Practice and research are two sides of the same coin in the social work realm.

Clinicians rely on researchers to develop new and effective methods to work with clients, whereas researchers rely on practitioners to inform them of what works and doesn’t work in the field. Bridging the gap between the two, however, is not always easy.

That’s where adjunct lecturers and other clinical faculty members at the USC School of Social Work enter the picture.

Often full-time clinicians who engage in various forms of research and teach research-based theories and concepts in their courses, these faculty members are creating a much-needed nexus between research and practice.

“Even if my students want to focus on clinical work and have no interest in research, I remind them that they still have to be accountable,” said Sara Schwartz, a senior lecturer with the school’s Virtual Academic Center (VAC). “I try to get them excited about how they can use research and evaluation to market themselves as clinicians, to make sure the work they are doing with clients is really working, ensuring the programs they are supervising are still relevant.”

Adjunct and part-time lecturers at the USC School of Social Work are serving as a vital link between research and practice.

Bridge continued on page 10
Mental health director brings talents to USC

A LITTLE MORE THAN a decade ago, Marv Southard faced a crisis that shaped his approach to leading the largest public mental health treatment system in the country.

In 2003, budget projections left the Los Angeles County Department of Mental Health approximately $21 million in the red. Would the burden of those cutbacks fall on staff members who worked directly for the county or contracted community agencies that provided equally valuable services? “In the past, there was always a fight about what was going to be cut,” said Southard, who led the department as director from 1998 to late 2015.

To avoid an ugly battle, he worked with consultant John Ort to gather agency leaders, staff members, and clients and their family members to hash out a deal. Nothing would move forward until a unanimous agreement had been reached.

“It was an exhausting process, but we succeeded in getting through it,” he said.

When the books eventually closed and the solution worked, it turned out the department didn’t have a deficit. But the approach established a structure for community planning that helped Southard tackle some of the largest mental health issues in the county, including embracing the integration of mental health and substance abuse treatment and enhancing mental health services for children.

As a new professor of practice at the USC School of Social Work, he hopes to continue that work.

“Working here at USC gives me an opportunity to feel like I can make a contribution to every piece of what I have been passionate about for my entire career,” he said. “It brings together so many different strands of my life experience.”

Southard traces his interest in helping others to the values instilled by his family, whose religious commitment had held his parents together despite the misgivings of their respective families.

His mother met Southard’s father, an Army chemical engineer involved in the Manhattan Project to develop the nation’s first nuclear weapon, while working as a secretary for the military in Las Alamitos, New Mexico. The two fell in love but neither family approved.

“My dad’s mother did not want her son marrying a Mexican and my grandfather did not want his daughter marrying an Anglo,” Southard said. “The unifying factor was that both families were very Catholic.”

His religious upbringing led Southard toward the Catholic priesthood, a path he first considered taking in seventh grade during the Cuban missile crisis, a particularly terrifying period given his proximity to a strategic military base.

“As I was focusing on what I was going to do with my life, I thought I may as well focus on doing as much good as I can because it’s not going to last long,” he said.

Southard completed 10 years of training, eventually relocating to California to attend St. John’s Seminary in Camarillo. After several years working as a Catholic priest, the assignment became permanent after Southard finished his degree, and he spent the better half of a decade at the organization as vice president of mental health programs and director of clinical services.

“It was one of the main formative experiences for me as an administrator,” he said.

In addition to the challenges of running a major government agency leaders, staff, and other community groups ended up generating the opposite problem: too many clients. The treatment team had to borrow space at schools and churches in some elders. The program was essentially the only social service organization in operation.

Although the team focused on substance abuse and diversion work, people came with a wide variety of issues, including mental health and domestic violence problems. It proved instructive, Southard said, to realize that people did not come for help in discrete categories but rather as complex individuals.

“If you are going to really make a difference, you have to deal with everything a person is facing and not just the thing you happen to be funded to do,” he said.

After several years with the mobile program, he decided to further his knowledge, this time earning a doctorate in social work at UCLA. While looking for a summer job, Southard reached out to a high school friend working for El Centro Human Services in East Los Angeles and landed a gig as a forensic specialist.

