

SPRING 2020

SALEM STATE UNIVERSITY SCHOOL OF SOCIAL WORK E-NEWSLETTER



TO THE SALEM STATE SCHOOL OF SOCIAL WORK COMMUNITY AND FRIENDS,

As I write this message, our world is in the grips of a pandemic which has simultaneously upended much of life as we know it and further highlighted the inequities in our systems and the need for improved social and economic supports. We have also seen the best of humanity in the creative, kind, and loving ways people have shown up for one another and through the daily sacrifices of those essential workers who keep us safe and fed, tend to our physical and mental health needs, and keep the inner workings of our communities moving.

It has been a year since we produced a newsletter and quite a lot has happened in the life of our School.

In June 2019, our MSW and BSW programs were both reaccredited by the Council on Social Work Education through 2026.

This year marks 50 years of social work education at Salem State. Undergraduate social work courses were first offered here in 1970.

In January, Zoë Kessler and Francis Kuehn joined the BSW and MSW faculty, respectively. In April, we hired Rebecca Levine into a full-time position as the BSW Field Education Specialist.

Two of our colleagues, Dr. Pat Connolly and Dr. Cheryl Springer, retired from faculty in December 2019 after many years of distinguished service. We are grateful for their contributions to the growth and success of our School.

Also highlighted in this newsletter are some of the many contributions our students, faculty, and alumni have made to the social work profession and to the broader community via scholarly publications, professional presentations, community and professional service, civic engagement, and cultural exchanges over the past year.

Your gifts to the School throughout the years have been greatly appreciated and have helped us pursue goals for the future. Please consider the School of Social Work in your giving this year at: <https://participate.salemstate.edu/socialwork>

Members of our community—alumni, students, faculty, staff, and administrators—have given so much to support the success of our School and our students. It is through these meaningful professional and educational relationships that we will continue to live out our mission to prepare professionals to excel as practitioners, educators, and leaders who are the catalysts for social change in our diverse and global community.

My very best to all,

Lisa M. Johnson, Interim Director

Transformative Learning
for Social Work Practice

2019-2020 STUDENT HIGHLIGHTS

MSW STUDENT'S SUICIDE PREVENTION WORK TAKES HER TO IRELAND AND WASHINGTON DC

MSW student Kim Burditt works on the 5-person Suicide Prevention and Postvention Initiatives team at Tragedy Assistance Program for Survivors (TAPS, see www.taps.org) as a Senior Manager of Programs & Logistics for Suicide Prevention & Postvention. Since it was founded in 1994, TAPS has built and expanded a national peer support network that has offered free support to more than 90,000 survivors of military loss. Last year, Ms. Burditt and other staff from TAPS traveled to Ireland to co-present a poster and a session at the World Congress of the International Association of Suicide Prevention in Northern Ireland. They presented on the suicide postvention model they have developed in caring for survivors of military suicide loss. More than 1500 suicide subject matter experts from some 57 countries were represented. Well-done, Kim! Not only did Ms. Burditt have the opportunity to travel to Ireland with her work, Representative Seth Moulton (D-MA) invited her to be his guest for the President's State of the Union address on February 4, 2020. Of Ms. Burditt, Moulton noted that "Suicide is hard to talk about, which is why Kim's story is so amazing—after facing unimaginable tragedy, she's sharing her experience to help save lives. I know how much it means to be able to talk to someone who understands what you're going through, and Kim does that for fellow Americans every day." Ms. Burditt, who lives in Wakefield, knows first-hand the trauma and emotional pain that accompanies the suicide death of a loved one. She lost her only sibling, Marine veteran Jon Hoffman, to suicide in 2010. She has made it her career to care for suicide loss survivors and prevent suicide. "It is an honor to walk alongside and support those who grieve the suicide death of a loved one," Burditt said. "In my work at TAPS, I have the unique opportunity to support survivors through the use of our Suicide Postvention Model, which allows us to stabilize suicide-specific issues after loss, provide companionship to these survivors during the difficult work of grief, and then guide them on a pathway toward healing and post-traumatic growth." Over the last decade, TAPS has supported more than 14,000 survivors of military suicide loss. In Burditt's role as senior manager, she is responsible for organizing events, retreats, and trainings for those survivors, including the annual TAPS National Military Suicide Survivor Seminar.



