The lighthouse has always been seen as a symbol of hope, leading the lost and unsure to safe harbor. The same can be said of social workers.

As some of you may remember, the School’s students take part in the annual LEAD day where social work students from around the state converge on the Indiana State House and learn about advocating for those who can’t speak up for themselves. This year Rep. Greg Porter stepped before the microphone and looked out at more than 600 social work students. “You are beacons of light,” he told the students. “You are change agents,” Porter said. “That is who you are. That is what you are going to be. Understand your work has just begun. Don’t get tired. Stay focused. Stay strong and stay together, because you are what make Indiana the great state that it is.” His remarks are a good reminder of how much people depend upon what our students, faculty and alumni do every day.

If you’ve happened to stop by the School recently, you might have noticed the staff and faculty look a tad more relaxed these days. There are several good reasons for that. The first is the wonderful news the School received in February that the Council on Social Work Education had reaffirmed the accreditation of the School’s BSW and MSW programs for the maximum 8-year period with no progress report due. As soon as I heard about their decision, I sent a note congratulating Dr. Virginia Majewski, who led our efforts to compile a series of telephone book size folders that made up our accreditation report. I also thanked Mary Lindop for assembling all the materials, Cathy Pike for her sage guidance with our assessment and BSW and MSW program directors for their excellent administration and daily management of our programs, field directors and coordinators, advisors, staff and our excellent faculty. The reaffirmation is truly a recognition of the outstanding work that each faculty and staff member contributes daily for us to have such a quality school and excellent education programs. The reviewers were so impressed by what they found at our School, they suggested we publish a paper on our curriculum.

The other exciting news is that the School will be gaining some much needed space. The School is expected to occupy the second floor of a new, five-story building to be located at the corner of New York Street and University Boulevard. The School will continue to occupy its current space on the fourth floor of the Education/Social Work Building. Other tenants in the new building will be the School of Philanthropy and administrative offices for IUPUI and an office for Indiana University President McRobbie. Construction on the building is expected to get underway this fall.

Our colleagues in Labor Studies have a new title – The Department of Labor Studies. Under the leadership of Dr. Irene Queiro-Tajalli, the faculty have been conducting meaningful research and scholarship. Dr. Queiro-Tajalli will continue to lead Labor Studies as the Department Chair.

MSW Direct, our online MSW program, has welcomed its second class of students. The program is designed to assist Indiana residents who might not otherwise have the opportunity to get a MSW degree, but the program has also attracted students from Hawaii to New Jersey and from Minnesota to Texas.

Shortly after we welcomed Linda Olvey back to the School of Social Work as the MSW Direct Field Coordinator, we learned she had been selected to receive the prestigious Maynard K. Hine Award. The award recognizes significant contributions to IUPUI. Linda is a 1983 MSW graduate of the School of Social Work. Linda served as the MSW Student Services Coordinator a number of years ago and has been active with the School’s Alumni Board since the late 1990s. Karen Jones, the Senior Director in the IUPUI Office of Alumni Relations, noted in her nominating letter that Linda’s commitment to student success was evident in her daily work. Linda’s addition to the School of Social Work Alumni Board has significantly increased the collaborations the board has in the community, while enhancing the board’s involvement with students and strengthened programming the board provides alumni. Congratulations Linda!

In closing, let me thank you for your support and interest in the School of Social Work and have a wonderful spring and summer.

Michael A. Patchner
Dean
Indiana University School of Social Work
Imagine being awakened by the sound of a rooster crowing though you are living in a city of over 3 million inhabitants. Sunny, hot weather is the norm every day from October through June. Electrical power goes off randomly without notice (that is, if you are fortunate enough to have electrical power). You can look out your window and see an ox being slaughtered by hand. Meals are eaten with your hands, while freshly slaughtered animals are strung up in unrefrigerated butcher shops. Young men hang out of vans (“line taxis”) yelling out their destination in search of passengers. You can see women clad in colorful scarves and skirts, hordes of school children in worn school uniforms, persons with mental illness fending for themselves on the streets, sometimes going unclothed. For Dr. Margaret Adamek, Director of the Indiana University School of Social Work’s PhD program, this is the world she experiences daily in Addis Ababa, the capital city of Ethiopia. Addis Ababa is the home of over 170 national embassies and is the continental seat of the African Union.

Dr. Adamek is on a 10 month sabbatical in Ethiopia that began in August 2012 and will continue to this coming June. Her sabbatical is supported by a Fulbright Fellowship. She is accompanied by her husband, Eddie Johnson, sons Jeremy (age 16) and Joey (age 14) and daughter Ja-nia (age 2). A third son, Nicholas (age 19), was with them for the first 6 weeks of their stay in Addis Ababa. A fourth son, Nate (age 21), made a 10 day visit in March.

The focus of Dr. Adamek’s work is to support the scholarly writing of the PhD students at the Addis Ababa University School of Social Work and Social Development. In particular, she is mentoring PhD and MSW students on their dissertation research and MSW students on their thesis studies, serving on a number of dissertation committees and as an internal or external reviewer for doctoral portfolios, dissertation proposals, and completed dissertations.

Students’ topics are diverse and represent a range of social issues in contemporary Ethiopia including: human trafficking, positive youth development, the return of Ethiopian migrants from the Middle East, community policing, community-based child protection service, trafficking of street children for sexual exploitation (more than half of the 1.2 million children trafficked each year are from Africa), resilience of women abused by their husbands (culturally, a husband beating his wife is considered normal and expected), use of skilled birth attendants by rural women, married Muslim women's experiences of gender relations in the family, elder abuse, sexual abuse of female street adolescents, stigma of PLWHA, female genital cutting among Somalia-Ethiopian women, and the experiences of street children who ran away from institutional care, to name a few.

Dr. Adamek is also giving workshops on scholarly writing at other universities around Ethiopia including Bahir Dar University, Gonder University, and Jimma University. One session of her workshop at Bahir Dar University was visited by a monkey who came to the door of the training room trying to sneak the kollo (traditional Ethiopian snack) that was being served at the workshop. Monkeys frequent this particular campus like squirrels might be found on a campus in the U.S. In addition to working with students and giving workshops, Dr. Adamek is collecting data from faculty about their students’ scholarly writing needs.

The learning experiences for Dr. Adamek and her family while living in Ethiopia have been culturally rich and seemingly endless. They have had the opportunity to attend 3 weddings and several traditional holiday celebrations. Unlike housing in major cities where the wealthy districts are typically located far from the homes of the poor, in Addis Ababa persons who are homeless or under-housed, live in close proximity to multiple story homes surrounded by cement fences, barbed wire, locked gates, and 24 hour guards. As Dr. Adamek learned from one of the recent PhD graduates, Ashenafi Hagos, whose dissertation focused on persons who are homeless, about 80% of the residents of Addis Ababa can be considered under-housed, living in shanty-like dwellings with no indoor plumbing, no refrigeration, and limited electrical power, if any.