The assignment became permanent after Southard finished his degree, and he spent the better half of a decade at the organization as vice president of mental health programs and director of clinical services.

“At the end of his placement, a colleague encouraged him to apply for a job in the area with Catholic Social Services, which was launching a mobile substance abuse treatment program to serve five towns in the San Joaquin Valley.”

Southard figured the experience of interacting for a position would be valuable and was surprised when he received the job. He had little knowledge of substance abuse treatment and had to learn from the staff members he supervised.

“It set up a really good template for my future management in terms of being someone who was willing to listen and build teamwork,” he said.

His focus on community organizing at UC Berkeley also paid off. The mobile program consisted of driving a large recreational vehicle that worked with a counseling room to a park and waiting for clients.

“If that was all we would have done, the program would have shut down immediately, because how are we going to come to such a place?” Southard said.

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In her varied roles as an educator, clinician, field instructor, and training to increase in human behavior, she often finds herself deciphering complex ideas from the academic world for use in the field. “I love research, but the way it’s written can be hard to understand sometimes,” Blair said. “One of the strengths I feel I have is being able to take that research and break it down. How can students use this knowledge in the real world?”

As an adjunct lecturer with the USC School of Social Work’s Virtual Academic Center, she strives to describe theories and scholarly journal articles in a way that is accessible to her students. As a clinician and founder of the Sherry Blair Institute for Inspirational Change, she sees firsthand how advances in research lead to better care.

As a field instructor and continuing education trainer who works with social work interns and child protective services workers, she understands the importance of relying on practices that are grounded in strong research evidence. “Research is so important,” she said. “It helps us prove our point out there in the real world. And I love open up a textbook or read articles and regurgitate the information, but what do you think about it and how does it apply?”

Blair entered the social services arena later than some. Growing up in a working-class family in New Jersey, she didn’t receive much encouragement to go to college. The emphasis was on making money as soon as possible. At 24, she became pregnant. She ended up on welfare. “If I could go back to that moment in my life, I would always make sure someone knew about it, and I would always work very hard for everything and I know it’s not always easy,” Blair said.

Blair also believes strongly in an oft-repeated Confucian maxim: “Find something you love and you’ll never work a day in your life.” “I feel like teaching keeps me green,” she said. “It’s the only reason I’m in the classroom.”

Although she tries to stay on top of the latest research, Blair said it can be helpful to read through student papers, which occasionally reference something she’s searching for but never comes to fruition. “I’m always looking things up and reading and learning,” she said.

Sixteen years ago, she launched her own business, which offers a diverse array of services to help people redefine and peaceful relational connections through counseling, coaching, consultation, training, and organizational development. The organization focuses on evidence-based practices, including positive psychology and cognitive behavioral intervention.

The institute is part of New Jersey’s Wraparound system of care, which provides individualized plans for children in need of support. In recent years, Blair has embraced an evidence-informed intervention known as the Nurtured Heart Approach, which cuts across all services offered by the organization.

Blair’s background as a single mother has undoubtedly influenced her approach to clinical work, and she has found that sharing her story can help her clients open up about their problems. “When you have that insight, you know what the struggle is for people,” she said. “I know what it means to be down. I also know I worked very hard for everything and I know it’s not always easy.”

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How can schools provide an optimal setting for both learning and growth that helps children overcome adversity?

It’s a question Ron Arvi Astor plans to bring to the forefront of his work as a newly elected member of the National Academy of Education, an elite organization focused on advancing high-quality education research and policy. “How can we take kids and families living in adverse conditions and create environments that are so inspiring and supportive that their chances of succeeding are much higher?” said Astor, who is the Lenore Stein-Wood and William S. Wood Professor of School Behavioral Health at the USC School of Social Work and holds a joint appointment at the USC Rosier School of Education.