BSW STUDENT LEADS CHILDREN'S GARDENING EFFORT IN BROOKLINE, MA

Arlene Hill, a third-year BSW student noticed that the children in her neighborhood had little to do for most of the summer. Possessed of a green thumb, Ms. Hill decided to start a garden with the children. Reflecting on the experience, Ms. Hill says "it was wonderful to watch them learn that tomatoes are green before they ripen to red fruit. They thought they were green apples. They learned that food comes from the earth not Stop and Shop." Ms. Hill focused on teaching the children to use a hose as well as garden implements and enjoyed letting them use their knowledge to build their confidence. The children grew tomatoes, cucumbers, peppers, beans, beets and watermelon. Recalling some of her favorite moments with the children, Ms. Hill says "one of the girls, Lala, had the hardest time with the idea of food in the dirt. She was shocked when I would pick a veggie and pop it into my mouth." In sharing this news with the editorial team, Ms. Hill said "I hope my fellow students learn from this that we don't need institutions or programs in order to be helpful. If we keep our eyes open we can make a difference in many lives, sometimes with just a smile at the right time." We can't wait to see next year's garden!

SHUTTLE STOP AT SSW BUILDING DUE TO BSW AND MSW STUDENT ADVOCACY

We now have a Viking shuttle stop in front of our building at 287 Lafayette Street, thanks to the advocacy and organizing efforts of our students, which included circulating petitions, meeting with campus leadership, and conducting policy research. This advocacy was initiated by BSW students Francisco "Dany" Acosta, Marissa Vickers, Damarys Caridad, and Kylie Painchaud.

2019-2020 ALUMNI HIGHLIGHTS

MSW ALUMNA TAKES OVER AS SENIOR CARE SUPERVISOR AT CARE.COM!



We are proud to announce that one of our MSW alumnae, Sheri Labree, recently joined the Care.com team as the Senior Care Supervisor. In her new role, she has delivered a number of high-profile lectures and webinars on the sandwich generation and important resources

for caregivers. These talks include a Twitter webinar as well as in-person talks at NVIDIA, Palo Alto Networks, LAM Research, MIT/Lincoln Labs and Harvard University. In her talks, Labree provides an overview of the changing demographics in the United States as well as approaches to dealing with tough topics such as end-of-life care, giving up driving, autonomy and self determination. She discusses resources on both community based senior resources as well as the continuum of residential options such as independent or assisted living programs, nursing homes, including how families can pay for care. She rounds out her resource-driven talks with a nod to the importance of self-care for caregivers.

MSW ALUMNUS CHAMPIONS GENDER-AFFIRMING CARE FOR TRANSGENDER & GENDER NON-BINARY YOUTH

In 2019, Bixby Marino-Kibbee joined Rady Children's Hospital as the director of the Center for Gender-Affirming Care. In this role, Bix is tasked with expanding services to include a new stand-alone multidisciplinary clinic, providing a continuum of care for transgender and non-binary children, adolescents and young adults, and implementing training across the health care system. Bix has a passion for reducing health disparities and ensuring that all transgender and non-binary people have access to healthcare that is safe, affirming, and accessible regardless of geographic location and access to financial resources.

[Check out Bix on this news clip regarding their work at Rady Children's Hospital.](#)



THE SCHOOL OF SOCIAL WORK MOURNS THE LOSS OF SARAH SMITH, MSW PROGRAM ALUMNA

We mourn the loss of our alumna, Sarah Smith, MSW '03. As a friend said of her " ...she lit up every room she entered." She passed away in February of 2020 after leading a remarkable life characterized as one that was a "series of triumphs," according to a close friend. Sarah became diabetic when she was eight years old and lost her vision when she was 30. At one point, she survived the sinking of a boat (she sailed with an audio compass) and later had a stroke at the age of 68. Sarah relied on guide dogs (thought of as her human children) to help her find her way in the world. In fact, in 1994, to help publicize the school that trained and supplied her guide dogs (Guiding Eyes for the Blind), Sarah walked from Boston to New York! It took her thirty days. Best known for her music, often played with her husband across the North Shore, a fund has been established in her honor at the Kinhaven Music Camp. This camp's purpose is to help provide young persons with the same kind of joyous musical experience that opened the world of music to her as a young person. Donations should be sent to Kinhaven Music School, 354 Lawrence Hill Road, Weston, VT 05161. A Boston area gathering will be held in April.