“Apartments” rented by single people are actually just a small room with a bed—there is no kitchen and the bathroom facilities are shared.

The opportunities for social work intervention and social development seem limitless. There are an estimated 100,000 children living on the streets of Addis Ababa. Child labor is rampant, especially in rural areas where children are expected to assist with farming tasks. Amidst the poverty, there are many construction projects underway including high rise office buildings, condominiums, and retail space. Construction workers earn about $1 a day for women and $3 a day for men. Safety equipment is a rarity on construction sites; women can be seen hauling cement blocks up several flights of crudely fashioned steps made of eucalyptus branches wearing long skirts and no hard hats. Most of the scaffolding on construction sites, even for multi-story office buildings, consists of criss-crossed eucalyptus branches.

In some rural areas it is very common for young women to migrate—either legally
In addition to scholarly work, Dr. Adamek has been a parent volunteer accompanying her son and other high school students from the International Community School to Mother Theresa's Orphanage where they interact with the children living there. Her husband, Eddie, similarly serves as a parent volunteer, accompanying another group of high school students to the burn unit of the Korean Hospital where they visit with children who are victims of fire, snake bites, car accidents or other tragic situations. Eddie is also involved with an NGO called “Bring Love In” that sets up clothing. After they bought Habtamu a new outfit, another local restaurant was willing to serve him due to the condition of his clothing. After they bought Habtamu a new outfit, another local restaurant was willing to serve him due to the condition of his clothing. After they bought Habtamu a new outfit, another local restaurant was willing to serve him due to the condition of his clothing. 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A New Name

Last fall Indiana University made it official. The Labor Studies Program is now the DEPARTMENT OF LABOR STUDIES.

The name change reflects more than just a title change though. When the former Division of Labor Studies found a new home at the School of Social Work in 2007, it was facing uncertain times. As the School’s academic units are labeled programs, Labor Studies became the Labor Studies Program within the School of Social Work.

Under the leadership of Dr. Irene Queiro-Tajalli, Labor Studies has not only regained its footing, but faculty and staff are strengthening its organization and course offerings. Dr. Queiro-Tajalli will continue to lead Labor Studies as the Department Chairperson. Labor Studies offers a Bachelor of Science in Labor Studies, an Associate of Science in Labor Studies, and a Certificate and Minor in Labor Studies as well as non-credit courses.

Dr. Queiro-Tajalli believes the name change also gives Labor Studies more of a standalone identity. Being called a program raised questions about what Labor Studies was part of. Now, as a department, it not only raises the stature of Labor Studies within the university but with entities outside the university.

Dean Michael Patchner highlighted the fact that the name change will give the department more national and international status and recognition. Dr. Queiro-Tajalli believes this new status will signal to different constituencies the vitality and richness of all the opportunities within the department.

The DEPARTMENT OF LABOR STUDIES has been busy with a series of brown bag talks during the fall of 2012 and the spring semester of 2013 at IUB. The talks included:

- Real Utopias: The Social Economy Approach – An Example from Switzerland, Professor Isidor Wallmann; The War on the Middle Class, Senator Vi Simpson; Blue State, Red State: Can Labor Change Indiana’s Color, Becky Smith and Professor Marquisa Walker; Elections 2012: What Went Right, What Went Wrong, and Where to From Here?, Round Table Discussion; Varieties of Capitalism, Competitiveness, and Labor, Professor Emeritus Jeff Hart; Policies and Practices of Hierarchy in Korean Conglomerates, Michael Prentice.

After more than 20 years at IUPUI, DR. LISA MCGUIRE has accepted a position as the Social Work Department Head at James Madison University in Harrisonburg, Va. DR. CAROLYN GENTLE-GENITTY has been named Acting BSW Program Director to replace Dr. McGuire.

DR. SABRINA WILLIAMSON SULLENBERGER, Acting Associate Dean of the School of Social Work is also leaving the School. She has accepted a position as program director at Belmont University in Nashville, TN. Dr. Sullenberger, who has been with the School for more than 10 years, said they are moving to be closer to family members in Tennessee. DR. CATHY PIKE has been named to serve as Acting Associate Dean.

Stephanie ViehweG, Lecturer and Coordinator of the Baker/Riley Circle of Care Initiative, has been selected to serve as an Act Early Ambassador for the Centers for Disease Control and Prevention’s (CDC’s) “Learn the Signs. Act Early.” program. He will play an important role in educating Indiana’s parents, healthcare professionals, and early educators about early childhood development, warning signs of autism and other developmental disabilities, and the importance of acting early on concerns about a child’s development.

JAN NES, Coordinator of the MSW Program at IPFW, was invited to serve on two Boards of Directors last fall. She is now serving on the Board of Directors for Park Center, Inc., a community mental health center and also for Catherine Kasper Place, a ministry of the Poor Handmaids of Jesus Christ.

Dr. Patrick Sullivan has been involved with two national social work projects. The first is the Recovery to Practice project SAMHSA/CSWE. Dr. Sullivan worked on a pilot test of the three Webinars to be delivered on a National basis – he is co-facilitator on Webinar 1 & 3. His co-facilitator for the last webinar was Debbie Plotnick the Senior Director for State Policy at Mental Health America. The second is the integrated care project development. Dr. Sullivan is launching one of the pilot classes that he helped develop on mental health policy in Ft. Wayne and is participating in a national learning community among 20 programs who are also introducing the new curriculum.

Dr. Stephanie Boys presented the “The Need for Interpersonal Skills Education in Preparation for Criminal Justice Careers” at the 9th Annual Academy of Criminal Justice Sciences (ACJS) conference in Dallas in March. Her co-presenters were Carrie Hagan of the IU McKinney School of Law and Victoria Beck of the criminal justice department at University of Wisconsin-OshKosh.

Dr. KhaJa Khaja, Associate Professor at IUSW, has been appointed as Faculty Fellow for the Office of the Executive Vice Chancellor and Chief Academic Officer’s Common Theme Project from 2013-2015. Dr. Khaja will participate in a number of campus activities related to Academic Affairs and will work to enhance IUPUI’s academic excellence. Her main responsibility will be to lead the Common Theme Project which will invite IUPUI students, staff, faculty and the community to engage in a two-year discussion and deeper exploration of civil discourse in the classroom, workplace and public sphere.
PUBLISHED ARTICLES


Duggan, L., Social policy is environmental policy: Paid work, unpaid care work, gender, and ecology,” in Isidor Wallmann (ed.)