Astor views education as a great equalizer that has the potential to build communities, erase socioeconomic disadvantages, and help children grow into productive members of society. To achieve that lofty goal, he said the education system needs to reflect on how to rebuild itself as a holistic supportive environment rather than just a conduit for academic subject matter. “School is not only a place where you learn material to be functional in society but it’s a place where you get support and learn how to interact with teachers and peers,” Astor said. “It could be the place that helps someone achieve a different vision of how to be a productive, caring person in the world.”

Although he lobbied efforts to develop programs that address specific issues such as hate crimes, bullying, and poor attendance, he also wants schools to form an identity as a setting that tackles all of those problems at once through an overarching focus on socioemotional health and well-being.

He hopes his selection as a member of the Southard, said. “If I hope I can add value from some of the concepts and tools we have been working on.”

In the immediate future, he will be leading the creation of a clinic for military veterans at USC and preparing to launch a doctor of social work program via the school’s virtual education platform later this year.

Southard’s longer-term plans also include potential research evaluations of health neighborhoods and Medicaid accountable case, which are being revamped in California. He is also interested in exploring the integration of faith and spirituality into mental health treatment, noting that Los Angeles was the first to develop clinical paramedics.

“I hope I can add value from some of the concepts and tools we have been working on,” Southard said. “That issue they work to their predecessor, who wanted a solid candidate pool, but reconsidered when offered the position. “It wasn’t hard to complements his personal conviction to use my talents, but also to have a bigger policy impact from a place like Los Angeles.”

In addition to tackling the issue of integrated care, he continued efforts to embrace the recovery model, which focuses on client preference and needs, and sought to expand children’s mental health services. Another major initiative involved working alongside Los Angeles police officers to provide mental health training and respond to crimes involving individuals with mental health problems.

In his later years with the county, Southard began shaping the concept of health neighborhoods, in which a coalition of mental health, education, and primary care providers would work with community stakeholders to address a specific social issue that affects health conditions in a certain area of Los Angeles, such as Watts or Boyle Heights.

“Those jobs people work on are so rewarding, and the very fact of working together creates the social capital that builds stronger communities and improves other health outcomes,” he said.

In addition to attracting interest from health care providers and other institutions such as UCLA and RAND Corporation, Southard said he hopes to build on USC’s community for some effort to advance the health neighborhood approach.

Southard said. “I hope I can add value from some of the concepts and tools we have been working on.”
New tobacco products gain popularity among teens

After a decades-long fight to highlight the dangers of cigarettes, researchers are growing increasingly concerned about a new slate of alternative products that is becoming popular among teenagers.

The use of electronic cigarettes, hookah, and other less-regulated forms of tobacco by adolescents has spiked in recent years, a trend bolstered by a new study published in the Journal of Adolescent Health.

You have a group of kids who might have never touched cigarettes given our societal norms that we’ve managed to shift with much lower, at 2.2%. These figures mirrored national findings by the Centers for Disease Control and Prevention, which noted that e-cigarette use had tripled among high school students in one year, from 4.5% in 2013 to 13.4% in 2014.

That lack of oversight has allowed a wide variation in nicotine levels and other potentially harmful ingredients in hookah tobacco and e-cigarette products. Gilreath said, “I may be willing to concede that it is less harmful than cigarettes, but that doesn’t mean it is harmless. We really don’t know what it is doing to these adolescents, whose bodies are still developing.”

Gilreath is particularly concerned about the social acceptability of e-cig and hookah use, given the long battle to turn public opinion against cigarettes.

“With hookah, it took 50 years before we finally agreed this kills people,” she said. “From the educational side, there needs to be a similar emphasis on addressing societal issues like poverty, immigration, and racism. These are not just side issues; they are central to what our national education system is struggling with and trying to overcome.”

“The lack of regulation has also permitted companies to create flavored products that might be particularly attractive to teens,” Gilreath said.

“Hookah and e-cigarettes come in these candy flavors—they can be very sweet,” she said, noting that the federal government stopped the tobacco industry from developing cigarettes with other flavors.

“Menthol was grandfathered in as the only protected flavor,” she added. “But these new products are not covered by those regulations.”