“SAY MY NAME:” MSW GRADUATE LATOYA OGUNBONA GIVES POWERFUL GRADUATION SPEECH

One of our MSW students delivered the student address at the graduate school commencement in May 2019. Latoya Ogunbona, a 1st generation Haitian and Nigerian American woman who is a resident of Lynn, Massachusetts, gave a powerful speech that touched on the joys and challenges of graduate school as a person of color. She reflected on how some students wouldn't even try to pronounce her name, and encouraged the audience to try it out as she said it phonetically. Reflecting on the name issue, Ms. Ogunbona says “Pronouncing someone's name correctly or asking them how to say it is a seemingly little thing that makes a big difference.” Ms. Ogunbona also went on to reflect on the profession of social work, saying “I love that I can be clinical *and* deliver testimony in support of a policy that could benefit people I work for. I love that I can advocate for social justice and be one of the directors of the longest running school desegregation programs in America.” Of the latter, Ms. Ogunbona is referring to her role as the Swampscott Public Schools METCO Director where she has practiced for 5 years. We are so proud of the work that Ms. Ogunbona does day in and day out to support students of color who are bused into primarily white school districts, and we know we will be seeing her in more leadership roles in the future!

DR. JEFF DRISKELL OFFERS “TEDX” TALK ON MINDFULNESS

Worldwide, people love to listen to “Ted talks” about “ideas worth spreading.” In September 2019, our very own Dr. Jeff Driskell was chosen to deliver one of these talks at the Salem State University Tedx event, which was focused on mindfulness. Anxiety can impact a person's mental health and well-being. In his talk, Jeff Driskell, professor of social work, shared how he learned to diffuse his challenges with anxiety by using the cartoon character Gumby as a metaphor for healing. Since his teenage years, Jeff Driskell has worked and volunteered in social service related jobs. These experiences laid the foundation that eventually led to a career as a professional social worker and eventually a professor of social work. Dr. Driskell has been practicing mindfulness for more than 8 years as a means to manage his challenges with mental health. Through his mindfulness practice, experience as a social worker, and ongoing social work education/training, he is committed to helping others find peace and resolution with whatever life challenges they may be facing.

[Click here to view his talk.](#)



A WARM WELCOME TO TWO NEW FACULTY MEMBERS AND A NEW STAFF MEMBER!

The School of Social Work is pleased to announce two new faculty members and a new staff member! Professors Zoë Kessler (BSW program) and Fran Kuehn (MSW program) will be with us over the next three years. Professor Kuehn is a clinical social worker with deep expertise in cognitive behavioral therapy and school-based social work. He will be teaching courses about diversity, privilege and oppression, social work practice, school social work and agency management and leadership. Professor Kessler, a graduate of Salem State's MSW program from 2012, is a clinical social worker with expertise in the treatment of trauma especially among adolescent girls and human trafficking victims. Professor Kessler has worked with Amirah House, the Northshore Education Consortium, Harborlight Montessori School, Lahey Behavioral Health and My Life, My Choice of the Justice Resource Institute. She is currently finishing her doctoral degree in social work at the University of Dundee in Scotland, where her research focuses on the narratives of social orphans in Latvia. Professor Kessler will be teaching the social service volunteer practicum, social policy and human behavior in the social environment.

Rebecca Levine has served as the BSW Field Specialist in a part-time role and a Faculty Field Liaison since September 2018. She has a BSW from the University of Iowa and an MSW from Boston College with a concentration in Community Organization, Policy, Planning and Administration. She is also licensed as a School Adjustment Counselor by Massachusetts DESE. She is passionate about community organizing, youth development and social justice and is particularly interested in creating leadership development and service-learning programs. Prior to her role at Salem State she served as a community youth director for 18 years where she provided individual counseling to teens with a focus on personal growth, resiliency and critical thinking, developed and facilitated numerous small and large group programs and workshops on a wide range of life skills topics, led a variety of community coalitions and community efforts to address issues including stress and anxiety, self-harming behaviors, and substance abuse, managed several events and experiential learning projects in collaboration with national organizations including Habitat for Humanity and the American Cancer Society.

Please join us in welcoming all three to Salem State's School of Social Work!