Duggan, L., Environmental policy is social policy – social policy is environmental policy; Toward sustainability policy, Springer Press, (forthcoming, spring 2013).


Mellow, W., A Etica, os Directos Humanos e os Trabalhadores, Debate e Acao – A Etica, os Directos Humanos e os Trabalhadores.

Mellow, W., (book-approved) The legion of workers in Ceara, syndicalism and fascism in northeast Brazil.


In T. Gulotta and M. Bloom (Eds.), Encyclopedia of Primary and health Promotion (2nd Ed).


Visit our peer-reviewed journal, Advances in Social Work online journals.iupui.edu/index.php/advancesinsocialwork

Advances in Social Work is committed to enhancing the linkage among social work practice, research, and education. Accordingly, the journal addresses current issues, challenges, and responses facing social work practice and education. The journal invites discussion and development of innovations in social work practice and their implications for social work research and education. Advances in Social Work seeks to publish empirical, conceptual, and theoretical articles that make substantial contributions to the field in all areas of social work including clinical practice, community organization, social administration, social policy, planning, and program evaluation. The journal provides a forum for scholarly exchange of research findings and ideas that advance knowledge and inform social work practice. All relevant methods of inquiry are welcome. Advances in Social Work is a peer-reviewed journal that publishes original work. Articles are accepted on the basis of appropriateness, clarity, sound methodology, and utility for social work practice, research, and education. Articles are indexed or abstracted in Social Work Abstracts and Social Service Abstracts. Editor: William H. Barton, Ph.D.
In the early 1900s, Dr. Ulysses Grant Weatherly didn’t have a formal name for it, but knew it was essential to have. On his own, Dr. Weatherly, the head of the Indiana University Department of Economics and Social Sciences, made arrangements to have his advanced students interested in social work visit agencies to observe. Simply put, he knew his students needed practical training to better prepare themselves to work in that field.

Much has changed in the social work profession since Dr. Weatherly, who is credited with pushing for the creation of a social work department that opened at Indiana University in 1911, operated as a one-person field education coordinator. IUSSW’s commitment to quality field education is seen not only in the outcomes for student placements, but also in its inquiry into the pedagogical phenomenon of field education. Instead of just helping students find placements, the School’s Field Education experts want to know how students learn in the practice setting and what conditions facilitate deeper, integrative learning. It is the Field Education system’s intention to generate professionals that know how to reflectively learn in the practice setting and to evolve with an ever-changing world.

To that end, IUSSW field coordinators have forged a national presence by examining the philosophical influences that have informed field education. In 2011, Sheila Dennis and Erika Galyean presented at the 2011 Baccalaureate Program Directors conference on the evolution of field education, looking at the history and various belief systems which have shaped field education. Jennifer Anderson, the Field Coordinator at IU Northwest has also done research into field education and is working on several articles including: “Learning from and teaching to field: Engaging students, their field instructors, and faculty in the discussion of signature pedagogy.”

The ubiquity of technology in our lives is also impacting the delivery of field education. Erika Galyean and Sheila Dennis presented on the use of iPads in field education. This presentation was based upon a community learning grant awarded to Erika based upon a proposal she had submitted. Through the grant, Erika was able to explore with her BSW seminar students how iPads could be used in field education and social work practice. Sheila Dennis contributed to Quality Field Education: A Field Director’s Guide (in publication) a chapter on Technology in Field Education. At the 2013 Baccalaureate Program Director’s Conference, Sheila presented on the ethical considerations needed for infusing technology into online supervision and integrating technology into student practica experiences.

As social work education has shifted to competency-based learning, much of the assessment is occurring in the field setting. In 2011, Erika Galyean, Bob Weiler, Sheila Dennis, Carol Satre, and Akanke Omoruyi-Adenrele presented at the Annual Program Meeting on the different yet intersecting ways that the BSW and MSW concentrations assess student learning in field education. Building upon this leadership in field assessment, Sheila Dennis shared with a national audience at the 2012 APM Conference the school’s concentration assessment approach, which is part of an interweaving assessment framework for IUSSW.

Also integral to assessment and student success is the field liaison role. Dennis presented at the 2012 BPD conference
We apply theory, but there is the art of field education research agenda seeking what we learned. It's different every work requires a certain level of critical thinking as no situation is the same. We apply theory, but also is the same strategy in every situation. Field education is anchored in a unique nature pedagogy for social work education, emerging as a national presence within social work education.

At the heart of field education is the dynamic reflective process that happens in the practice moment. It’s where social work students become critical thinkers. “We apply theory, but there is the art of practice,” Dennis said. “Art is that creative approach in the practice moment where the student applies theory, but also is reflective of what is happening at that moment,” Dennis said. “So it is unique to every situation, that’s what separates us from a technician, where you just apply the same strategy in every situation. Field work requires a certain level of critical thinking as no situation is the same. We are scientists and artists because we have to be creative in that moment in applying what we learned. It’s different every single moment.”

Field Coordinators have also had to keep pace with a changing educational environment where interdisciplinary courses are offering new opportunities for social work students. In 2012, for example, social work students joined with psychiatric nursing students in an interprofessional course between the Schools of Social Work and Nursing. During the course, the students become accustomed to collaboration and collegiality, said Dr. Kathy Lay, an Associate Professor of Social Work, who was one of three professors who developed the course. From that class, two social work students and two nursing students were placed at a primary care clinic. The students, who knew each other from the core class, worked together at the clinic under the supervision of nursing and social work supervisors. “We have them doing a joint internship at a place that provides primary care with a mental health twist because it’s about addictions and medications and identifying those patients who are non-compliant with treatment,” Carol Satre explained. “It’s like an interdisciplinary team, but they are both students.”

Field education is a partnership made possible by dedicated social workers both at the school level and graduates who are now working at a variety of agencies who remember how valuable their field education experiences were. How else to explain this cadre of social workers who give of their time to mentor students even though they do this on top of their regular work duties as field instructors. Surveys of field instructors indicate they willingly take on the extra duties because they find satisfaction in investing in the next generation of social workers. It also helps them stay current with advances in practice and they value their connection with the university.