Gilreath’s study found several unique groups of users, including one cluster of teens, mostly boys, that used many forms of tobacco and newer alternatives, including cigarettes, cigars, chewing tobacco, e-cigarettes, and hookah. The group only used hookah and e-cigarettes, but Gilreath expressed concern that they might eventually transition to other products.

A separate study conducted by researchers at the Keck School of Medicine of USC and published in the Journal of the American Medical Association suggested that using e-cigarettes is associated with a propensity to start using cigarettes or other harmful tobacco products. The survey of 2,530 14-year-olds at public high schools in Los Angeles revealed that teens who used e-cigs were more likely to transition to smokable tobacco, although the researchers cautioned that more studies are needed to determine causality.

Gilreath is also concerned about racial and ethnic disparities in the use of tobacco and newer products like e-cigarettes. Previous research has indicated that black adolescents are much less likely to smoke cigarettes than their white counterparts, but are disproportionately affected by tobacco use in later life, including higher rates of cancer, emphysema, and other chronic conditions.

Advertising for e-cigarettes and other products is highly prevalent in communities of color, she said, describing a preparedness of e-advertisements in and near her neighborhood of Leimert Park, a middle-class community in South Los Angeles with a large proportion of black residents. She plans to explore patterns of use among teens by race and ethnicity.

“I’m excited and invigorated to get engaged. I’m welcoming it with open arms. It’s a blessing because of the potential to reach more people with open ears and open hearts and open minds.”

“With tobacco, it took 50 years before we finally agreed this kills people. Now we are back at square one.”

Tamika Gilreath
Experts tackle homelessness among women

ONE OF EVERY FOUR HOMELESS INDIVIDUALS IN THE UNITED STATES IS A WOMAN.

But despite representing a fourth of the homeless population, these unaccompanied women are not receiving care tailored to their unique needs. Research funding and other resources are not being directed toward understanding how to address their specific risks and build on their strengths.

It’s a concerning trend that national experts on homelessness emphasized during a recent convening hosted by the USC School of Social Work to discuss policy, practice, and research specific to women experiencing homelessness. The convening was sponsored by the American Round Table to Abolish Homelessness, Downtown Women’s Center, Alene Getty Foundation, and Urban Initiatives.

“We do not know enough about this subpopulation and therefore what services are most appropriate for women,” said Suzanne Wenzel, the Richard M. and Ann L. Thor Professor in Urban Social Development. “Because men are the majority of homeless persons, services are more oriented to men, and less about the services for women who are the ones that are less in need of services and in need of more assistance on this vulnerable population.”

“Just because a person needs help around a house or has a mental illness or a drug or alcohol problem or even all three, it doesn’t mean that he or she doesn’t also have a wealth of strength and skills and gifts and knowledge that the rest of us housed and more or less gainfully belonging will never have,” Wenzel said. “Just because a person needs help around a house or has a mental illness or a drug or alcohol problem or even all three, it doesn’t mean that he or she doesn’t also have a wealth of strength and skills and gifts and knowledge that the rest of us housed and more or less gainfully belonging will never have.”

Of particular importance, she said, is the need to shift from a generalized approach to addressing homelessness, or one geared primarily toward men, to a more strategic and tailored one that can address issues such as trauma, violence, and economic disadvantages that are more prevalent among women. “We are going to be a little bit. That is our goal in these colloquies, to be the harbinger of a movement that ensures all of those things for women who are outside the realm of policy and resources right now.”

Trauma in particular is a critical topic that needs more discussion, research, and resources, Wenzel said. She described how women experience more sexual assault, including rape, both before and after they become homeless relative to men.

Domestic violence may cause women to leave their partner and become homeless, she added. Perhaps experiences of violence years earlier contributed to mental health problems and socioeconomic instability, plunging women into a downward spiral that is exacerbated by the nature of trauma.

“Many women who are homeless describe ongoing, day-to-day gender-based sexual harassment on the streets and how this wears them down,” Wenzel said.

Other issues specific to homeless women include difficulty finding employment, with gaps in services for women who have been incarcerated. “We shared our knowledge and insights in a way that was valuable for all present,” she said. “Likewise, women who had little experiences of homelessness and providers also spoke. The level of enthusiasm was very high as well; there was enormous interest and commitment.”