SSU INVOLVEMENT IN NEW CSWE CURRICULAR GUIDE ON SUBSTANCE USE DISORDERS

Dr. Shelley Steenrod was selected by the Council of Social Work Education to sit on a national task force of social work educators tasked with developing a Curricular Guide for Substance Use that will serve as a national resource for social work programs. and will be disseminated to all CSWE accredited programs. With her years of experience in the field of addictions, we are confident that Dr. Steenrod will make a fantastic contribution! The Substance Abuse and Mental Health Services Administration (SAMHSA) reports that professional social workers are the largest group of mental health services providers in the United States. In fact, there are more clinically trained social workers—over 200,000—than psychiatrists, psychologists, and psychiatric nurses combined (NASW, 2020). Did you know that both federal law and the National Institutes of Health (NIH) recognize social work as one of five core behavioral health professions (NASW, 2020)?

PROFESSOR RECEIVES STUDY-TRAVEL GRANT TO STUDY DIFFERENCES BETWEEN SOCIAL WORK PRACTICE IN THE UNITED STATES AND UNITED KINGDOM

Dr. Jeff Driskell received funding from the Marion and Jasper Whiting Grant Foundation to support travel to the United Kingdom to study their mental health system as well as to explore how they prepare social workers for a career in the areas of mental health. His project was entitled "Effective international mental health care and prevention service delivery models: An innovative approach." This grant provides faculty with the opportunity to broaden their horizons beyond their existing research and practice expertise. Dr. Driskell noted that there were many similarities and differences in the role and education of social workers in the UK and the U.S. Perhaps the biggest difference related to the fact that social workers in the U.K. are not typically seen as clinical social workers. That is, they do not seek an education with the goal of providing therapeutic services to clients (individuals, families, groups, communities). However, they do make sure that clients are able to navigate systems and that they are treated fairly, which is why there is a heavy emphasis placed on understanding laws and policies. Due to this emphasis, much of the curriculum for the social work programs that I had the opportunity to visit had a strong policy component and less focus on social work intervention and treatment (i.e. clinical social work). Dr. Driskell plans to include some of his learning into the social work practice curriculum at Salem State so that our students will gain an international perspective!



PROFESSOR PROVIDES TESTIMONY AT MASSACHUSETTS STATE HOUSE

On January 24th, 2020, Dr. Rob McAndrews provided oral testimony in support of the Safe Communities Act before the Joint Committee on Public Safety and Homeland Security in Boston, Massachusetts. According to the MIRA Coalition, The Safe Communities Act is meant to limit interaction between local law enforcement agencies and U.S. Immigration and Customs Enforcement (ICE). Some of the most important parts of the bill would prevent law enforcement and court personnel from asking a person about their immigration status and set limits for when they could notify ICE of someone's impending release from custody. It would also end what are known as "287g agreements" that allow local jails and prisons to house federal immigration detainees. In his testimony, Dr. McAndrews made clear what the act does and does not do. The Safe Communities Act would not subvert or prevent in any way the legitimate work of ICE or other federal agencies. Nor would it provide a means for undocumented immigrants to obtain legal status, nor does it prevent local or state law enforcement agencies from honoring an ICE warrant that has been signed by a judge or magistrate. Rather, what the Safe Communities Act does mandate is a clear separation of law enforcement responsibilities between ICE and local/state law enforcement agencies. He also explained that the legislation sends a clear message to immigrant families in the Commonwealth that they have nothing to fear in their contacts with local police officers, state courthouses, and city/town elected officials. Dr. McAndrews was able to bring twelve social work students with him to witness the ways in which social workers can engage in micro practice-informed macro practice, in this case, legislative advocacy.

FACULTY ARE JOINING THE “OPEN EDUCATIONAL RESOURCES” TEXTBOOK MOVEMENT

Three social work faculty – Drs. Jeff Driskell, Shannon Mokoro (now of Merrimack College), and Elspeth Slayter received an Open Educational Resources (OER) grant from Salem State University. OER textbooks are freely accessible, high quality textbooks that are open to the public. Recently, research has shown that the high cost of textbooks is often a factor in students dropping out of college and graduate school. Many students cannot afford traditionally published textbooks and this impedes their educational experience. Furthermore, information found in textbooks and peer-reviewed journal articles is not easily accessible outside of academic institutions, creating an information disparity within our communities. In response to these realities, there is a movement to create OER textbooks that are released under creative commons copyright licenses that permits no-cost access to readers. You can check out the online repository, Open Social Work Education for social work texts. The OER movement is committed to engaging in a rigorous writing and peer review process to ensure an exceptional final product. Though OER most often results in free use of documents, some people may choose to print a copy of the textbook for a nominal fee. Dr. Slayter’s book, entitled *A primer on practice evaluation: How to participate in the process of evidence-based practice*, will be used in the MSW program’s required practice evaluation course, saving students over \$17,000 per academic year.

