

*“One Network Reaching Many”*

Morehouse School of Medicine,  
Department of Psychiatry & Behavioral Science  
and the Historically Black Colleges and  
Universities-Center for Excellence (HBCU-CFE)

## Salutes All HBCU 2012 Graduates CONGRATULATIONS!



**Gail A. Mattox, MD, FAACAP**  
Project Director, HBCU-Center for Excellence

To HBCU graduates:  
You have succeeded; you have earned your degree and now is the time to feel proud and thankful, especially to your family, friends, faculty and staff who supported you along the way.

As you step out to take your place in our changing society, I hope your goals include bringing about change in small or large ways, through service and or leadership. I also challenge you to learn the value of Emotional Intelligence or EQ. Emotional Intelligence involves communication, collaboration, professionalism, empathy and determination and impacts how well you handle yourself and your interactions. With emotional intelligence you are more productive and resilient. We look forward to your contributions. Congratulations!!!



The HBCU-Center for Excellence serves as a unique resource center designed to facilitate, develop, mentor, collaborate, and strengthen partnerships with Historically Black Colleges and Universities (HBCUs) in behavioral health promotion, leadership, and policy development.

## World Leaders Spend Time with HBCU Graduates during 2012 Commencements



“It is an honor to be here and to acknowledge your proud tradition”, said First Lady Michelle Obama, who served as the commencement speaker for North Carolina A & T, May 2012 in Greensboro, North Carolina. “For years, you have produced more African American engineers - and more African American female engineers - than just about anywhere else in America!”



HBCU graduate, Ambassador Andrew Young served as speaker for the 2012 Morehouse School of Medicine’s (MSM) Commencement.

Andrew Young was elected Mayor of Atlanta, served as United States Congressman and as United States Ambassador to the United Nations during the Carter Administration. Young also served as Chair of the Centennial Olympic Games hosted in Atlanta in 1996. *(Article continues on page 3)*

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## Workforce Development

By Eugene Herrington, PhD.,  
Co-Project Director, HBCU-CFE



## Substance Abuse and Mental Health Services Awards HBCU-Center for Excellence in Behavioral Health

Morehouse School of Medicine has received a **Notice of Award** from the Substance Abuse and Mental Health Services Administration (SAMHSA) to continue to serve as the **Historically Black Colleges and Universities-Center for Excellence (HBCU-CFE) in Behavioral Health**.

The HBCU-CFE will continue to support a Behavioral Health Capacity Expansion Mini-Grant program. The purpose of this program is to promote student behavioral health to positively impact student retention, expand campus service capacity, including the provisions of culturally appropriate behavioral health resources and to facilitate best practices dissemination and behavioral health workforce development.

More information is forthcoming please visit our web site [www.hbcucfe.net](http://www.hbcucfe.net) and our facebook page.

### Behavioral Health Webinars (Free web-based distant learning opportunities)

- ❖ **Alcohol, Tobacco, Other Drugs & Cultural Competency**  
- Tuesday, June 12<sup>th</sup> 2pm - Alyssa Ryan, U.S. Virgin Islands CSAP Prevention Fellow
- ❖ **Peer Education: The Revolving Door of Success**  
- Thursday, July 26<sup>th</sup> 2012, 2pm - Mariah Williams, Senior Student and Peer Educator, Florida Agricultural and Mechanical University
- ❖ **Active Minds on your Campus: A Step by Step Guide**  
- Tuesday, August 14<sup>th</sup> 2pm - RCHAELE Datz, Regional Manager at Active Minds, Inc.

The concept of Workforce Development exposed me to a broad based complex range of economic, education, and career -based connections before I could come up with a sense of understanding. The concept still leaves me somewhat unsettled with a working definition. Historically, workforce and education have had a strong lopsided relationship. From the earliest I can recall, workforce plantation economics has had ties to agricultural and plantation skill sets, such as, driving tractors, tilling the soil, early spring planting of crops of corn, cotton, peanuts, and rye. Those needs have existed throughout the industrial, technological and computer eras.

During the thirties and forties in the Deep South, primary and secondary school academic years began in September when most of the primary plantation crops were or had been harvest. The same rural educational school systems ended their academic school in early May closing schools so that workforce farm labor could return to the plantation fields for cultivating and harvesting of the ripen fields of cotton, fruits and vegetables. Hence, there has always been an intertwined laborious dance between education, labor and economics. Economics and labor having the greater force and power. Education was secondary and the partnership was not mutual.

