



School of Social Policy & Practice

# The Clinician

The University of Pennsylvania DSW Student Publication

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## Director's Message



Lina Hartocollis, PhD  
Associate Dean for Student Affairs  
Director of Clinical DSW Program

When our faculty decided to reinvent the DSW as a practice doctorate, they set four goals for the program: 1) develop new clinical knowledge; 2) enhance the quality of social work practitioners; 3) prepare people to teach practice; and 4) enhance the status of professional social work. With our first class of DSW students poised to graduate in May, this is a good time to take stock and evaluate where we are in terms of reaching these goals.

So how are we doing?

Developing new clinical knowledge... The evidence suggests we're doing well. Our students are already making valuable contributions to the social work knowledge base; producing timely and relevant dissertations, submitting articles for publication in the clinical literature (two have been published and several more are in various stages of the publication process), and presenting at professional conferences. If I could list here all of the completed or near completed dissertations, I would; but a sampling tells the story: "The Promotion of Successful Aging through Mindfulness Skills Training;" "The Effects of Oppression on Queer Adolescent Attachment;"

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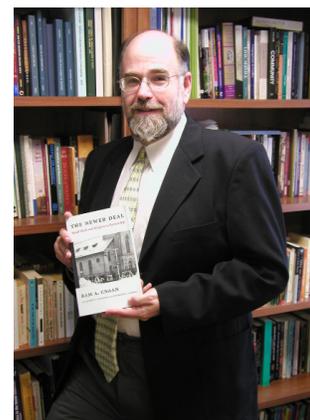
Associate Dean for Research and Doctoral Education

I am writing this short column as one student has already defended her dissertation and three others have scheduled dates to defend their dissertation. Better yet, one second year student successfully defended her dissertation proposal. I anticipate more to follow suit in the coming weeks. There is an end in sight for the first cohort. The first cohort produced the results we prayed for.

This cohort went blind-folded after an idea that was ingenious yet heuristic. We knew that social work needed such a program and we knew that it was doable. But we also knew that we were experimenting. The level of stress among the students, faculty, and administration was high. What if it fails? What if we ask for too much or too little? What if the content will be too simplistic? What if the monthly modules will not produce the level of work required for a doctoral program? What if students drop out?

We had many nightmares and day worries about the program. Now, knowing that students are graduating and quality dissertations are defended makes it all worthwhile. The cohorts that are following may face the same doubts, but they have a model to follow. From now on we may tweak the program, but the

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## Executive Editor Note

MaryAnn A. Groncki, MSW, LCSW  
Doctoral Candidate

On a warm and sunny afternoon in September, 2007, I walked into the first class of the DSW program unsure of what to expect for the next three years. I was filled with an excitement that I'm sure I could not hide from my cohort mates. I could have never imagined that the next three years would bring with it so many wonderful educational, extracurricular, and interpersonal experiences.

One of those exciting and enriching experiences was the creation and publication of our student-run newsletter, *The Clinician*. I remember the discussions with my cohort regarding the need for a venue that would display the clinical and academic accomplishments of the Clinical Doctor of Social Work students. They agreed, an idea was born, and as you can see our efforts were realized beyond our wildest dreams.

The overall vision for *The Clinician* was to provide the vehicle for DSW students to highlight our academic and professional achievements as advanced students and established clinicians in the field of clinical social work. Most importantly, it was our hope that the newsletter would become a source of pride and a unifying factor for the DSW student body. I can say with great pride that we have accomplished meeting that vision because of the combined efforts of the now three DSW cohorts.

As my time as Executive Editor is approaching an end, I have been reflecting on the past while also looking forward to the future. I leave my cohort's legacy, this newsletter, in capable hands. This upcoming May, Ginneh Akbar will become the next Executive Editor and Erica Danya Goldblatt will become the next Assistant Editor of *The Clinician*. I am confident that Ginneh and Erica will continue to build upon the established foundation and take the newsletter to the next level.