STUDENT-FACULTY COLLABORATION ADDRESSES INTERSECTIONALITY, CULTURAL HUMILITY IN CHILD AND FAMILY SERVICES PRACTICE

MSW graduate Latoya Ogunbona partnered with Professors Lisa Johnson and Elspeth Slayter to deliver two presentations on the application of the intersectionality framework and the cultural humility concept to social work practice with children and families. These presentations took place at the annual Youth at Risk (YAR) conference and the annual conference sponsored by Salem State’s Center for Childhood and Youth Studies (CCYS). The presentations included a short discussion of research by Drs. Johnson and Slayter on the application of these frameworks to child welfare outcomes in the United States. These presentations also drew on Ms. Ogunbona’s rich practice experience with the METCO program in the Swampscott public schools and the child welfare practice experience of Drs. Johnson and Slayter. The trio were united in their effort to help social workers put theory to practice in support of children and families!

INTERSECTIONALITY AND CHILD WELFARE RESEARCH TEAM TO PUBLISH IN ADOPTION QUARTERLY

The promotion of speedy, permanent adoption outcomes for children in foster care whose parental rights have been terminated is a central child welfare policy goal, as many of our social work students know due to their work in child welfare. However, Drs. Lisa Johnson, Allyson Livingstone (Brandeis University) and Elspeth Slayter noted that while both children of color and children with disabilities are at greater risk for child welfare involvement, little is known about the influence of these intersecting social identities on adoption rates. The team’s cross-sectional national study drew on the Adoption and Foster Care Analysis and Reporting System (AFCARS) to explore the between and within group foster care outcomes of adoption. While they expected to see advantages in adoption outcomes based on identification with privileged social identities, their findings were much more varied, providing context for four important takes on how social identities can formulate different types of privilege and oppression in the adoption process. First, among the population of children with disabilities, American Indian/Alaskan Native and Asian/Pacific Islander children experienced no racial disproportionality when compared with White children. Second, Black/African American and Latinx/Hispanic children with disabilities were much less likely to be adopted than were White children with disabilities. Third, a pattern of equality emerged when we compared children of color with disabilities against White children without disabilities. Fourth, White children with disabilities were two times more likely to be adopted than were White children without disabilities, likely due to the presence of adoption subsidies. Implications of this study relate to the need for the conduct of multi-systemic equity assessment of child welfare systems and practices.

FRIENDS OF THE SCHOOL OF SOCIAL WORK HOST PROFESSIONAL DEVELOPMENT EVENT

In January, the Friends sponsored a presentation entitled “Preventing Professional Burnout.” This talk was presented by Mary Crowe, who is the Director of Professional and Community Education at Care Dimensions on the North Shore. Remember, “self care is not what we do after work, it is how we do the work!”

RESEARCH ON ENGAGING CONSERVATIVE SOCIAL WORK STUDENTS FEATURED IN NATIONAL PODCAST

Dr. Rebecca G. Mirick along with her Boston University colleague Dr. Ashley Davis were featured on a University of Buffalo social work podcast in which they discussed the dynamics of power and privilege in relation to teaching and social work education, with an emphasis on the experiences of conservative students. They describe their research involving students' perceptions of microaggressions within the classroom, and provide compelling examples of how conservative students have experienced marginalization. Strategies for creating a more inclusive and affirmative learning environment are considered. In reflecting on this research, Dr. Mirick states "I think more than some of the other research that I've done I really use what I've learned from this research project in my teaching, I try to infuse it and all of the classes that I teach because it really started me thinking about who's sitting in my classroom and how were they experiencing the lecture or this activity or this discussion...Our social work students will go on to work with clients from all types of backgrounds, learning to engage with all types of beliefs and backgrounds is really important for social workers. But I also think it helps them go on in other classes to be more open to different beliefs and maybe allow more conservative students to speak out in the classroom."