(For the full article e-mail [eherrington@msm.edu](mailto:eherrington@msm.edu))

### Resources

#### Behavioral Health

[www.hbcucfe.net](http://www.hbcucfe.net)  
[www.NAMI.org](http://www.NAMI.org)  
[www.staystrongfoundation.org](http://www.staystrongfoundation.org)  
[www.activeminds.org](http://www.activeminds.org)  
[www.mentalhealthscreening.org](http://www.mentalhealthscreening.org)  
[www.academyHealth.org](http://www.academyHealth.org)  
[www.checkyourself.com](http://www.checkyourself.com)

[www.samhsa.gov](http://www.samhsa.gov)  
[www.ATTC.org](http://www.ATTC.org)

[www.NADAAC.org](http://www.NADAAC.org)

#### Education and Internship/Employment

[www.careeronestop.org](http://www.careeronestop.org)  
[www.ncereview.com](http://www.ncereview.com)  
[www.ed.gov](http://www.ed.gov)

[www.highered.org](http://www.highered.org)





### **My Journey as a Student Peer Educator (SPE)** By Alyssa Ryan, SAMSHA, CSAP Fellow

I can remember it vividly, my first semester at the University of the Virgin Islands (Fall 2007). My friends and I had just graduated from High School and were eager about becoming engaged in activities on campus. It was in discussion one day with another classmate that we first heard about the Student Peer Educators (SPE) organization. Eagerly we made an appointment to speak to the programs Liaison, Dr. D. Battiste, who interviewed us as potential SPEs and gave us key information about the Substance Abuse, HIV/AIDS, and Hepatitis Prevention Program and what being a member entailed.

That is where my involvement as an SPE began. The SPE program at UVI is highly valued by students and professors which provided me [as well as other students] the opportunity to present my knowledge to my peers in classrooms, residence halls and during outreach activities. Wanting to be a part of such an organization was not all that contributed to my success. When I joined the SPE "family", I realized that I am not alone. I became a part of a growing organization of tomorrow's leaders. While acquiring training, I built a strong family and friend network, gained interpersonal and communication skills, a strong vocabulary, and knowledge that will stay with me for a lifetime. My experience contributed to skills such as: learning to function as a leader and also as a supportive team member; how to speak publicly in a positive, engaging, interactive, and nonjudgmental manner; and how to keep an open mind to cultures, practices, and sexual orientation that are different from my own. Being an effective Peer Leader gave me the opportunity to articulate the FACTS about health enhancing behaviors and dispelling STIGMAS (myths and misperception). It also called for dedication to health education promotion. Shortly after graduating with my undergraduate degree, I was approached by a staff member of the University and told about an opportunity that was available to engage in the prevention field. This member was familiar with my involvement with SPE on campus and also other student groups. That was my introduction to the SAMHSA/CSAP Prevention Fellowship Program (PFP). Currently I am the US Virgin Islands CSAP Prevention Fellow, (PFP) working to improve the quality of substance abuse prevention practices nationwide. Serving as a Peer Educator also provided tools to promote behavioral health protective factors and reduce risk factors and especially for substance abuse.

On your individual campuses, your peer educators group needs you...We need you to help us save lives! Being a Student Peer Educator is a great way to start getting involved in the fight that brings awareness about mental illness, substance abuse, viruses and diseases that affects many of our peers. Not knowing can definitely hurt our family, friends and peers. "There is no shame in not knowing, the shame lies in not finding out (Unknown)!"

*(Article continues from page 1)*



Oprah Winfrey, created a media and philanthropic empire, urged more than 550 graduates at Spelman College, the historically black college for women, to strive for excellence and make service the focus of their lives.

Ms. Winfrey, received an honorary degree from Spelman College in 1993 also received the institution's 2012 National Community Service Award.

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**Coppin State University**  
**Center for Counseling and Student Development**  
**Focus on the impact of student health and general wellbeing!**

By Christopher Thomas, LCSW-C, Assistant Director  
 Center for Counseling and Student Development Division of Student Affairs - Coppin State University

What would you do with a week of picturesque warm weather and no classes to attend? While there are countless choices to make during spring break, the Coppin State University, Center for Counseling and Student Development attempted to influence the choice to engage in safe behaviors during their most recent Safe Spring Break Fair.

The Coppin State University, Center for Counseling and Student Development hosted their first Safe Spring Break Fair on March 14, 2012. The event provided a plethora of fun educational activities to engage students. The event highlighted topics that impact student health and general wellbeing, including substance abuse, physical assault, sexual assault, and counseling center services. Students learned self-defense strategies during a RAD (Rape Aggression and Defense) demonstration presented by the Coppin State University Department of Public Safety. Participants indulged in nonalcoholic mock tails and tested their coordination while wearing goggles simulating inebriation with a blood alcohol level of .25. In addition, students received information regarding prevention and recovery from sexual assault from Phynyx Ministries and the Maryland Coalition Against Sexual Assault (MCASA).

Activities presented students with practical information and the required tools to remain safe by making positive choices. As a complement to the information and experiential education activities, participants were also given resources on and off campus to support and empower their ability to make constructive behavior choices.

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Reaching Many***

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