One such service provider, Rev. Cristina Rathbone of the Cathedral Church of St. Paul in Boston, delivered the keynote speech during the two-day gathering. She described her work with chronically homeless men and women, including serving warm meals, developing a literary magazine, meditating, and praying together.

“The real work we do, underlaid on all the actual things we seem to be doing, is creating a sense of belonging,” she said.

Rathbone repeated that concept of belongingness repeatedly throughout her remarks. She described how her oldest friend of 46 years became homeless in Los Angeles for many years, had recently obtained housing. During a meal together, she asked her friend’s partner made a profound statement that illustrated the importance of promoting a sense of belonging. “Not every house is a home and not every home is a house,” she said, adding that supportive housing should be provided with the goal of creating a home in which individuals can become fully realized.

Service providers and policy makers should strive to create environments of mutuality, Rathbone continued, in which homeless individuals are celebrated for what they can offer, rather than what they lack. “Just because a person needs help around a house or has a mental illness or a drug or alcohol problem or even all three, it doesn’t mean that he or she doesn’t also have a wealth of strength and skills and gifts and knowledge that the rest of us housed and more or less gainfully belonging will never have,” Wenzel said. “Just because a person needs help around a house or has a mental illness or a drug or alcohol problem or even all three, it doesn’t mean that he or she doesn’t also have a wealth of strength and skills and gifts and knowledge that the rest of us housed and more or less gainfully belonging will never have.”

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The discussion has already led some scholars to reconsider existing research, including Ben Henwood, an assistant professor at the USC School of Social Work who specializes in the Housing First model, which provides supportive permanent housing as quickly as possible and resources right now.

Philip Mangano, president and CEO of the American Round Table to Abolish Homelessness, called on attendees to be emphatic in their efforts to attract attention to the issue of unaccompanied women experiencing homelessness.
**HOMELINESS** // from page 3

Then delivers needed services to formerly homeless individuals.

Research has indicated that most people prefer a scatter-site approach in which units are provided to homeless individuals throughout a community rather than in one cluster. That may be true for men, Henwood said, who might not fare well in a large group, but a congregate model might be preferable among women, who often cite a desire for safety and a sense of community.

“At this point, we simply don’t know,” he said. “It definitely changes the conversation. It highlights that there is not one-size-fits-all approach. When you think of youth versus adults, women versus men, different housing solutions may make sense.”

Although he expressed some concern that focusing on certain segments of the homeless population might end up pit-

ting one vulnerable group against another, Henwood said he was encouraged by the convening and hopes it will lead to similar results as recent efforts to eliminate homelessness among veterans, which have proven successful in Utah.

“There is a sense that if we can end vet-

erans homelessness, then why can’t we go down the line and end chronic and women and youth homelessness?” he said.

This was the second such gathering of experts centered on homelessness among women; a previous convening took place at Harvard University in 2014. Wenzel said maintaining momentum will be critical to sustaining the movement.

“We have increasing numbers of researchers, providers, and policy makers from different regions in the United States interested in advancing this issue,” she said.

**The efforts of the 1 in 4 gatherings also tie in with the Grand Challenges Initiative, an effort led by the American Academy of Social Work and Social Welfare to address significant societal issues such as ensuring health development, eradicating social isolation, and ending homelessness.**

Marlyn Flynn, dean of the USC School of Social Work, told attendees during her opening remarks that she has a special commitment, alongside scholars such as Wenzel and the university as a whole, to begin attacking the issue of homelessness as one of the profession’s great challenges of the coming decade.

“I want you all to feel part of a very signific-

ant national movement that is designed to change society,” Flynn said. “I think we are poised and ready. Among the 12 grand challenges, I think we have the best science and the most potential.”

