



Wednesday, April 7, 2021

9:15 - 9:30 AM - Registration

9:30 - 9:45 AM- Introduction

Session I: 9:45 AM - 12:30 PM

(w/15 min. break)

Lunch - 12:30 - 1:15 PM

Session II: 1:15 – 4:00 PM

(w/15 min. break)

Session III: 4:00 - 5:00 PM

(6 Category I CEUs)

COVID 19 has laid bare an already well-known fact in Black communities. People who live in urban communities face unbalanced outcomes in many areas of life - poor health, access to affordable and habitable housing in communities free from violence, access to nutritious food, and quality education for their children. In fact, the COVID pandemic collided with an existing struggle in these communities to have their lives valued and to live free from over-policing and police violence. This call includes challenging the systems and structures that perpetuate and maintain injustice, inequality, and oppression. Their social justice demands challenge structures that perpetuate and sustain injustice, inequality, and oppression.

As social workers, educators, parents, members of the community we are called to challenge injustice and oppression. Morgan State University School of Social Work in partnership with its community partners present **Urban Social Work Day**. With dynamic cutting-edge workshops and engaging special presentations, attendees have the opportunity to earn up to 6 Continuing Education credits during the event.

Workshops include

- **Sessions I and II**
 - **Panels**
 - **Educational and Digital equity - accessibility and connectivity to the classroom.**
 - **B'more Just US - Organizing, policing, and identity in social justice organizing**
 - **My body, My decision - Straight talk on COVID- 19 vaccines and distribution!**
 - **Can we talk for a minute - Engaging marginalized and vulnerable children, youth, families, and individuals in mental health care using tele-methods.**
- **Sessions III**
 - **Panel**
 - **Life after the Before Times - Approaches to Social Work Practice in cyberspace.**

Panels

Session I and II¹

Session I: 9:45 AM - 12:30 PM

Session II: 1:15 – 4:00 PM

Title: Educational and Digital equity - Accessibility and connectivity to the classroom.

Descriptor: Due to historical systems of oppression, Black children are more likely to live in poverty. Many rely on school for education as well as access to nutritious meals. However, these students often attend schools that have fewer economic resources. The Covid-19 pandemic has further exacerbated existing disparities in achievement caused by systemic oppression. Since Black parents disproportionately work in essential work occupations, parental supervision for remote learning is frequently challenged. In addition, economic barriers often result in increasing the digital divide due to limited internet coverage at home. Accordingly, many Black students are expected to lose one-third of pre-pandemic reading gains and half of math gains. Social Worker, educators, and parents must take decisive steps to prevent the learning gap from widening and damaging further the lives of children who are already at a significant disadvantage compared with their peers. **2.5**

Category I CEUs

Panelists:

- Thurman Bridges, PHD
- Jeronda Burley, PHD
- Valerie Riggs, EdD, Med
- Sonja Brookins Santelises, Ed.DRiggs

Objectives:

- Examine common barriers to educational attainment among Black children before, during and after COVID 19.
- Attendees will be able to devise their own treatment plan when working with youth exposed to educational attainment barriers.
- Increased understanding of educational disparities and the ethical responsibilities of practitioners.

¹ Each panel occurs in the morning and afternoon sessions

B'more Just US - Organizing, policing, and identity in social justice organizing.

Descriptor:

A history of anti-racist activism and politics, Black Lives Matter, police-involved shootings of unarmed black citizens in Charlotte, North Carolina; and Tulsa, Oklahoma, and a presidential race using race has been a focal point have activated activist and scholar to building an understanding of justice in terms of race, class, and gender. The organizers and scholars question systemic issues that put historically marginalized and low-income communities at an elevated risk of experiencing inequitable life outcomes. Social workers, organizers, and community members must dialog about how to work towards liberation through education, cross-border solidarity, law reform, and restorative justice. **2.5 Category I CEUs**

Panelists:

- Taylor Geyton PhD, LCSW-C
- Lawrence Grandpre - Leaders of a Beautiful Struggle
- Robert Holmes MSW - Reflection of Kings
- Dasha. Rhodes, PhD, LMSW

Objectives:

- Recognize together the different approaches to anti-racism and social justice work
- Discuss the relationship between local organizing and national agendas
- Identify the kind of work required to build sustainable social justice movements
- Creating tools to engage community participation and inform citizens
- Explore methods to engage in intersectional social justice work in community and coalition building

Title: My body, My decision - Straight talk on COVID- 19 vaccines and distribution.