I would like to take this opportunity to say that it has been an honor and privilege to have been the Executive Editor of *The Clinician*. I would like to thank Dr. Lina Hartocollis for her continuing support of our newsletter. Thank you also to Dr. Ram Cnaan for his willingness to contribute to each edition of our newsletter. To the Assistant Editor (and my cohort mate), Nicole Saint-Louis, I send many thanks. I cannot thank her enough for her willingness to join with me on working on the newsletter. Thank you also to the Editorial Group - Ginneh, Erica, and Lois - for their dedication and hard work. Thank you to Angel Hogan for her consistent help. To all who have contributed articles for publication in the newsletter, thank you! Finally, I would like to thank my cohort, the graduating Clinical Doctor of Social Work class of 2010. *The Clinician* would not have been a reality without your encouragement and support. I'm looking forward to walking down Locust Walk with you on May 17th, 2010!

## Clinicians Teaching

Danna Bodenheimer, MSW, LSW  
Doctoral Candidate

I am a member of the first DSW cohort of this clinical program. This upcoming May, we will be the first graduating Clinical Doctor of Social Work cohort. It is a tremendous academic achievement and also speaks to the tenacity of this cohort. This group that I am a part of is nothing short of impressive. I don't mean to toot my own horn, but I think it valuable to point out the amazing strength of these graduating clinicians. All of the members of this program are either in leadership positions within agencies, hospitals or universities or are managing full-time private practices. The reciprocity that has occurred between the professionals in these diverse settings and the classroom created a constant, thriving dialogue about the field of Social Work and the impact that we want to have on it as a whole.

It seems that there has been a shared sense of curiosity and mystification about how we, as clinicians, can become a stable part of the academy. While this curiosity may seem selfishly driven by our desire to find doctoral level jobs, I have witnessed another side of this search. For however eager we have been to identify our role in academic settings, MSW students seem congruently eager to have practitioners educating them.

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## Clinicians Teaching

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As an adjunct faculty member and a private practice clinician, I find the symbiosis between these two positions is personally fulfilling and professionally inspiring. The issue, unfortunately, is that to truly be immersed in either practice or academia it is nearly impossible to not sacrifice one for the other. The pressures of tenure track positions make attending to a full practice untenable. While, on the other hand, the multiple elements of sustaining a successful full-time clinical job or private practice and teaching can be a surefire route towards professional burnout.

My cohort recently had a class with Dr. Nancy McWilliams, the author of the beloved *Psychoanalytic Diagnosis*. She explained her unique role at Rutgers University's Psy.D. program. Beginning in 1981 the school recognized a need for the sharing of practice wisdom and experience with the student body. They became invested in filling this need through the creation of a "visiting scholar" program. This means that Dr. McWilliams is able to work at the University, consistently, for one day a week. She has remained a "visiting" scholar for the past 28 years while able to maintain a commitment to writing and her private practice work. Her role at the University is secure and consistent.

This type of stability within the University setting is unique without the tenure track security. While adjunct faculty positions lend us temporary access to Universities, we cannot establish a reliable voice and presence over time in this capacity. The students of the DSW program, as a whole, would love to see some sort of middle ground that speaks to the need for clinical savvy as a teaching value in MSW programs. As professionals we have something valuable to share and our students know it.

I am writing to encourage you to join in the effort to build sustainable relationships between local MSW programs and clinicians. We are operating in a locale that is perfect to begin this effort. We have excellent MSW programs, eager students, and a city that requires the highest level of effective clinical social work. A first step might be to collectively lobby the Deans of local schools (including this one) to take us seriously as potential faculty. This would require a surrendering of a singular focus on research in favor of broadening understanding of what renders a social worker "qualified" to teach. Another step is by introducing Continuing Education Programs, co-created between the DSW students and local Universities. The possibilities for building this academic-clinical coalition are multiple and exciting. And, relationship building is certainly our forte.