Susan Acuna, who received her MSW degree in 1995, recalled that her field experience with the Indiana Youth Services provided an experience she has valued ever since. Acuna was put in charge of creating a legislative, marketing and advocacy campaign to convince the Indiana General Assembly to increase funding for the nonprofit agency. “I had no clue how to do it,” Acuna recalled. “I showed up the first day of the legislative session and felt like a duck out of water.” Then Acuna discovered that when you really believe in something with your heart, you are just basically sharing your enthusiasm. “That’s where I really found my niche,” Acuna said. Today, Acuna is the President and CEO of the Literacy Council Gulf Coast, the second largest agency of its kind in the U.S. Others have found that the field experience prepared them to do things they weren’t necessarily thinking of while in school. Gabrielle Campo, for example, woke up one morning in 2008 and decided to run the 7th District Congressional seat left vacant by the death of U.S. Congresswoman Julia Carson (D-Indianapolis). “Why wouldn’t I do it,” Campos, who had never run for office before but had a long-time interest in policy issues, decided. “I had the skills and knowledge of how to do it.” While in the MSW program, Campos focused on how policies affect people's lives and how to be a director of an agency. Putting together a political campaign was simple for her. In the end, she didn’t win. Instead Rep. Carson’s grandson, Andre Carson, was elected. Policy issues still remain of interest to her. Richard Reed was an Army veteran by the time he entered the Social Work program. After graduating with his MSW degree, Reed worked as a clinical social worker at Methodist Hospital and then joined the Veterans Administration in Indianapolis. He teamed up with other VA social workers and helped veterans get back on their feet. Reed, who is also a veteran, felt a special affinity for those he was helping. Along the way, Reed realized he had also picked up an understanding of what he calls the “art of the possible.” His ability to work with people led to promotions with the VA and other federal agencies. Eventually, Reed was brought to the White House where he worked as a special assistant to the President of the United States.

Field education is anchored in a unique educational partnership with the community and this collaboration produces a mutually beneficial outcome. Students contribute time and energy to community agencies, while agencies and social work professionals voluntarily mentor and shape future social work professionals. By introducing social work students to real-life learning opportunities students integrate their classroom knowledge and deepen their professional acumen. Agencies have the opportunity to engage with and train the future workforce.

The BSW field practicum is generalist in focus and requires 560 hours. The MSW program requires two field placements, an intermediate generalist placement at 320 hours (240 for advanced standing students) and a concentration placement, 640 hours. MSW Concentrations include: Mental Health and Addictions, Child Welfare, Health, Leadership, Schools, Advanced Generalist (each campus offers selected concentrations). Field Coordinators plan and support student placements and work in partnership with the student to identify a field placement that corresponds with student’s individualized learning goals. The Faculty Field Liaison-course instructor at the practicum site assists with assessment and providing ongoing placement support, monitoring and guiding student progress in the placement.

The Field Instructor is a social work professional at an agency and assists with shaping the student’s learning experiences at the agency and supervises the student and evaluates student progress throughout placement.
The experience of five students in the MSW program at IPFW shows how Janet Ness, Coordinator of the social work program, works with students so they get the most out of their field experiences.

Sammy Krider works with the Whitley County Community Corrections in Columbia City, a placement he says will promote his growth as a social worker because it allows him the opportunity to work with the criminal justice system. “The criminal justice system and social work are two fields that share some similarities yet have different purposes. Both fields are necessary and helpful, but sometimes policies and ways of thinking collide. There is a need for the two systems to work together to provide a place for individuals that are considered dangerous.”

Grant Gerard is spending his practicum with Allen County Adult Probation where he works with clients in the Restoration Court program. The Restoration Court is a problem-solving court program where felony convictions are deferred to Class A misdemeanors if individuals follow a treatment course outlined by the judge and guided by probation officers. Individuals must meet substance abuse and mental illness criteria to be eligible for Restoration Court. “This practicum is promoting my professional growth by showing me an increasing number of roles in which a social worker can help improve outcomes within the criminal justice system.”

Nancy Hormann worked in the Family Relations Division of the Allen Superior Court in Fort Wayne. “The Family Relations Division is a dynamic and interesting area for my first practicum experience. There are very positive things happening in this court in an attempt to recognize strengths and/or resources within families that appear before the court on a CHINS petition. Assisting families from a incarcerated youth. “I’m currently co-facilitating a parenting group, facilitating an anger management group, completing intakes/assessments, and seeing youth for individual counseling. This placement has provided me with several new challenges. At ACJC, I am learning about and implementing assessment tools, I was able to participate in a ride-along with a probation officer, and I am facilitating and co-facilitating groups and learning about therapeutic interventions within the criminal justice setting. Completing this placement at ACJC has also provided me with opportunities to wrestle with ethical dilemmas and process ethical challenges with an interdisciplinary team of professionals."

The School also works to create field education opportunities in emerging areas where social workers will be needed. One such program was the Hartford Partnership Program for Aging Education (HPPAE), a national initiative. IUSSW was awarded a grant that supported the coordination of a rotational field placement model. The overall goal was to expand the base of social workers who work with older adults.

While the school’s newest online program, MSW Direct, has yet to begin field placements, the plans for creating new placements are already underway. Students currently enrolled in the MSW Direct program live across the country and will, upon graduation, receive a highly respected graduate degree from Indiana University. Field placements will be strategically individualized to best meet the needs of the student and their community. The online MSW students come from many diverse geographic areas, from rural areas to urban and suburban communities.

The school will work creatively to identify advanced generalist practice opportunities. Advanced generalist practice works well in communities where resources are scarce.

Current student Michelle Shepherd says of MSW Direct: “This program rocks! I love the flexibility, the intellectual challenge, the faculty, and the incredible functionality of the interactive website. It is an honor and privilege to be in the inaugural class!”

In today’s schools of social work, such a course description that includes field education would hardly raise eyebrows. In fact, it would be surprising if something like this wasn’t listed. It does show the long history of field education as this course description was one of the offerings listed in the Training Course for Social Work in 1927.

The Indiana University School of Social Work traces its roots to 1911 when the Department of Social Service was created. But discussions were underway 20 years before that regarding how to provide training to people working in agencies that assisted those in need.

In the 1790s, for example, the Rev. Oscar McCulloch of the Plymouth Congregational Church in Indianapolis based his sermons on social issues and invited working people and their families to attend the Plymouth Institute to provide educational opportunities for young people. In 1897, the National Conference of Charities discussed the need to establish schools of social work. “If social work is to be a profession, new workers must have wider and more systematic preparations than they can get by serving in a humble capacity under some experienced secretary, or at least some training they can get more readily.”

Jeremiah W. Jenkins, a professor of social science at Indiana University, wrote about suggestions Alexander Johnson had given him in 1891 at a meeting of the National Conference of Charities in Indianapolis. Johnson suggested to Jenkins that students visit the poorhouse and jail in their county. The students did so and were horrified by what they saw. Their concerns led to a decision in the community that the management of the poor was no longer left to the lowest bidder.