**“All of my clinical practice informs my teaching. I try to bring as many real-life examples into the classroom setting as I possibly can. I think it really helps enlighten the discussion.”**

Clair Evans Mellenthin

**“We are out there in the world doing things in vivo. We are not just talking about it and thinking about it, we are actually involved in research and practice.”**

Lori Daniels

During an ongoing research project on new strategies to engage older veterans with posttraumatic stress disorder in therapy, Daniels said she has taken screenshots of her data analysis of depression scores to show her students how the process works.

“I feel as if I’m walking the walk, so I might as well show them what it looks like so they have a better understanding of the nuances of putting together a research project,” she said. “I want to generate more current examples and make it a richer experience for my students.”

Some part-time faculty members take it a step further, encouraging their students to get involved in research projects.

Clair Evans Mellenthin, an expert in play therapy for children and families, recently submitted an article with three students on school phobia among elementary school students. She credited her efforts to use case examples from her clinical work to enhance her VAC courses as one factor that inspired her students to pursue research.

“I try to bring as many real-life examples into the classroom setting as I possibly can,” she said. “I think it really helps enlighten the discussion.”

After she described in class how she treated a 5-year-old who had a general fear of the school environ-

ment, Evans Mellenthin said the students researched the topic and gave their own presentation on the case without any direction from her.

Impressed by their initiative, she worked with the trio to expand their work into an article that was accepted by an international journal.

“As an adjunct, you have a great opportunity to be creative,” she said. “What a cool thing for these students to be able to do. They are able to grad-

uate and say they were published.”

Another benefit of having such a large faculty of adjunct and clinical lecturers is the diversity of experi-

ences and knowledge. More than 200 individuals teach VAC courses each semester, for instance, and are spread across 49 states and 14 countries.

Schwartz, who is based in the Bay Area but has connections to Virginia and Washington, DC, said students benefit from the unique perspectives of faculty members from different economic, geo-

graphic, and political backgrounds.

“They are receiving a very diverse education from a diverse group of people,” she said. “Students get a better worldview of what social work practice and research can look like around the country.”

**Photo/Courtesy of Clair Evans Mellenthin**

**Bridge** // from page 1

That sentiment is encouraging to people like Halak Soydan, the out-

going associate dean of research and new associate dean of faculty affairs at the USC School of Social Work. He views the link between research and practice as critical to ensuring students receive the best and most effective care.

“The main job of clinical faculty members is to translate cutting-edge research into the classroom,” he said.

“A similar thinking applies to part-

time faculty members, who are often active social workers based in agencies and communities. To deliver the best possible programs and treatments to their clients, they need to follow and translate the latest research outcomes to address the needs of the field.”

Schwartz, who earned her PhD in social work from Portland State University and has taught research methods, evaluation, and research and practice courses through the VAC, acknowledged that it can be challenging to stay abreast of advances in research as a practitioner.

Clinicians often don’t have free access to resources like peer-reviewed journals, academic libraries, and research training programs, she said. Many nonprofit organizations and other service providers don’t have conceptual models and evalua-

tion plans to guide their work.

“It’s surprising that some organizations are still collecting data using paper and pencil,” Schwartz said. “To emphasize the importance of staying up to date on research find-

ings, she encourages her students to subscribe to journals and attend training sessions so they become familiar with translating research into their future clinical work.

Other VAC faculty members have found that teaching helps them stay in touch with the research world. Sherry Blair, an adjacent lecturer based in New Jersey, said reading papers by students has exposed her to new topics in social work like intersectionality, a theory that posits that social identities and various forms of oppression and discrimina-

tion are inextricably linked.

“They are all doing research, which helps me stay apprised of these new concepts,” she said. “I also like to go snooping around and see what is current. Teaching definitely makes me a better clinician and supervisor.”

Beyond encouraging their students to stay immersed in research as they complete their field placements and pursue clinical careers, many VAC lecturers use examples from their profession to illustrate research-related topics in the classroom.

Lori Danchik, an adjacent lecturer who has taught classes on research and clinical work with military-affiliated families through the online platform, frequently relies on her experiences as a clinician and researcher to enhance her teaching.

“We are out there in the world doing things in vivo,” she said. “We are not just talking about it and thinking about it, we are actually involved in research and practice.”