[Click here to listen to the podcast or read the transcript.](#)

SOCIAL WORK STUDENTS SET A RECORD FOR VOTER TURNOUT!

Recently, Salem State University participated in the National Study of Learning, Voting and Engagement coordinated by Tufts University. Study findings determined that the School of Social Work at Salem State had the highest rate of student voter turnout among all academic groups at the University! This translated into well over half (61.5%) of our students who were enrolled actually voting! Three cheers to our students!

MSW STUDENT WINS SCHOLARSHIP TO COLLEGE WOMEN'S LEADERSHIP CONFERENCE



Migta Jeanbaptiste, an advanced year MSW student, won a scholarship from the North Shore Area Branch of the American Association of University Women (AAUW) to attend the National Conference of College Women Student Leaders (NCCWSL) in College Park, Maryland.

NCCWSL started

in 1983, when representatives from national gender equity organizations "saw the need for a leadership space dedicated to empowering collegiate women." The AAUW has led the conference since, and it is now considered an "essential experience for any woman serious about creating meaningful impact on her campus, mobilizing her community, and preparing for personal and professional success after graduation." Congratulations, Migta!

SETTLEMENT EDUCATION PROJECT LAUNCHED BY THE SCHOOL OF SOCIAL WORK AND THE HOUSE OF SEVEN GABLES

SSW professors Pat Connolly and Julie DeFilippo along with Interim Director Lisa Johnson collaborated with staff at the House of the Seven Gables in Salem on a pilot program known as the Settlement Education Project. In the spring 2020 semester, students in two sections of SWK 102: Social Welfare Past and Present learned about the history of the settlement house movement in America and the settlement mission of the historic House of the Seven Gables. The immersive educational experience included a visit to the House of the Seven Gables where the students toured historic buildings, heard from an historical interpreter representing Caroline Emmerton, and participated in a talk on the historical context of the settlement mission. Students also welcomed the Manager of Settlement Programs for the House for the Seven Gables for an in-class discussion about current settlement programming.

HONORING THE ILLUSTRIOUS CAREERS OF DRS. PAT CONNOLLY AND CHERYL SPRINGER



"Nothing about us without us" is considered the rallying cry of the disability civil rights movement. An avid disability rights advocate, Dr. Pat Connolly never practices far from this credo. This January, the School of Social Work celebrated the career of Dr. Connolly who retired at the end of 2019 after a long career with the University. Dr. Connolly's father's blindness and her mother's (50-years-+) work in the field of developmental

disabilities propelled her into a lifelong commitment to the disability community and to the rights of people with disabilities. Dr. Connolly entered the worlds of social welfare and social work via federated fundraising at the United Way of Central Maryland during the 1970s. In her community organizing role at the United Way, she coordinated community action programs in two Baltimore exurbs. Heading up collective projects among social work leaders in those communities, she soon understood that it was time to pursue graduate work at the University of Maryland School of Social Work and Community Planning. Post masters degree, she served as Director of Adult Day Services for the Chimes, Inc., an agency addressing the needs of people with intellectual disabilities. Later, she became Executive Director of the Voluntary Action Center of Central Maryland. After relocating to Massachusetts, she worked as Director of Community Education in the Maynard Public Schools, then as Director of Volunteers at the Hospice of the North Shore, in Danvers, MA. In the mid-1990s, she began doctoral studies at Boston College, and became affiliated with the Institute for Community Inclusion, a research and training organization serving the interests of people with disabilities. Concurrently, she taught as an adjunct at UNH and at (then) Salem State College. Finishing my doctorate in 1999, she was pleased to join the faculty at Salem State. Dr. Connolly, an associate professor in the BSW program, will be remembered for her commitment to disability civil rights and disability-competent social work practice. She was heavily involved in the disability services community, and often found ways to bridge the university-community gap in her disability course seminars. Dr. Connolly's gentle, supportive and encouraging spirit will be greatly missed by students, staff and faculty!