Indiana was not alone in its interest in how best to equip students in the newly emerging field of social work at the end of the 19th Century. A historical review shows:

• First school of social work in US- NY School of Philosophy grew from apprenticeship training program for volunteers in 1898.
• Mary Richmond, who some consider the found mother of social casework, called for establishment of training schools in applied philanthropy in her speech to the National Conference of Charities and Correction in 1908, suggesting a 2-year program of study.
• Mary Richmond emphasized that social workers should never forget that emphasis should be on practical rather than academic requirements, theory and practice as they go hand in hand. Throughout the country at this time, agency training programs evolved into schools of social work—recognized that experiential learning alone is not enough and must be infused with theory.

Things like budget cuts, privatization and changes in the social service delivery systems have forced social work education to formulate new strategies to ensure quality field education. The impact of managed care over the last three decades has resulted in social workers focusing on meeting productivity demands, which has left minimal time and space for field instruction. Since its inception as a profession, social work education has depended upon its partnership with agencies and professional social workers who voluntarily mentor and invest in the next generation of social workers.
JOE CHAN, BA Social Work, 1966

When Joe Chan entered the School of Social Work program at Indiana University, Bloomington, in the 1960s, one might say it was a major of convenience. With a lifelong fascination with flying, he looked forward to a career in the Air Force and was a member of the Air Force ROTC. “I married (Eliz) at the start of my junior year,” Joe recalled. He took a look at his academic credits and what he wanted to do with his life and decided the shortest route to graduation and an Air Force Commission was the School of Social Work.

“I always tended toward the social sciences rather than the physical sciences,” Joe noted. What’s more, he discovered he enjoyed his courses.

After graduating with his BA degree in Social Service in 1966, Joe went into the Air Force where he would spend the next 30 years. While he never worked as a social worker in the Air Force, his social work training was something he used throughout his career. “You are dealing with people all the time. Being able to look into someone’s eyes and talk things out, whether it’s a training issue or morale issue or family issue, the things I learned in the School of Social Work helped me immensely as an officer in the Air Force.”

Chan spent most of his career in the U.S. flying large transport planes like C-141s, C-5s, and KC-10s. The exception came when he served as a forward air controller flying OV-10s, directing air strikes over the Ho Chi Minh trail in Laos in 1969-70. He would search for enemy activity and then fire a white phosphorous rocket to mark the area for fighters and bombers to attack. Joe spent a number of years as a flight instructor, international affairs officer, and C-141 squadron commander as well.

Joe went to Korea in 1987, where he was the Chief of Command and Control for the United Nations Command. Two years later, he was offered a post that he had wanted for years – being appointed an Air Force attaché. While he had made it clear he was interested in such a post, Chan said the time and investment his flying duties took had dictated his various assignments over the years. He had grown up speaking a little Chinese so the Air Force considered him trainable in languages. But when the Air Force attaché in Korea came open unexpectedly, Chan finally got his chance.

From Korea, he and his wife Eliz next went to Hong Kong to serve as the air liaison officer in the American Consulate. Chan retired from the Air Force in Hong Kong and after remaining there as a civilian for another three years, he and Eliz moved to California in 1999. They purchased a home in Sun City, located near Phoenix, in 2006 and when the weather turns cool and foggy in the San Francisco Bay area, they head for the sunny skies of Arizona.

When they are at their California home, Joe and Eliz spend time volunteering as Docents at the U.S. Immigration Station at Angel Island, where Chinese immigrants were detained on their way to the US. The station was in service from 1910 to 1940 and is to Chinese what Ellis Island was to European immigrants coming into the Port of New York, with one important exception. The average length of stay for a Chinese immigrant on Angel Island was three and a half hours; the average length of stay for a Chinese immigrant on Ellis Island was three and a half weeks because of the Chinese Exclusion Act of 1882, our nation’s first immigration law.

Joe and Eliz also help out in California and Phoenix with veterans stand downs, where homeless veterans come in off the streets for several days and receive a variety of basic services including showers, haircuts, meals, clothing and temporary housing, to more advanced offerings including legal services, ID cards from DMV, and medical and dental care. In Sun City, the Chans are active in several clubs, including a rock and mineral club. They take advantage of field trips to see parts of Arizona they might not otherwise have visited. And one past-time Joe still enjoys is watching Indiana University basketball games. GO HOOSIERS!

Mary Pittinger, MSW 2003

Mary Pittinger recalled she was enrolled in the MSW program where Michael Patchner arrived at the School of Social Work in 2000. She was going part-time as she had two children at home. Mary explained that at first, she was less than enthralled with the dean even though he was doing exactly what he had planned to do. “I was very upset with him when he came because he was making changes that I didn’t approve of. Even though I didn’t have a social work degree at the time, I thought like a social worker. I united a group, we signed a petition and we went in to talk to him.”

In February, the School of Social Work was able to take advantage of a generous offer by one of the School’s graduates, Margaret McCormick, to hold a reception in her home for our graduates living in the Phoenix area. The reception was held on Feb. 22, 2013 and brought together graduates of the school ranging from the Class of 1951 to 1995. The reception provided the opportunity to talk to some of the IUSSW graduates and to find out what they have been doing since leaving the School.

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Meeting with Dean Patchner lead Mary to reconsider her opinion of the new dean. “I really grew to like him. For those of you who haven’t met him, he is a lovely, lovely person, with an interesting background. I believe he has really made such incredibly positive changes in the school. Mary noted that when she was accepted into the MSW program, she wasn’t aware of any other programs for a master’s degree than the Indianapolis program. That changed. “I see this from a personal perspective because I had students in my class that were driving long distances to come to this program. So I am very happy that the opportunities are broader. Prior to going to school and afterwards, I was not in a typical social work practice. But I can tell you those skills have served me well regardless of where I have been. Those skills of listening to people, problem solving, raising children, all of those skills that I learned from my professors have benefited me and my entire family and where I have worked. I often think back, I learned to stop talking and listen to what people are saying to me.”

Tom Bossung, BS Social Service 1961

After graduating in 1951 with his BS in Social Service degree, Tom went on to get a Master’s degree in administration and supervision of education. With that in hand, Tom headed to Germany where he has a daughter and two grandchildren, then returned to Bethesda, Maryland, where he became a volunteer at the Smithsonian. “The only thing I can say is the 30 years I spent in Germany with my wife were extraordinary.” Tom, who is 85, now lives in a retirement community in Phoenix.