Description: During the pandemic, Black and Latino people, women, and people with lower incomes have faced significantly greater hardships than other groups in the U.S., even as they comprise a disproportionately large share of the essential workers critical to the functioning and reopening of the economy. While many community members express reticence about the vaccine due to our nation's history of medical exploitations of black people and their bodies, an even larger reason surrounds disparate access to appropriate and quality health care. **2.5 Category I CEUs**

Panelists:

- Nicole Brown, MS, BSN, RN
- Kim Dobson Sydnor, PhD
- Renee Youngfellow, MPH, RN BRN

Objectives:

- Discuss and identify methods of increasing awareness and assist community members in making informed decisions.
- Identify challenges to healthcare access during the pandemic.
- identify methods to abate misinformation and distrust about the COVID-19 vaccines among the Black community to improve public health and reduce deaths.

Title: Can we talk for a minute - Engaging marginalized and vulnerable children, youth, families, and individuals in mental health care using tele-methods.

Description: According to the Centers for Disease Control and Prevention, Black Americans represent 13% of the U.S. population but represent 33% of COVID-19 hospitalizations and 34% of COVID-19 deaths. In the United States' history of legal, social, and economic inequities across society and disparities in health and access to adequate medical care, black communities have been disproportionately impacted by economic losses and deaths from COVID-19 directly. Distress due to fears of being infected, disproportionate rates of family and community members' deaths, isolation based on stay-at-home orders, and social distancing measures and access to support systems undermine key resilience factors. Psychological distress for many black Americans often goes untreated, and this is another area of a disproportionate impact compared to white individuals that existed before the pandemic. Among children and adolescents with psychiatric diagnoses or developmental disabilities, the school closures created challenges to accessing their clinical services and limited opportunities for ongoing academic and social development. However, many organizations and social workers are turning online to provide needed services despite significant technological gaps. **2.5 Category I CEUs**

Panelists:

- Nikita Parson, MSW, LCSW-C
- Lawanda Williams, MPH, LCSW-C
- Harry Morgan, MSW

Objectives:

- Discuss building trust methods to ensure adequate access to care to minimize the challenge that the Black communities face in addressing emotional distress, depression, anxiety, and experiences of exclusion.
- Discuss and identify opportunities for community connections online and improving services and safe spaces for children.
- Describe access to care through telehealth to promote resilience, coping skills training, and stress management.
- Advocate for improving existing mental health programs to assist vulnerable populations, including people living with mental illness in prisons, homeless shelters, and public clinics.

Session III

4:00 - 5:00 PM

Title: Life after the Before Times - Approaches to social work practice in cyberspace.

Panelists:

- Lisa D. Fisher, MSW, LCSW-C
- Rodney Lomax, MSW, LMSW
- Lakeisha Mixon, MSW, LMSW

Description: Morgan State University School of Social Work alumni and pending social work graduates have emerged into a world turned upside down by COVID-19. The coronavirus pandemic has affected everything from practice modality to career planning for new graduates. In addition, the spotlight on social justice and equity. Our graduates can claim an advantage in understanding the urban landscape, adaptability, and comfort with technology. New jobs and approaches to Social Work are emerging and may not be going back to the way it was. Morgan State University School of Social Work alumni will discuss their adaptation and use of technology to engage urban communities. **1 Category I CEU**

Objectives:

- Discuss methods of building a therapeutic relationship with clients.
- Discussed emergent methods of addressing the whole client - family, spiritual, economic needs, and stressors that clients experience
- Identify ways to manage secondary trauma, compassion fatigue, and avoid burnout through practicing self-awareness and creating a detailed self-care plan.