I encourage you to teach and to begin to inundate our Universities with the talent that defines our clinical work. I also encourage you to organize, with me, in whatever capacity feels appropriate to render this possible.

A special thank you to The Pennsylvania Society for Clinical Social Work (PSCSW) for giving us permission to revise and reprint this article in *The Clinician*. The original article was published in the Fall, 2009 edition of *The Clinical Voice*, the PSCSW newsletter.

## Social Work and Bioethics: An Integrative Approach

Erica Danya Goldblatt, MSW, MBE  
2nd Year DSW Student

Bioethics may be defined as the study of ethical controversies that arise due to increasing advances in the medical field (Jonson, 1998). My own bioethics consultation experience is limited to practice in hospital settings. Throughout my experience in clinical ethics, my social work skills have proven invaluable. The skills so useful in social work practice also assist me in clinical bioethics consultation. Just as a doctor on the consultation team brings his knowledge of medicine to the service, I employ my expertise in social work to help analyze a complex case.

During the ethics consultation process, while acknowledging ethical theory and the importance of autonomy, beneficence, justice, and nonmaleficence (Beauchamp & Childress, 2001), I employ the following social work skills:

**Be culturally competent.** Patients are diverse. Some populations may be more skeptical of institutional medical interventions. For example, the infamous forty-year Tuskegee Syphilis Study reflects an example of how African

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# Rethinking the Therapeutic Milieu: The Women's Collaborative Circle

Carly Goldberg, MSW, LCSW

1st Year DSW Student

After reading about the Congressional debate on health care reform, I was struck by the discussions regarding women's health. Some would argue that we live in a post-feminist era and need not be concerned with or pay attention to women's rights. However, women continue to be shaped by the decisions and laws that are influenced by a male-oriented culture. The decisions and laws often perpetuate women's silent feelings of inadequacy, shame, fear, ambivalence, and failure.

The Women's Liberation Movement of the 1960's recognized this paradigm and led Carol Hanisch to pen the popular adage "the personal is political" in her 1969 essay of the same name. Hanisch speaks about the act of consciousness-raising, not as therapy, but as a means to inform women that their personal problems are political. While this sentiment helps us understand how the larger community that we live in impacts our daily actions and inner-selves, without addressing the personal there exists no good way to work through the effects of the political.

As a social worker and a woman, I felt driven to organize a place that women could freely share and receive feedback from one another. The creation of the Women's Collaborative Circle was heavily influenced by the spirit of feminism along with psychodynamic theories and social work core values. My belief is that women are in need of a safe space that empowers them to explore different methods of self-care. The Women's Collaborative Circle seeks to provide, support and exchange information. Through personal and collective empowerment there is the ability to create change. It is my hope that women from all walks of life will collaborate and utilize this and other social networking technologies to speak their mind and in turn have their voices heard.

## The Center for Teaching and Learning at Penn: CTL Teaching Certificate

Rosemary Frasso, MS, MSPH, CPH

Doctoral Candidate

Graduate Teaching Fellow - Center for Teaching & Learning

The Center for Teaching and Learning at Penn helps standing faculty, adjunct faculty and doctoral students serving as TAs or lecturers develop and improve their teaching. It promotes valuable conversations about teaching among those groups as a way to enhance the quality of education at Penn. By fostering discussions about teaching, CTL encourages instructors to reflect on their own practices, to gain new insights, and to learn new ideas and strategies from each other.

CTL's competitive Graduate Fellowship for Teaching Excellence recognizes graduate students who share the Center's interest in pedagogy. The CTL fellows organize and lead informal discussions on teaching-related topics. Additionally, the fellows serve as resources for PhD and DSW students on teaching issues. Each fellow organizes a series of CTL workshops within their departments. These workshops focus on the needs of students who are TAing, teaching or planning to teach in the future. The goal is to foster discussions between faculty and students about teaching and to help doctoral students develop their teaching skills.