Edna Jameson, MSW 1990

Edna graduated with her undergraduate degree in nursing, before going on and getting her MSW degree. “I’ve been fortunate to use both of my degrees simultaneously. I have been blessed in that it has worked out really, really well, to be able to use both degrees. They go hand in hand.” Edna said she was delighted to find out that the School of Social Work and the School of Nursing had developed a course that brought together nursing and social work students so they could better understand how each discipline worked. Jameson explained that when she graduated from nursing school, she did two years of mandatory hospital work. “I went into public health and said this is social work and after awhile I decided to get my degree in social work. I have been blessed to continue working in the mental health field, for the last 20 plus years, and I continue to enjoy it.” It also turns out that Edna has an adventuresome spirit. She first went to Arizona to meet three friends. The trip fell apart, but Edna decided to go anyway. She was so taken with Arizona that she returned home, announced she was quitting a newly acquired job in Indianapolis and then moved to Phoenix.

Diana Anderson, MSW 1977

After Diana graduated with her MSW degree, she was recruited by the Indiana State Board of Health, which was opening up a public health social worker position. But because of funding cuts, Diana learned they were going to let two social workers with BSW degrees go and decided because she just had a daughter at the time to leave her job and stay home and be a mom for awhile. When she was ready to come back, funding was still a problem, so she switched careers. Because of her background that included economics and accounting Diana was able to get a job with the federal government in contracting. Then in 2008, she retired from the federal government and moved to Kingman, Arizona. Retired yes, but Diana shared she is bored with retirement and is once again looking to be involved in social work. “I learned from the Arizona social workers (at the reception) there might be some social work opportunities and I haven’t beat the bushes enough in Kingman to find out what those are. It appears to be there is a lot more social work going on in the southern part of the state than the northern part of the state.”

We are no longer going to put the mentally ill in the state hospital, we are going to serve them here, doing crisis intervention, rehabilitation, quick turnarounds. It was a wonderful time to be part of that. I was very happy there.”

— Margaret McCormick, MSW 1981

Diana Anderson, MSW 1977

SUSAN FOSTER, MSW 1977

Susan Foster describes her approach to advocacy this way: she’s like a dog with a bone. If you expect her to give up, forget it. Couple her natural instincts for advocacy with the academic, eye-opening education she received at the Indiana School of Social Work in the late 70’s, Foster is, well, a force to be reckoned with. To this day, Foster says she remains convinced her decision to get her Master of Social Work degree at the School has greatly assisted in her career as a social worker in the medical field.

“I am not a braggy person, but I am so proud of the fact that I went to IU.” Foster went on to say she doesn’t just say she went to IU. She tells people she went to Indiana University in Indianapolis where the Indiana University School of Medicine and Indiana University Hospital are located. It is a fact that caused doctors to “step back and say, oh….” she noted.

Foster grew up having a strong sense of social justice. While in high school, she couldn’t stand to see other students being bullied. Despite being small, she made a point of getting in the face of bullies and telling them to knock it off.

Foster was born in Carlisle, PA, lived in South Bend from age 2 to 16 and then moved with her family to southern California. Foster remembers arriving for school wearing penny loafers with real pennies in them. She and her mother looked at the other students and then

network | spring | summer 2013
I just had a wonderful internship. They gave me a lot of opportunities to help patients and get them to invest in the process of helping people and giving them hope.

Cathy Necary, MSW 1973
Cathy went to the University of Evansville for her undergraduate degree as well as a boyfriend. “I was thinking things would progress and I was a little bit jaded.” As soon as she graduated, she returned to California and got a job with a home health agency, where she could continue to use her skills.

She now works for a Medicaid and Medicare health care plan and uses the knowledge she has gained over the years to help not only the patients of the plan, but the providers. She is a valued part of the process and is able to give back to the community.

Terry Neary, MSW 1973
Reflecting on his time at the Indiana University School of Social Work, Terry said not only did he get his degree, but his wife, too. “So it was an amazing experience.” He explained that they were both interested in helping those with mental health issues and that it was the beginning of the mental health movement. The Midtown Mental Health Center was initiated in 1970.

Margaret McCormick, MSW 1981
Margy used her MSW skills when she later worked in a wellness program. After Margy and her husband, Mike McCormick, had children later in life, she stayed home with her two children. Still, she was able to use her skills as a volunteer at her children’s schools and other places. And she still counsels her friends even though “they don’t always want my advice,” Margy said with a laugh.
When Carol Forsberg graduated with her MSW degree from the Indiana University School of Social Work in 1995, she was ready for a change of scenery having spent her life in Indiana and Michigan. She headed west to Colorado, a place she had never visited before, and today lives on Pike’s Peak Mountain Pass. Her commute is a little different than most. Forsberg to pursue her interest in palliative care, something that, unknown to her, had its roots in California and Hawaii. She began working in a hospital that had dealt with palliative care, using the strength-based perspective helped her in her chosen field, “Just being able to tap into what I will call basic foundation skills, that was critical.”

With her degree in hand, Forsberg’s career in palliative care took off. She spent five years in hospice and then eight years at a cancer center before moving to Kaiser Permanente. “It’s an amazing organization. It’s both insurance and a health care provider. It is one of a kind in that regard.” Kaiser has its roots in California and Hawaii. The system in most states where Kaiser is present is that it is an all-inclusive system. The partnership is very unique. You go to a Kaiser facility through Kaiser Insurance. “The other piece that is very near and dear to my heart is that Kaiser is a nonprofit organization. Having worked in nonprofit and for profit, when you are talking about health care in particular, the cultural differences become very evident in the day to day practice. Nonprofits tend to be much more true to patient and family centered care than for-profit.”

Kaiser emphasizes wellness and prevention medicine, Forsberg said. She is allowed to spend more time with patients and do more for them. “It really does focus on patient and family centered care.” Kaiser has an enormous wealth of programs and services that are provided at no additional fees or costs. One of their divisions that has proven leadership is in the area of palliative care. “When you talk about what drew me to social work or drew me into the field of clinical social work to begin with, it was about palliative care. Did I know it was called palliative care at the time? No, but I knew it was about how to best provide that additional layer of supportive care that focused on quality of life for those individuals that were living with some very challenging complex medical conditions.” Forsberg noted that palliative simply means to alleviate or relieve, adding that most palliative programs are based upon a medical model of pain and symptom burden relief. Yet when faced with serious illness, individuals also benefit from palliative support to relieve psychosocial and spiritual distress. Forsberg added the primary goal for palliative care is to improve quality of life for both the patient and family. As a palliative program specialist, she meets members wherever they are, whether that’s in the Kaiser Clinic, assisted living, in a hospital or a skilled nursing facility. Forsberg also goes to members’ homes to do an initial palliative assessment. “Through the Advanced Illness Care Coordination model, I am often the first point of contact for any Kaiser member with care coordination.” For some, it is the beauty of its simplicity and flexibility, Forsberg explained. “What the model provides for is a safe place for individuals to gain and express their understanding of their illness, their current treatment option, future treatment options, what their fears are, what their concerns are, what their goals are for their treatment and care and putting a plan in place that addresses those goals.”