BIOGRAPHICAL SKETCHES



Thurman L. Bridges III, PhD is an Associate Professor whose career started in education as a middle school social studies teacher in Richmond, VA. Prior to classroom teaching, Thurman earned a Bachelor of Arts degree and a Master of Teaching degree from the University of Virginia. He completed his doctoral studies at the University of Maryland, College Park in Curriculum and Instruction within the Minority and Urban Education graduate program. His research explores the social context of urban education, African American male teacher identity, and hip-hop pedagogy.



Nicole Brown, MS, BSN, RN is a Registered Nurse with over 25 years of nursing experience. She is a graduate of Villa Julie College BSN Program. Worked 10 years in inpatient nursing at Johns Hopkins Hospital and Sinai Hospital before transitioning to care coordination outpatient services and nursing management.

After working as a public health nurse for Baltimore County Dept of Health, she was hired as a supervisor for the Administrative care Coordination Unit where she worked closely with underserved communities to navigate the

Maryland Medical assistance Program. Shortly thereafter, she transferred within the Health Dept to a position as a clinic supervisor of 2 County Health Centers. In 2018, Ms. Brown received a master's degree from the University of Maryland where she specialized in Health Leadership and Management.

Since the beginning of the pandemic Nicole has been working as Operations Chief for 4 COVID testing locations. While also overseeing the care of clients being seen for childhood immunizations and reproductive sexual health at 4 Baltimore County Health Centers.



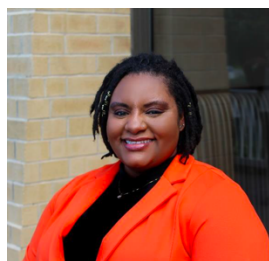
Dr. Jeronda Burley, PhD currently serves as an assistant professor in the Department of Social Work at Coppin State University. She teaches undergraduate courses in social work research, technology and social work, introduction to social work, human behavior, professional seminar, and social policy. Dr. Burley also serves as a mentor to young ladies during their undergraduate tenure at Coppin State University.

Dr. Burley received a BA in Psychology and an MS in Marriage and Family Therapy, both from Auburn University in Auburn, AL; an MDiv in Theology from Howard University in Washington, DC; and a PhD in Social Work from The Catholic University of America, also in Washington, DC. Her research interests are African American caregivers, health promotion within faith-based organizations, religiosity and African Americans, social work and technology, and mothering and academia among Black women. Dr. Burley routinely presents her research at local, national, and international conferences. She has also appeared on radio and television shows locally and abroad. Dr. Burley has several publications and decades of experience pursuing her research interests within community-based organizations and the faith community. Dr. Burley is an active member of Delta Sigma Theta Sorority, Incorporated. She is also very involved in her local church, where she serves in the social media ministry. Dr. Burley is married to Ernest Burley, Jr and is the proud mother of Naomi and Ernest Burley, III.



Lisa D. Fisher, LCSW-C purpose and mission is to assist individuals and couples in reaching the fullest potential of the inner self. She does so by the process of spiritually integrated psychotherapy interventions. Together we can explore your life's challenges and unique situations, from anxiety to discomforts in your marital relationship. She is in private practice, the founder of Freedom Pearl Therapeutic Center, LLC.

Lisa D. earned her Bachelor of Science degree in psychology at Liberty University in Lynchburg, Virginia. Further, she holds a Master of Education-Counseling degree from Coppin State University in Baltimore; Master of Divinity from Samuel DeWitt Proctor School of Theology at Virginia Union University in Richmond, Virginia; and Master of Social Work from Morgan State University. She is a Board-Certified Chaplain with the Spiritual Care Association and a Licensed Certified Social Worker-Clinical in Maryland.



Taylor A. Geyton, PhD, LCSW-C. Dr. Geyton successfully defended her Ph.D. at Morgan State University in March 2021. She was the 2020 recipient of the Council on Social Work Education's Council on Racial, Ethnic, and Cultural Diversity Doctoral student award for her research exploring the identity formation of Black women activists. Dr. Geyton holds an advanced clinical license in social work in the state of Maryland where she also owns and operates a private therapy practice targeted specifically toward Black women's experiences of trauma. Her work in this arena involves families and

communities in Baltimore. Presently, Dr. Geyton is teaching at James Madison University as a Faculty Fellow. She earned her BSW from Mary Baldwin University and her MSW from the University of Maryland at Baltimore. Taylor is an activist through her scholarship and in her practice and is dedicated to the alleviation of Black women's suffering within and outside of the United States.