The fall semester of 2019 marked Dr. Cheryl Springer's last semester with Salem State's School of Social Work. She joined the Salem State University School of Social Work faculty in 1998 and served as the School's Director from 2005 to 2013. Dr. Cheryl Springer holds a Master of Social Work (MSW) degree from the University of Southern



California and a doctoral degree from Smith College School for Social Work. Prior to joining the faculty at Salem State University School of Social Work in 1998, she held academic appointments in social work programs at New York University and Smith College. Dr. Springer entered academia with fifteen years of direct practice experience with children, adolescents, and families. Her teaching experiences have included direct practice with children and adolescents as well as organizational practice and leadership development. Her scholarship and funded research have addressed workforce development for child welfare and healthcare systems as well as interprofessional education and practice in healthcare and school systems. Starting in 2003, Dr. Springer worked with Harry Spence, then Department of Social Services (DSS) Commissioner, and other DSS leaders to establish the Massachusetts Child Welfare Institute that included creating the mission and structure of the Child Welfare Institute MSW Fellowship Program. She claims her involvement with the Child Welfare Institute's MSW Fellowship Program as one of the most meaningful aspects of her professional career. From 2009 to 2014, she was the principal investigator for the Massachusetts BSW Child Welfare Scholars Project funded by the National Child Welfare Workforce Institute (NCWWI). From 2014 to 2017, she was the principal investigator and project manager for the Salem State University Healthcare Workforce Transformation Project funded by the Massachusetts Commonwealth Corporation. Dr. Springer, a professor in the MSW program, will also be remembered for her work towards the development of inclusive elder care services. She is the cofounder of the LGBT Aging Conference held annually at Salem State. Dr. Springer will be greatly missed at the School of Social Work, and will be remembered for the intellectual rigor with which she approached any project - be it teaching, advising, scholarship or service-related. Bon voyage, Dr. Springer!

2019-2020 FACULTY AND STAFF PUBLICATIONS

Johnson, L., Slayter, E. and Livingstone, A. (2020-in press)

Disability, Race And Ethnicity: An Exploration of Adoption Outcomes Among Foster Children
Adoption Quarterly. Volume and issue to be determined.

Mirick, R.G. (2019)

Understanding Suicide: A Generalist Course on Suicide for Bsw Students
Journal of Baccalaureate Social Work, 24.

Mirick, R.G., Davis, A., and Wladkowski, S. (2019)

Social Work Dissertation Committee Chairs' Perceptions of Their Role
Journal of Social Work Education. Published online August 27, 2019.

Mirick, R.G. (2019)

Online Peer Review: Students' Experiences in a Writing-Intensive Bsw Course
Journal of Social Work Education. Published online August 28, 2019.

Mirick, R.G., Berkowitz, L., McCauley, J., and Bridger, J. (2019)

Changes in Practice Following a Training on Suicide Assessment and Intervention: Training Participants' Perspectives
Journal of Teaching in Social Work, 40(1), 31-47.

Mirick, R.G. and Wladkowski, S. (2019)

Skype in Qualitative Interviewing: Participant and Researcher Perspectives
The Qualitative Report, 24(12).

Mirick, R.G. and Wladkowski, S. (2020-in press)

Making it Work: Pregnant and Parenting Doctoral Students' Attributions of Persistence
Advances in Social Work, 19(2), pp. 349-368, doi: 10.18060/23220.

Simmons, L.D. (2020-in press)

Sustaining Trajectories: Black Males Persisting in Undergraduate Social Work Education
Advances in Social Work, 19(2), doi: 10.18060/22647.

Slayter, E. and Jensen, J. (2019)

Parents With Intellectual Disabilities in the Child Protection System
Children & Youth Services Review, 98: 297-304.

Wladkowski, S. and Mirick, R.G. (2019)

Supports and Recommendations for Pregnant and Newly Parenting Doctoral Students in Health Professions
Journal of Social Work Education. Published online September 4, 2019.

Wladkowski, S. and Mirick, R.G. (2019)

Mentorship in Doctoral Education for Pregnant and Newly Parenting Doctoral Students
Journal of Women and Gender in Higher Education, 12(3), 299-318.

2019-2020 FACULTY, STAFF AND STUDENT PRESENTATIONS

Copersino, M. and Slayter, E. (2019a)

Clinical Utility of an Alcohol and Drug Refusal Skills Group in Individuals With Borderline Mild to Moderate Intellectual Disability

McLean Hospital, January 30th, 2019.

Copersino, M. and Slayter, E. (2019)

Pilot Study Examining the Clinical Utility of an Alcohol and Drug Refusal Skills Group in Individuals With Autism Spectrum Disorder and Borderline Mild to Moderate Intellectual Disability

McLean Hospital. January 30th, 2019.