As many of you know I am a PhD candidate in SP2 and one of this year's teaching fellows. I am coordinating a series of teaching workshops in our department. Additionally, I will serve as a resource to both DSW and PhD students who are teaching/TAing now or planning to do so in the future. I can be reached via email at [rofrasso@sp2.upenn.edu](mailto:rofrasso@sp2.upenn.edu) and by phone at 215-898-2506.

CTL also offers graduate students at Penn the CTL Teaching Certificate, which indicates a graduate student's interest in teaching beyond what is required by their department. Graduate students who wish to earn the certificate take part in a series of workshops and formal conversations about teaching. In addition, they reflect on their own

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## DSW Holiday Party December, 2009



## DSW Class of 2010

Left to Right:  
Margaret Preston, Kielty Turner, Nicole Saint-Louis,  
Tracy Griffith, Cynthia Closs, Danna Bodenheimer,  
Laura Kotler-Klein, Jack Lewis, Lloyd Gestoso,  
Jane Abrams, Eric Stein, Heather Sheaffer,  
MaryAnn Groncki & Valerie Allen

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# The Center for Teaching and Learning at Penn: CTL Teaching Certificate

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teaching with a fellow from the Center for Teaching and Learning who has observed them in the classroom. The certificate contains four components.

1.) Pedagogical Discussion and Training: Participants must complete five CTL-approved teaching workshops. CTL-approved semester-long programs may be substituted for three of the five training workshops. Training workshops are organized by fellows across the university. Students are invited and encouraged to attend workshops organized by CTL fellows in any department as well as university wide workshops held in the CTL. See the CTL webpage for schedules and details ([www.sas.upenn.edu/ctl/grad/grad\\_workshops.html](http://www.sas.upenn.edu/ctl/grad/grad_workshops.html)).

2.) Teaching Experience: Participants must complete at least two semesters as a teaching assistant or instructor.

3.) Observation and Review: Participants must have a full teaching session observed and reviewed by a member of the CTL staff.

4.) Teaching Philosophy: Participants must develop a statement of teaching philosophy and discuss it in a CTL session culminating the certificate program. We hold three of these sessions a year. One takes place in the middle of the Fall semester and another two sessions take place in the Spring semester. Once a participant has completed all the requirements, he or she will be invited to the workshop.

There will be four CTL workshops held in SP2 this spring and a host of others across the university. Please visit the CTL web site for more information <http://www.sas.upenn.edu/ctl/>.

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

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basic design is in motion. Future cohorts will have to look at the cohorts ahead of them and say: “No reason to panic; if they did it, so will we.”

Dr. Lina Hartocollis and the advisory board of the program deserve special thanks for making it happen. The amount of work that Lina put into the program and her vision as to how to make it real was amazing. She gave her heart and soul to make the DSW a reality. She came up with the idea of the monthly modules and carefully selected the instructors. The fact that many, if not all, of the first cohort will walk in May graduation is in large part due to Lina's hard work. On my behalf, and I am sure that on behalf of all of you, I want to thank her for carrying the program on her shoulders. I also want to thank Angel for being there for all of us and truly caring for the success of the program and each student's success.

As for myself, I enjoyed working with the first cohort on their dissertations. At times, I was more of a group therapist than a professor but it was part of our joint learning and growth. I learned new social work theories and areas of practice, but most of all I felt that I am helping social work knowledge to be generated. And generating new social work knowledge and helping new professional leaders to emerge were and are my main reasons for wanting the program. The experience was so good that I plan to repeat it in the near future. And I believe that this is the best testimony that together, we made it.

## Director's Message

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“Educational Entertainment as an Intervention with Black Adolescents Exposed to Community Violence;” “A Comparative Study of Adopted and Nonadopted Women's Attachment within Romantic Relationships;” and “The Unmet Needs of Family Members of Patients in the ICU and Implications for Social Work Practice”.