Lawrence Grandpre is the Director of Research for Leaders of a Beautiful Struggle wherein he provides the research needed to facilitate effective political awareness campaigns, organized civil demonstrations, community education events and legislative advocacy efforts for policy reforms that impact Black people in Baltimore. He has served as LBS' liaison to the public health and advocacy group, Equity Matters, and as liaison to the Campaign for Justice Safety and Jobs.

In 2014, Lawrence co-authored "The Black Book: Reflections from the Baltimore Grassroots" with comrade Dayvon Love. His work has been featured in The Guardian and The Baltimore Sun.



Bobby Marvin Holmes, LMSW is the Founder of Son of a Dream Services & Multimedia Resources A dynamic and well-rounded professional, Bobby Marvin Holmes is a licensed social worker in the state of Maryland with a dual background in human services and media. Holmes's career spans across diverse areas of practice. He has nearly a decade of combined experience working within the public child welfare system, the behavioral health sector, the public-school system, and community-based programs. He currently serves as a mental health therapist for Parker Psychiatric Services. In

addition, he is the founder of Son of a Dream Services & Multimedia Resources, an agency

committed to the healthy development and success of children, youth, and families. He is also the co-founder of Reflection of Kings, a youth development and media program for Black boys. A staunch advocate for youth and families, Holmes has participated in various grassroots initiatives and policy actions including addressing community violence and ensuring healthy school facilities. A proud husband and father, he lives in Baltimore, Maryland with his wife and children.



Rodney Lomax, LMSW is a Morgan State University, Graduate School of Social Work alumni. My education and experiences in the MSW program prepared me to achieve licensure, provide services within the urban community and maintain employment during the course of the pandemic. Currently, I provide social work duties on an inpatient, adult psychiatric unit in a hospital setting that assist individuals with mental disorders. My duties include but are not limited to completing assessments, discharge planning, participating in daily team meetings with clinical staff, participation in virtual family sessions, identifying community resources and building alliances. This experience, coupled with weekly supervision, provides insight on mental disorders and treatment best practices that substantiates the knowledge gained from classroom literature.



Lakeisha Mixon LMSW is a licensed social worker who earned her Master of Social Work from Maryland's Preeminent Public Urban Research University, Morgan State University. Lakeisha also has a bachelor's degree in psychology, an Associate degree in Business Administration, and is currently pursuing her doctorate degree in Public Health, with a minor in Epidemiology. Lakeisha is a community-based social worker for University of Maryland, School of Medicine's Institute of Human Virology. In this role, Lakeisha works in the community to reduce barriers of ART adherence for PLWH throughout Maryland. Lakeisha also works on the frontlines as a clinical social worker in the Emergency Department at Johns Hopkins Hospital. In this role, Lakeisha responds to patients experiencing various levels of crisis and trauma. Her research interests include HIV/AIDS, environmental health, youth suicide, childhood victimization, and psychological well-being among underrepresented populations. Committed to reducing mental health stigma, Lakeisha is also a certified Mental Health First-Aid Instructor for adults and youth



Harry Morgan Jr. MSW has extensive experience in training; grant writing and evaluation; working in the LGBTQ community and working on issues of diversity and inclusion. He is currently the AFFIRM Supervisor at Prince George's County Department of Social Services. AFFIRM is an intervention designed to support LGBTQ youth in foster care and their caregivers. Previously he was the Contract Monitor for Inter-agency Family Preservation Services and Kinship Navigator for the Prince George's County Department of Social Services. Harry also served as co-chair for the LGBTQ Task Force in Prince George's County, MD and a Master Trainer for the All Children All Families Programs created by the Human Rights Campaign. He received his MSW from Morgan State University in 2011