Johnson, L., Ogunbona, L. and Slayter, E. (2019)

Putting on New Lenses: Applying Cultural Humility and Intersectionality to Work With Children and Families

Youth at Risk Conference, Salem, Massachusetts, May 31, 2019.

Johnson, L., Ogunbona, L. and Slayter, E. (2019)

Tools For Building Resiliency: Drawing on Cultural Humility and Intersectionality in Work With Children and Families

Center for Childhood and Youth Studies Symposium, Salem, Massachusetts, April 1, 2019.

Mirick, R. and Davis, A. (2020, January)

Microaggressions in Social Work Education: Students' Responses to Vignettes

Paper presentation at the 24th annual Conference of the Society for Social Work and Research, Washington, DC.

Mirick, R.G. and Williams, M. (2019, November)

Addressing Risks of Marginalization in Research: IRB Guidance To Researchers

Poster presentation at the 2019 Advancing Ethical research Conference (AER19), Boston, MA.

Mirick, R. and Davis, A. (2019, October)

Microaggressions in the Social Work Classroom: Recognition and Response by Bystander Peers

Oral presentation at the 65th Annual Council on Social Work Education Program Meeting, Denver, CO.

Mirick, R. and Davis, A. (2019, May)

Microaggressions in Undergraduate Social Work Education

Paper presentation, Salem State University's Pearls & Perils Conference, Salem, MA.

Mirick, R.G., Berkowitz, L., Bridger, J., and McCauley, J. (2019, April)

School-Based Universal Screening For Depression and Suicide: Student and Community Factors Related to Positive Screens

Paper presentation at the 52nd Annual Conference of the American Association of Suicidology, Denver, CO.

Mirick, R.G. and Delis, P. (2019, April)

Perceived Burden, Functional Limitation, Depression, and Anxiety: Implications For Screening Lupus Patients For Suicidal Ideation

Paper presentation at the 52nd Annual Conference of the American Association of Suicidology, Denver, CO.

Simmons, L.D. (2020, February)

Voices Of Black Males: "Hearing" What It Takes To Persist In College

Paper Presentation at the 4th Annual Conference on Academic Research in Education (CARE), Las Vegas, NV.

Simmons, L.D. (2019, October)

Through the Lenses of Black Males: Persisting in Undergraduate Social Work Education

E-Poster session at the Annual Program Meeting of the Council on Social Work Education, Denver, CO.

Slayter, E. (2019)

Webinar: Disability Disparities For Parents in the Child Welfare System

Practice and Research Together (PART), Toronto, Canada.

Slayter, E. (2019)

Webinar: Child Maltreatment Recurrence Myths in the Child Welfare System

Practice and Research Together (PART), Toronto, Canada.

Slayter, E. and Copersino, M. (2020)

Substance Use and Substance Use Disorder Among People With Developmental Disabilities

Massachusetts Department of Developmental Services (DDS), February 3, 2020.

Slayter, E. and Copersino, M. (2020)

Supporting People With Intellectual Disabilities Around Substance Use

Massachusetts Department of Developmental Services (DDS), April 15, 2020.

Slayter, E. and Copersino, M. (2019)

Balancing Risk and the Dignity of Risk: Substance Use and Substance Use Disorder Among People With Intellectual Disabilities

Massachusetts Department of Developmental Services (DDS), May 15, 2019.

Walbam, K.M., Mirick, R.G., and Simmons, L.D. (2019, October)

A Case-Study of Early Competency-Based Gatekeeping in Bsw Education

E-Poster session at the Annual Program Meeting of the Council on Social Work Education, Denver, CO. Contributor: Felix Amato, PhD, LICSW.

Walbam, K.M. (2019, November)

A Lot to Maintain: A Mixed Methods Study Exploring Sensory Processing and Attachment

Poster session presented at the 22nd International 3S Symposium for Professionals and Parents, Bethesda, MD.

Walbam, K.M. (2019, May)

The Sensory Nature of Attachment

Paper presented at the Youth At Risk Conference, Salem, MA.

Wladkowski, S. & Mirick, R. (2019, October)

Motherhood in Doctoral Education: Implications For Social Work Educators

Poster presentation at the 65th Annual Council on Social Work Education Program Meeting, Denver, CO.