Enhancing the quality of social work practitioners... Preliminary feedback from student evaluations of courses, instructor evaluations of students, and informal student and faculty reviews indicates that we are also in good shape with regard to this second goal. Intensive coursework taught by renowned faculty from across the country

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## Director's Message

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has immersed students in cutting edge knowledge about relational theory, CBT, psychodynamic diagnosis, trauma theory and interventions, organizational trauma, ethics and end of life care issues, and culturally sensitive clinical practice, to name but a few. As one student recently said, "I find myself thinking in a larger, out of the box way... it's helped take me to a new level in my work."

Preparing practice professors... Not everyone pursuing the Clinical DSW wants to pursue a career in teaching and/or clinical research, but a majority of students currently in the program have expressed a desire to do some combination of practice, teaching and clinical research when they graduate. In addition to the coursework on research and teaching, and the modeling of good teaching by DSW faculty, most of our graduating students have had at least one opportunity in the classroom as either a TA or instructor. One of these students has already been offered a full-time faculty position at a local University.

Enhancing the status of professional social work... Though the jury's still out on this one, we have a head start simply because the salutation "Doctor" in front of someone's name confers status. So as Penn's Doctors of Social Work begin to populate the practice world (perhaps joined in the not so distant future by social work doctors from other schools) it stands to reason that the profession as a whole will experience a bump in status. This is all the more likely if the social work "Doctors" are as accomplished and impressive as Penn's first graduating DSW class has proven themselves to be.

## Social Work and Bioethics: An Integrative Approach

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Americans may be distrustful of institutional medicine and public health. However, Gamble (1997) argues that African Americans' "fears about exploitation by the medical profession date back to the antebellum period and the use of slaves and free black people as subjects for dissection and medical experimentation" (Gamble, 1997, 1773). The clinical ethicist and social worker must acknowledge the broader social and historical contextual factors that might influence the patient's views about the care they are receiving.

**Don't just treat the patient.** The social worker's role is to complete a biopsychosocial assessment. Furthermore, a clinical bioethicist should know what family support exists for the patient. How will both patient and family quality of life be affected by the decision being made? The definition of family is important to both social work and bioethics.

**Know your terminology.** For example, in pediatrics, "assent" and "consent" are different, but important terms (Broome, 1999). A child cannot consent to treatment but should understand the invasive measures doctors are enacting. The ethicist should be able to participate in this discussion with committee members on a high level, and family members on a lay level.

**Remember that you are making recommendations.** Clinical ethicists carefully weigh all the options to provide treatment recommendations, not orders. The ruling of the ethics panel is not law but an important step in determining how to best treat the patient. The input of the ethics team is important but is not always followed.

**Think evidence-based.** Read up on your population and seminal cases. Always support your decisions with research. Your ability to cite supporting literature in your recommendations adds fuel to your argument. Just as in social work, there are numerous perspectives. Be prepared to examine the issue from a variety of standpoints.

Social work skills enhance bioethics practice. Social workers consider the entire experience of a patient and family in ethics consultation. While a Master of Bioethics degree provides a deeper understanding of the ethical theories needed to provide an informed recommendation, the skills learned in social work provide the baseline for communication and joining with patients, families, and interdisciplinary teams in a hospital environment.

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## Reflections of the First DSW Cohort (2007-2010)

In reflecting on my experiences as a member of the first cohort of the DSW program at SP2, I can report that I have fulfilled the personal goals that motivated me to embark on this endeavor. I have had the opportunity to revisit and study in depth the theories that have informed my clinical practice for the past 25 years. I have learned how to do scholarly research, write an article that applies theory to practice and have it published in a peer-reviewed journal. As I work on my dissertation, I am engaging in all aspects of executing a qualitative research study using grounded theory methodology. Moreover, I have become a more well rounded professional in that I have a more comprehensive knowledge of my field and am a more educated consumer of relevant research. Perhaps most importantly, I have experienced unanticipated personal growth as I have taken on the myriad challenges of this program, and had the privilege of doing so with a cohort of exceptional colleagues.