Nikita A. Parson LCSW-C is the Assistant Director and a Lead Clinician with the University of Maryland, School Mental Health Program (SMHP). She has over 10 years of experience providing comprehensive services including direct clinical care, prevention activities, consultations, and crisis intervention in Baltimore City Public Schools. She is passionate about decreasing the stigma on mental health and promoting a healthy social/emotional wellbeing especially among youth and young adults in underserved communities. As well as enhancing racial and social equity in

the field of Social Work. To further promote that mission, Ms. Parson started her own private practice called Chosen for Purpose where she holds space designed for self-exploration, empowerment, and wholeness. Ms. Parson also functions as the Trainee Coordinator with the SMHP and through this has a chance to help mold, nurture, and produce the next set of clinicians in this field. Ms. Parson has been trained in Trauma Focus Cognitive Behavioral Therapy, is a board approved supervisor for Social Workers and a statewide Botvin's Life Skills trainer. She serves on the Racial and Social Justice Team with the SMHP, is a member of NABSW, and Clinicians of Color. She is a proud Alumni of Morgan State University where she currently sits on the School of Social Work Field Education Board.



Valerie Riggs, EdD, Med is passionate about working with under-prepared students and helping them to persist. Her research interests are focused on determining best practices for working with under-prepared students in distance learning environments. She is also passionate about preparing students for 21st century teaching by using the latest instructional technology tools



Dasha J. Rhodes, PhD, LMSW successfully defended her Ph.D. at Morgan State University in March 2021 and is a Council of Social Work Education (CSWE) Minority Fellow. She is a Licensed Master Social Worker where she practiced as a hospice social worker in Houston, TX, before shifting her focus to police and community matters. Dr. Rhodes worked on various projects in Baltimore City that involved both the residents and the police department. More recently, she examined the anxiety rates among Black Americans with a direct police encounter and their predicted anxiety

with future police contact. She also explores the impact of social work education on policing. Dr. Rhodes aims for social work to have a more significant influence to address current policing practices.



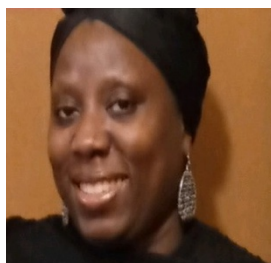
Dr. Sonja Brookins Santelises, Ed.D. Throughout her career, Dr. Sonja Brookins Santelises has dedicated herself to the achievement of excellence in urban education. She is now in her second term as Chief Executive Officer of Baltimore City Public Schools (City Schools), to which she was first appointed on July 1, 2016. Dr. Santelises had previously served as Chief Academic Officer for City Schools from 2010-2013. Prior to returning to Baltimore, she served for three years as vice president for K-12 policy and practice at The Education Trust, a national nonprofit organization focused

on closing the achievement gap experienced disproportionately by students of color from low-income families. Dr. Santelises is a Phi Beta Kappa graduate of Brown University. She holds a Master of Arts degree in education administration from Columbia University and a Doctor of Education in administration, planning and social policy from Harvard University. She has lived in Baltimore with her husband and three daughters since 2010.



Kim Dobson Sydnor, PhD is currently the Dean in the School of Community Health and Policy at Morgan State University. Dr. Sydnor received her B.S. in Psychology from Morgan State University and her doctorate in Public Health from Johns Hopkins University. She is a member of the Phi Beta Kappa Honor Society.

Dr. Sydnor has published research in a number of areas. Her current research efforts are focused on program evaluation in two key areas: child development and the Maryland courts. For the child development projects, her research applies a life course framework that examines the key contexts of school and family utilizing a community based participatory approach. The court projects are an assessment of mental health and juvenile justice court practices, in partnership with other institutions in the University of Maryland system. While the research projects noted reflect specific topic areas, Dr. Sydnor is more broadly interested in the social determinants of health which are those conditions and circumstances that shape both behavior and health status of individuals and communities.