**Many adjunct lecturers teach courses on the USC School of Social Work’s web-based education platform, known as the Virtual Academic Center.**

**Photo/Virtual Academic Center**
The American Psychological Association (APA) approved the appointment of **Ron Avi Astor**, the Lenore Stein-Wood and William S. Wood Professor of School Behavioral Health, as an APA fellow in educational psychology. This status is awarded only to APA members who have made unusual and outstanding contributions of the field of psychology. Astor is now a fellow in both the American Educational Research Association and the American Psychological Association.

**Suzanne Wenzel**, the Richard M. and Ann L. Thor Professor in Urban Social Development, has been selected by the University of Southern California as its institutional representative in the Higher Education Resource Services Leadership Institute, considered one of the most prestigious and compelling leadership development opportunities in higher education. Applicants are expected to demonstrate a strong and sustained record of professional accomplishments, movement into increasingly responsible positions in their schools and universities, and commitment to leveraging their training experience to benefit their universities.

Assistant Professor **Erick Guerrero** has received a three-year research award of $750,000 from the National Institute on Drug Abuse for the purpose of detecting, understanding, and reducing Latino health care disparities in the context of the Affordable Care Act. He has now successfully sought and secured multiple federal grants in addition to receiving support from Los Angeles County.

**Hortensia Amaro**, Dean’s Professor of Social Work and Preventive Medicine and associate provost for community research initiatives, has received funding from the National Institute on Drug Abuse to explore neural mechanisms in women’s treatment and early recovery. Specifically, she will test the efficacy of a mindfulness-based intervention that she developed to increase retention and reduce relapse among women in substance use disorder treatment.

Assistant Professor **Tamika Gilreath** has received a grant from the National Institute of Child Health and Human Development to measure stress experienced by military-connected youths related to the deployment of their parents, relatives, or siblings. This research seeks to advance overall understanding of how to assist youths in military families who are attending public schools.

Professor of Practice **Marv Southard** has been selected as the 2016 recipient of the prestigious Robert Egnew Lifetime Achievement Award, to be presented in Washington, DC, by the National Association of Clinical and Behavioral Health Directors at its annual legislative and policy conference. This recognition is given to individuals who have made sustained and significant contributions to policy change at the county, state, and national levels.

The Robert Wood Johnson Foundation has awarded a $500,000 grant to Assistant Professor **Emily Putnam-Hornstein** to help her assess 7 million children born in California, identifying communities where clusters of children seem to be beating the odds compared to what might have been predicted. This work is expected to contribute to understanding of the protective role of communities in reducing adverse child experiences.

Associate Professor **Dorian Traube** has received pilot funding from the Coalition on Engagement and Well Being and the Annie E. Casey Foundation for a pilot project with the Parents as Teachers organization. She will test delivery of an evidence-based home visitation model using interactive, web-based telehealth technology, the first time a home visitation program has been delivered entirely via a distance technology platform. The goal is to expand services to hard-to-reach families in underserved communities.

Clinical Professor **Ralph Fertig** has received the prestigious Elizabeth Hurlock Beckman Award, which recognizes educators who have inspired their former students to create organizations that demonstrably benefit the community or establish a concept, procedure, or movement of comparable benefit to the community at large. Fertig was recognized for his work on the issue of homelessness in Washington, DC.

The American Academy of Social Work and Social Welfare has selected **Lawrence Palinkas**, who holds the Frances L. and Albert G. Feldman Endowed Professorship in Social Policy and Health, as one of 13 new fellows across the nation. Election to the academy is among the highest recognitions that social work faculty members can receive. Palinkas joins Rino Patti, John Brekke, Kathleen Ell, and Iris Chi from the USC School of Social Work faculty as an academy fellow.

**Michalle Mor Barak**, Dean’s Professor of Social Work and Business, was invited to present the keynote address at the 25th Anniversary Gala of the Carroll School of Management’s Center for Work and Family at Boston College. At the conclusion of her presentation, she received an award for her contribution and dedication to the field of global diversity and work-life balance and in recognition of her long-term work with the center as a research fellow.