Jane Abrams

Growth is what happens in the tension between what we don't know and what we know (J. Fantuzzo). Being "between" is always hard. Not knowing how I fit in, not being confident in my ability to finish what I started and questioning if I made the right decisions all make me feel "between". I have felt this tension quite a bit over the last 2 ½ years! If that is where growth is than I think I have grown a lot! I take with me more knowledge, additional friends & colleagues and a greater sense of my professional self and personal fortitude. I am a Social Worker who has been shaped by the Master Potter to do a great work! I thank God for my family, friends, cohort, and professors who God used to help give me a depth of understanding of who I am and why I am here.

Valerie Allen

When I entered the DSW program it was with the hope of deepening my clinical skills and enhancing my possibilities for teaching. What I didn't expect was that I would fall in love. I have fallen in love with teaching. This is a direct result of the opportunities that SP2 has provided me these past few years. The support of my professors, particularly Jeff, Ram, and Lina, is unparalleled by any University. Thank you to Kira and Nate, the loves of my life.

Danna Bodenheimer

My DSW experience can be described with one name: Ram Cnaan. Without his blunt feedback paired with constant encouragement and support, I would not have laughed as much or been so close to defending my dissertation. I am truly indebted and will forever feel honored, grateful, and thankful to have had him as my dissertation chair.

Cynthia Closs

Pure social work allows humanity to embrace its divine, yet broken nature, through unconditional relationship and community. The Doctor of Social Work is an attempt to identify the latest science, yet refuse to allow human beings to be limited by it. We are called to pursue justice and love, continually and simultaneously within individual, group, and community dynamics. May a holistic social work emerge that unites the clinician with the organizer to amplify justice and the dignity in all people. Thank you to my professors, my sending university - PBU, my outstanding cohort friends, my children Zoe Mei and Elijah Li, my wife Amy who grants me grace and love, and Jesus who sustains me daily to be His servant.

Lloyd Gestoso

Throughout this DSW journey, I have experienced both personal and professional growth. I consider it an honor to have had the opportunity to get to know and work together with each of my fellow DSW cohort mates. Because of the guidance and support of my dissertation chair (Dr. Ram Cnaan), the dedication of the administration (led by Dr. Lina Hartocollis), and the enthusiasm of the professors who have shared their expertise and vast knowledge base, I am confident that the next phase of my clinical social work career will be a professionally and personally fulfilling one.

MaryAnn A. Groncki

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## Reflections of the First DSW Cohort (2007-2010)

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The DSW program has been meaningful for me both academically and in terms of personal achievement. Given the opportunity to study with experts in their fields as well as learning from the impressive cohort, I find that my inner (and hopefully external!) horizons have expanded. The DSW has been a further investment in the field that has deepened my appreciation for all the diverse aspects of social work.

Laura Kotler-Klein

In reflecting back upon my experiences in the DSW program my main take away has been that I truly learned how awesome God is. I honestly believe that without Him I could have never made it through this program. My second take away is that I am truly in awe of every single member of this cohort. Each of us are unique and talented professional social workers and true trail-blazers. It has been a pleasure going through this experience with each of them.

Jack B. Lewis, Jr.

My experience in the DSW program was bittersweet. I learned about social work, more importantly, I learned about "social workers". I learned that there is a camera above our mailboxes which monitors the activity below. As a social worker, I'd like to imagine what it would be like if there was a camera above our lives that monitored our interactions with our peers, our clients, and even ourselves. Some students believe that the title "Doctor" magically brings with it respect. I believe that respect comes from integrity, requiring no title for it to shine. My take away message: The integrity of the upright will guide them..... -Proverbs11:3

Margaret Preston

As we enter the final phase of this DSW program, I am filled with appreciation for the guidance and wisdom of Ram Cnaan my intrepid dissertation chair, for the tutelage of Jerri Bourjolly, the insights of Rita Charon at Columbia, for each of the distinguished professors that shared their insights and experience, for the contributions of SP2 faculty and administration, especially Lina Hartocollis who worked tirelessly to assure the best possible educational experience, to Angel Hogan for her amazing support and kindness, and for each of my fellow cohort mates--it has been a privilege and an honor to share this DSW journey with you and lastly, to my incredible husband for his unconditional love, support and prayers.