Lawanda Williams, MPH, LCSW-C has been employed with Health Care for the Homeless (HCH) for 10 years and serves as its Chief Behavioral Health Officer. At the downtown Baltimore site, she provides oversight and vision for the behavioral health, housing, case management, community health, outreach and psychiatry departments. During her tenure at HCH, she has served in a number of roles with increasing levels of responsibility and program oversight, including clinical case manager, lead case manager, program coordinator and director. Prior to coming to HCH, Lawanda spent

7 years in long-term care, as both social services staff and department director. Lawanda has delivered workshops at the American Public Health Association and National Health Care for the Homeless Council's (NHCHC) annual conference, focusing on the topics of housing as a structural intervention to reduce HIV viral load, advocacy as self-care, clinical benefits of advocacy, Harm Reduction, Permanent Supportive Housing, and Trauma Informed Care. She is the past-chair of the NHCHC's Clinician's Network Steering Committee, working on public health initiatives that help assess the needs of the Council's member agencies, establish annual priorities, provide technical assistance and produce responsive deliverables. Lawanda also teaches at Morgan State University as a field liaison in the School of School Work.



Renee Youngfellow, MPH, BSN is a veteran of the United States Army with over 29 years of nursing experience. She is a graduate of Coppin State Nursing BSN Program. Worked 15 years in inpatient nursing at Johns Hopkins Hospital and Maryland General Hospital before transitioning to outpatient care and nursing management.

Shortly after obtaining a Master's in Public Health from Morgan State University, she joined the Baltimore Department of Health as the Director of Public Health Nursing. Currently the Director of Clinical Services, Center -

Based Services managing 7 County health centers for adult and children health services.

Since the beginning of the pandemic Renee has been managing Baltimore County's Covid 19 testing sites, setting up the first site in April 2020 and expanding to 6 sites. Implementing policies and standard operating procedures for the mass test efforts. With the help of a very large dedicated team of public health professionals and staff tested over 90,000 people. Participating in the preparation meeting for the arrival of the long-awaited vaccine. Tested the Maryland electronic PrepMod system and practice for safe delivery of the vaccine. Assist hiring and staffing the vaccine sites, while continuing to manage 5 Covid testing sites.

URBAN SOCIAL WORK DAY 2021
EVENT EVALUATION
Wednesday, April 7, 2021

We value your feedback. Please complete the following evaluation.
Thank you so much for your attendance at Urban Social Work Day 2021!

Please select Panel

- Sessions I and II
 - Panels
 - Educational and Digital equity - accessibility and connectivity to the classroom.
 - B'more Just US - Organizing, policing, and identity in social justice organizing
 - My body, My decision - Straight talk on COVID- 19 vaccines and distribution!
 - Can we talk for a minute - Engaging marginalized and vulnerable children, youth, families, and individuals in mental health care using tele-methods.
- Sessions III
 - Panel
 - Life after the Before Times - Approaches to Social Work Practice in cyberspace.

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|---|-----|----|
| 1. The presenters exhibited clarity of content. | Yes | No |
| 2. There was a clear outcome statement and supporting data. | Yes | No |
| 3. I am able to incorporate urban social work concepts. | Yes | No |
| 4. Coronavirus pandemic has impacted my practice modality | Yes | No |
| 5. The pandemic has altered my career planning. | Yes | No |
| 6. The community's response to the pandemic is driven by history. | Yes | No |

URBAN SOCIAL WORK DAY 2021
EVENT EVALUATION
Wednesday, April 7, 2021

We value your feedback. Please complete the following evaluation.
Thank you so much for your attendance at Urban Social Work Day 2021!

1 = Strongly Disagree and 5 = Strongly Agree

1. Urban Social Work Day 2021 was informative.	1	2	3	4	5
2. I feel able to explain the importance of emergent methods of addressing the whole client - family, spiritual, economic needs, and stressors that clients experience	1	2	3	4	5
3. misinformation and distrust about the COVID-19 vaccines among the Black community to improve public health and reduce deaths	1	2	3	4	5
4. Increased understanding of educational disparities and the ethical responsibilities of practitioners.	1	2	3	4	5
5. I believe community engagement was clearly explained to me and feel that it can enhance social justice efforts.	1	2	3	4	5
6. We explored the intersection of history, society, and the social work profession.	1	2	3	4	5
7. We explored methods to engage in intersectional social justice work in community and coalition building	1	2	3	4	5
8. We explored the impact of the social work's capacity to transform systems that perpetuate and sustain injustice, inequality, and oppression.	1	2	3	4	5
9. All in all, I can use the material presented in my Social Work practice.	1	2	3	4	5

What new concepts did you learn?
