides clinical supervision.

Dissertation topic: A Comparative Study of Adopted and Nonadopted Women's Attachment within Romantic Relationships

Laura Kotler-Klein received her BA from University of Pennsylvania and her MSS from Columbia University. Currently she works at the Hospital of the University of Pennsylvania as the social worker for the liver transplant service. Her interests involve living donors for organ transplantation, the family dynamics of living organ donation including coercion, and the ethical aspects of living donation.
Meet Our Doctorate in Clinical Social Work Students

Second Year Cohort

Jack B. Lewis, Jr. earned his B.A. in Psychology from the Johns Hopkins University and a M.S.W. from the University of Pennsylvania School of Social Work. He is a licensed clinical social worker and is currently employed as the Director of the Office of Diversity and Community Outreach at the University of Pennsylvania School of Medicine.

Dissertation topic: A Meta Analysis of Outcome Measures Utilized by Graduate Schools of Social Work to Assess Student’s Development of Cultural Competence

Nicole Saint-Louis received her Bachelor of Science degree in Psychology at the University of Scranton and her Master of Social Work degree from the University of Pennsylvania. She received training in Narrative Medicine at Columbia University and is a member of the interdisciplinary Narrative Professionalism Committee at the Hospital of UPENN. She has been working at the Hospital of the University of Pennsylvania for the past 10 years. Her research interests are varied, however her dissertation topic focuses on the use of narrative interventions with oncology professionals.

Margaret M. Preston received her Bachelor degree in Social Work from College Misericordia and her Masters in Social Work from Marywood University. She completed post graduate training in cognitive behavioral therapy, dialectical behavioral therapy and critical incident stress debriefing. She is a licensed clinical social worker, a Diplomat with the National Association of Social Workers, and owner of Perfect Perceptions, LLC., where she provides psychotherapy, image-consulting, seminars and workshops related to self-esteem improvement and appearance related disorders.

Dissertation topic: Cosmetic and Grooming Behaviors Related to Perception of Self in Women with Breast Cancer: Exploring the Benefits of a “Look Good ...Feel Better” Workshop

Heather Sheaffer received her Bachelor of Social Work degree from Temple University and Master of Social Service degree from Bryn Mawr College. She is a licensed clinical social worker currently employed as Team Leader in the Department of Clinical Resource Management and Social Work at the University of Pennsylvania Medical Center. Her primary research interest and dissertation topic is the experience of families of patients during the intensive care stay.

Eric Stein received a B.A. in English from Oberlin College and Master of Social Work degree from the University of Pennsylvania. He is a licensed social worker currently employed as a therapist at NHS Human Services. His practice and research interests include adult mental health and co-occurring services for marginalized and oppressed populations and the organizational social context of community mental health services.

Kielty Turner received a Bachelor of Science degree from Fordham University, a Master of Social Work degree from Adelphi University and a Master of Arts degree in psychology from Marist College. As a licensed clinical social worker, she has worked extensively in the prevention and treatment of chemical dependency as well as in the promotion of mental health with children and adults. She is researching the effects of mindfulness skills training programs on the development of qualities such as attunement and empathy in social workers and clients.

First Year Cohort

Annapoorna Ayyagari, LSW earned her Master's of Science in Social Work from University of Tennessee. She has worked with both children and adults in various community mental health settings. Her current research interest is countertransference between paraprofessionals and patients in residential substance abuse treatment settings.

Guia Calicdan-Apostle received her Bachelor's Degree in Social Work at Philippine School of Social Work, Philippine Women's University and her Master of Science in Social Work at Asian Social Institute. A certified School Social Worker, she works in a K-8 school while also functioning as the school's Intervention and Referral Services Team Leader, 504 Plan and Affirmative Action Officer.
Meet Our Doctorate in Clinical Social Work Students

First Year Cohort

Dissertation Topic: Baha’i, Buddhist, Hindu, and Muslim Social Workers’ Attitudes about the Role of Spirituality in Social Work Practice

Mery Diaz, LMSW, LCSW, received a Bachelor’s Degree in Psychology from New York University, Master’s Degree in Social Work from Yeshiva University, and a Post-Masters Degree in Advance Clinical Practice with Adolescents from New York University. Mery is currently working as a Social Work Consultant mentoring and training school social workers and other school staff, and implementing systems that transform challenging schools. Her research interest include: school social work, access to mental health services for minority children, and clinical practice with adolescents.