Nicole Saint-Louis

It's hard to reflect on my experience over the last three years without sounding too corny or sentimental but I will do so regardless! The DSW program has taught me that I have so much more to learn - my eyes have been reopened to the vastness of social work and the infinite knowledge yet to be discovered. I have learned that whether we call someone a patient or a client, there is so much we can learn from one another if we are open to that learning. I learned that I, and my cohort-mates, are capable accomplishing feats we never imagined possible like working 50+ hours a week while taking classes and writing a dissertation. And finally, I learned that graduating with the DSW isn't the end of a journey but merely the beginning.

Heather Sheaffer

The DSW program has been one of the richest and most rewarding learning experiences. Penn faculty and visiting faculty have been masterful in their ability to articulate their areas of expertise, to provide powerful case examples and respond sagely to cohort member case presentations, and to offer deep insights into issues related to social work practice and social change. Cohort members have been brilliant, engaging, supportive, challenging, open-minded, willing to take risks, and friendly. I am so happy to have been a part of the program and am ecstatic that this kind of academic experience exists for seasoned social work professionals. The field of social work is better for it.

Eric Stein

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# Reflections of the First DSW Cohort (2007-2010)

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Penn's DSW program has provided me with the scholarly foundation to take my clinical expertise to the next level. My cohort and the professors have challenged me, broadening my understanding of social work as an art and a science. All of these experiences will inform and enrich my work as an educator of future social workers.

Kielty Turner

## DSW Student News

Guia Calicdan-Apostle, MSSW, Cert. in School Social Work - second year student - presented a paper on "Spirituality and Religion in Psychotherapy", at the 2009 Mid-Atlantic Regional Meeting of the Society for Psychotherapy Research conference at the University of Pennsylvania Medical Center. Guia proposed a study on religious motivation and the use of spiritually-motivated interventions by mental health practitioners who belong to a lesser known religion, The Baha'i Faith.

Cynthia Closs, LCSW – doctoral candidate - is a co-instructor for the Mental Health Diagnosis class at the University of Pennsylvania School of Social Policy and Practice.

Michael M. Crocker, MA, LCSW – first year student - is teaching a course on Process Addictions for the Gay and Lesbian Affirmative Psychotherapy Program which is a division of the Institute for Contemporary Psychotherapy in New York City. The course focuses on the assessment and treatment of process addictions which includes sexual compulsivity as well as other behavioral forms of addictive acting out.

Lloyd Gestoso, MSW – doctoral candidate – is facilitating the CSWE reaffirmation self-study process for the Bachelor of Social Work Program at Philadelphia Biblical University.

Erica Goldblatt, MSW, MBE - second year student - was a guest lecturer for the Council of Nephrology Social Workers in New Haven, CT. She discussed the intersection of clinical ethics and social work, the role of energy healing (reiki) in patient care, and work with combat veterans and their families.

Charisse E. Marshall, LCSW, - second year student - was pictured in the Amsterdam News Newspaper (NYC), a periodical which highlights the issues of African American Culture. Charisse was featured due to her involvement as a guest speaker for the Mott Hall High School Rites of Passage Program.

Margaret M. Preston, LCSW – doctoral candidate – will have her review of the book *Mindfulness and Social Work* published within the next year in the journal *Best Practices in Mental Health*.

Eric Stein, LSW - doctoral candidate - is teaching Human Behavior in the Social Environment at The University of Pennsylvania School of Social Policy and Practice.

Kielty Turner, MA, LCSW - doctoral candidate - has accepted a position at Marywood University's School of Social Work as an Assistant Professor.