“In some ways it’s akin to short-term therapy,” Forsberg said. “It is goal based, solution based, problem focused and when the work is done, the work is done. It is not this ongoing intermittent need driven type of counseling or social work intervention that you tend to see in cancer settings.” Forsberg has the option to use whatever works best out of her “tool box” such as dignity and narrative therapies, while also assisting individuals and families with care coordination. Thinking back to the hours she spent with her grandmother visiting people in the Upper Peninsula, Forsberg states she isn’t surprised at all where her career has taken her.
Assisting adults and children to acquire literacy skills necessary to improve their quality of life.

Susan Acuna has only to look into the eyes of the clients trying to learn how to speak and read English to remember why she loves her job so much.

While the Literacy Council Gulf Coast works with clients from 41 countries, when she looks into their eyes, Acuna sees one person—her father. “I see my dad’s eyes in our students and I hope some day, they will see their children’s eyes in me.”

Her father was born outside of Pittsburgh in 1908, but as a child, he moved the family to Czechoslovakia. His father was drafted into the Army shortly after he arrived and his family never saw him again. Her father lived with other family members on a farm in Czechoslovakia before returning to the United States when he was 16.

To this day, she treasures a note that was pinned to his shirt—the note Acuna received her undergraduate degree in Human Development and the Family in the School of Home Economics at Indiana University at Bloomington in 1978. She worked at the Salvation Army in Indianapolis providing emergency assistance, but was pretty much a stay-at-home mom after she got married and had two children. In 1993, Acuna decided to resume her career and decided the Indiana University School of Social Work was the place to go to get her MSW degree. “I think it was a perfect fit. I came equipped with my undergraduate degree and what I learned about the family and how to help families.”

Acuna was in her 30s when she entered graduate school and felt she was ready for managerial work instead of the interpersonal work she had done earlier. She came to the school with the hopes that her degree would help her lead a nonprofit agency one day. “I felt like I was more suited toward the management part of it.”

Acuna graduated in 1995, the same year she spent her practicum with the Indiana Youth Services. She was asked to work on a legislative, marketing, and advocacy campaign to convince the Indiana General Assembly to double a line item for the agency in the state’s budget to help develop programs to prevent juvenile delinquency. “That’s where I really found my niche,” Acuna said. “I had no clue how to do it. I showed up for the first day of the legislative session and felt like a duck out of water.” What she discovered though was when you really believe in something with your heart, you are just basically sharing your enthusiasm. The legislature doubled the agency’s funding.

After graduating, Acuna returned to work at the Salvation Army before moving with her family to Florida in 1997. There she worked for a for-profit company that had received contracts stemming from welfare-reform changes of the mid-1990s. She later worked for a company that evaluated youth programs that had received grants in the Miami area. In both jobs she honed her skills of understanding how communities work and how to deal with local politicians and community leaders.

Then in 2003, Acuna moved to Fort Myers and worked for both the Salvation Army and Good Wheels, a bus company that provided services for the disabled. When the executive director position opened at the Literary Council of Bonita Springs, Acuna applied and was hired. Five years later, the agency merged with the Literacy Volunteers of Lee County, creating the Literacy Council Gulf Coast. The agency teaches English to non-English speakers or those who want to improve their language skills. They also teach reading, U.S. Citizenship preparation and offer GED classes for those who want to get their high school degree.

One of the programs Acuna is most proud of is the Carol Deloy Moms and Tots Family Literacy Program. It teaches pre-school children and their mothers or other care-givers to ensure the children are ready to learn when they start school. “They stay with us until age 4 with their moms and many times the moms don’t know English either so they are learning at the same pace.”

For the last five years they have checked with the principals of the schools where the students attend and found that 100 percent of the children began school rated at average or above average as compared to their classmates. The Moms and Tots program was started eight years ago with four moms at one location. It has now grown to serve more than 1,300 moms and tots and is offered at nine locations.

Another popular program is teaching English to the workers at the area’s many gated golf communities. The students learn English, which gives them the opportunity to get better jobs, the residents are thrilled to help them teach English and the companies they work for get a more educated workforce.

The program is offered at 11 gated communities. The agency taught over 3,200 students this past year. How? Because it has 800 volunteers to help, Acuna said. The volunteers want to help because the agency offers something that can help people improve and become better residents of the community, Acuna noted. “This is a very giving and philanthropic community.”

What it really comes down to is “neighbors taking care of neighbors,” she added. “People get so much gratification out of teaching because you see it immediately; you see the light bulb go off in someone’s eyes when they are starting to learn and understand.”

Acuna traces where she is today back to the School of Social Work where she not only learned how to write grant proposals, but deal with all the personalities from staff, to clients, to community leaders. What is particularly gratifying these days is that her training allows her to provide the best service she can to people who need help—just like her father needed all those years ago.
Scholarships & Funds

Dan and Hanna MacDonald Scholarship

Dan MacDonald earned a degree in Journalism from Marquette University and a degree in Social Administration from Ohio State University. He received a Distinguished Service Award from OSU on the occasion of the 150th anniversary of the University.

He served as the Chief Executive Officer of United Community Services of Omaha, Nebraska from 1955 to 1965, and of the Health and Welfare Council of St. Louis, Missouri from 1965 to 1975.

In 1975, Dan became co-founder and President of The Home Health Consultancy and a partner of Rubright, MacDonald and Company, both of St. Louis. Both consulting firms specialized in planning, development, marketing and communications in the human services field.

He became the Executive Director of the Community Service Council of Metropolitan Indianapolis, a broad-based community planning agency in human services and a division of United Way of Central Indiana in 1978. Subsequently, in 1979, he became the President of United Way of Central Indiana.

Through the years, Dan taught classes and conducted institutes on community organization, resource development and planning at the University of Chicago, Ohio State University, Indiana University, and Case-Western Reserve. He has published articles and books including a “Guidebook for Establishment of a New Agency for Home Health Care.” He served on numerous boards and committees at national, state and local levels. He was a member of the National Association of Social Workers, Sigma Delta Chi, professional journalism fraternity, and the Indianapolis Rotary Club. Hanna MacDonald served in a volunteer capacity with local civic organizations in Indianapolis and elsewhere.

Upon his retirement in 1992, the United Way honored him and his wife by establishing a scholarship in their names for IU School of Social Work students pursuing a concentration in leadership and who carry out their practicum in collaboration with the United Way.