Erica Danya Goldblatt, MSW, LICSW, MBE is the co-founder of Jessica and Jake’s Place (JJP), a budding non-profit organization in Washington, DC, dedicated to providing adolescent siblings of pediatric cancer patients with positive social outlets for emotional and creative expression. She is also a creative consultant for the Minneapolis, MN-based childhood cancer non-profit, The BrainCandy Project.

Margo Hendrickson, LCSW, CCDP is a faculty member and clinical supervisor at the University of Pennsylvania’s Treatment Research Center. Margo is a Motivational Interviewing Network Trainer and a wellness coach and maintains a private practice, Counseling for Change, in West Chester.

Kate Ledwith earned her Bachelor of Arts in sociology at Tulane University, and her Master of Social Work at the University of Pennsylvania. She is a licensed clinical social worker, and is currently employed at PENN Behavioral Health as a psychotherapist in the employee assistance program. Her interests are in attachment styles and termination experiences in psychotherapy.

Charisse E. Marshall, MSW, LCSW is employed by the State University of New York -Downstate Medical Center of Brooklyn as an Emergency Room Social Worker. Charisse is interested in studying the “client-clinician” relationship with non-compliant dialysis patients.

Jennifer Plumb earned her Bachelor’s of Social Work from Temple University and her Master’s in Social Work at the University of Pennsylvania. She is a licensed social worker at The Children’s Hospital of Philadelphia in the Division of Child Development, Rehabilitation and Metabolic Disease with The Regional Autism Center. Her research interest is in family resilience.

DSW Student News

Danna Bodenheimer, MSW, LSW - second year DSW student - is currently co-teaching Mental Health Diagnostics with Dr. Hartocollis at The University of Pennsylvania School of Social Policy & Practice. She is also teaching Violence and Abuse in Childhood at Rutgers-Camden School of Social Work.

Cynthia Closs, MSS, LCSW – second year DSW student - recently began a new position providing the clinical supervision for a newly SAMHSA funded addiction treatment program serving the queer community. She guest lectured on clinical work with transfolks to two University of Pennsylvania MSW classes. Cynthia is providing clinical consultation for a CHOP study focusing on the repairment of attachment between queer identified adolescents and their primary attachment figures and will be lecturing about addiction issues to CHOP adolescent medicine fellows.

Lloyd Gestoso, MSW - second year DSW Student - is leading his faculty in completing the self-study document for CSWE at Philadelphia Biblical University where he serves as the Chair of the baccalaureate social work program.
Erica Danya Goldblatt, MSW, LICSW, MBE – first year DSW student – presented Grief, Loss, and Trauma in Early Childhood: What Mental Health Providers Need to Know at the Maryland Association of Resources for Family and Youth 28th Annual Conference this past November in Ocean City, MD. She is also the co-author of a future publication titled: Family Informed Trauma Treatment Model Manual (University of Maryland, 2009).

Jack Lewis, MSW, LCSW - second year DSW student - is teaching Understanding Social Change: Issues of Race & Gender at The University of Pennsylvania School of Social Policy & Practice.

Nicolle Saint-Louis, MSW, LSW - second year DSW student – is teaching Clinical Practice II at Temple University School of Social Administration. Nicolle also recently co-authored a journal article, Exploring the Personal Reality of Disability and Recovery: A Tool for Empowering the Rehabilitation Process, featured in Qualitative Health Research, Jan 2008; vol. 18: pp. 90 - 105. Nicolle has most recently been acting as a peer reviewer for the journal, Qualitative Health Research. She was also asked to apply for two separate NIH grants with a colleague from the bioethics department at Penn based on interest in her dissertation topic.

Charisse E. Marshall, MSW, LCSW – first year DSW student - was one of the ten recipients of the “Extra Special Pearl” Award in February, 2009 from The Cluster III Council of Alpha Kappa Alpha Sorority, Incorporated during the Sorority's 2009 Founder’s Day Celebration.

Heather Sheaffer, MSS, LCSW - second year DSW student - taught the course Social Work & Ethics in the Health Care Setting (The University of Pennsylvania School of Social Policy & Practice - Continuing Education & Professional Development) in February, 2009. The course addressed the ethics of access to healthcare.