2013 Scholarship Recipients

RACHEL NIEZGOLSKI
MONDONNA PANG ENDOWMENT
“I am incredibly grateful for this award because it will eliminate a large amount of stress from my life. With this money I believe I will be better able to learn to the best of my ability. With your help I will now be able to better serve my future clients and positively impact their lives just like you have impacted mine.”

ANNAKARINA FREEMAN
GENEVIEVE MEANS MCLEOD SCHOLARSHIP
“My practicum will be in a school setting and I am excited to work with children in yet another way. This scholarship means a lot to my husband and me, as we make a modest income. My hopes upon graduation, include working directly with children and their families in a counseling setting.”

JILLIAN LITRELL
BARBARA HIRSCH BASS SCHOLARSHIP
“Your donation to this scholarship gives students like me the opportunity to continue studying in a program that means the world to them. This scholarship will help pay for my tuition … if not for this, I had no choice but to rely on student loans. Thank you so very much for helping me reach my goal.”

PHIL BACON
MINNE AND MARY RIGG SCHOLARSHIP
“This award will reduce my stress which will allow me to better concentrate on my coursework. When a student is concerned about utilities, it is harder to focus on coursework. This award means a lot to me now and I don’t expect to ever forget about the blessing or this award for the rest of my life.”

JULIE WALSH
SHELDON AND NATALIE SEGEL SCHOLARSHIP
“My passion for academic excellence drives me to push beyond the standard and I have elected to take the full course load of both the mental health/addictions and leadership tracks. Gaining this foundational knowledge for the future is essential to me. I am committed to helping others discover a new dimension and perspective about their situation, their family, and most important themselves, and I am committed to staying on the cutting edge of research and education.”

DANIELLE MANDIDO
MINNE AND MARY RIGG SCHOLARSHIP
“I feel as if I have been working in social work for years, fighting to improve under-privileged children’s educational opportu- nities and access to nutritional foods. But I did not have social work training and lacked the knowledge about the best social work practices and had limited connections with other similarly minded individuals. This scholarship has helped me give the opportunity to participate in the MSW program at IUPUI.”

SHAY MAYS
MINNE AND MARY RIGG SCHOLARSHIP AND INDIANA UNIVERSITY SCHOOL OF SOCIAL WORK ALUMNI ASSOCIATION SCHOLARSHIP
“I have struggled as a single parent to juggle work and school and other respon- sibilities. Not only am I the first person in my family to earn an undergraduate degree, but I will also be first-generation to earn a graduate degree.”

CARISSA WOODS
LINDA RUHR SCHOLARSHIP
“I can further my education and continue to help others. Upon graduation, I plan to work with children and youth to help build them into positive mature adults. I want to focus on children and youth in the inner city because they are at disadvantages in several areas. I would like to open a center that focuses on tutoring, mentoring, college-readiness.”

KIMBERLY MULLEN
MARY HOUR SCHOLARSHIP
“My goal is to be a health care social worker. I believe in advocating for health and want to help individuals in achieving a healthy life. These funds represent the support of the social work profession and the respect for qualified, educated and passionate social workers.”

DOMINI BRYANT
MINNE AND MARY RIGG SCHOLARSHIP
“My mission in life is to live for the glory of God, to give more than I expect to receive and to leave people, places and things better than I found them. This mission is what led me to social work as I believe that my life’s mission is in direct alignment and harmony with the mission of social work and certainly the legacy of Ms. Mary Rigg.”

JULIE SIMS
MARY RIGG SCHOLARSHIP
“It will allow me to continue my journey to obtain a great education and a BSW. I hope to continue on and earn a MSW as well. I have a son with special needs and it is my hope to be able to help him achieve his goal of attending college and become involved with the autism society. I feel that through my education and experience, I can help others as well. I aspire to work in an agency that links people with appropriate resources to assist them in their times of need.”

KAYLA ROTHBERGER
MONDONNA PANG ENDOWMENT
“My dream is to become a behavioral consultant for people with mental illness. To achieve this dream I am attending the IU School of Social Work to earn my social work degree and eventually go onto the Master’s Degree program. The funds will be used to pay my remaining tuition fees, and books.”

AMANDA GILLIAM
MONDONNA PANG ENDOWMENT
“I am sincerely grateful to be the recipient of the Mononna Pang Endowment. It has come to me at a great time of financial need and has eased a great burden. It will allow me to continue to focus on school instead of worrying about money. I plan to continue to work very hard in school and then work in the mental health field after graduation.”

MEG ANNE SHIREMAN
BARBARA HIRSCH BASS SCHOLARSHIP
“The recognition is humbling and the monetary award is greatly beneficial. I hope to obtain employment in a mental health agency and hopefully in group work.”

ALIDA GOFFINISKI
ALICE B. MOORE FELLOWSHIP
“It is such an honor to be supported in the memory of such a compassionate, driven individual. I want to work with the low income population after moving into a church parsonage to serve as an elder. Your generous contribution to my education will contribute to my skills and abilities in serving my community in a relevant, hospitable manner.”

DONNA BAUER
MONDONNA PANG ENDOWMENT
“With Madame Pang as my inspiration, I plan to graduate with a mental health concentration. I plan to work with the mentally ill population and the dually diagnosed. I feel that this population is oppressed by our society.”

MARZENA GUZIK
MINNE AND MARY RIGG SCHOLARSHIP
“I feel particularly honored and fortunate...
to be awarded a scholarship named after Mary Rigg given her incredible commit- ment to promoting education and vocational training as a key to progress for struggling populations. I also recognized that the key to my own growth is through education and service to others. I am committed to a career of service focused on advocacy for the empowerment of women and minorities through policy development and education.

REGINA RHODES
CYRUS BEHRZEH SCHOLARSHIP
“This gift will assist with book and computer costs. My heart’s desire is to help people heal from mental illnesses and addictions. I believe that group work is a most valuable tool in bringing about positive changes in the lives of individuals. I assure you that your kind gift will impact lives beyond my own, as I intend to use group practice to a great extent in my future practices.”

TRACY CUDJOE
MARION WAGNER SCHOLARSHIP
“As an international student from the Caribbean, the scholarship will benefit me financially as well as direct my future social work practice in providing and sustaining a positive impact on women and girls. It is my hope that on completion of my education, that I will be involved in the area of human rights, including access to education and its equitable treatment of women and girls in the United States and other international countries.”

BRANDON BASORE
MONDONNA PANG ENDOWMENT
“I hope to continue learning and growing at Midtown Mental Health. After graduating I plan to find more opportunities to work in mental health. Thank you for your support as I continue to build myself a future in the field and in life.”

CHRISTY STOCKWELL
MONDONNA PANG ENDOWMENT
“I feel truly blessed to be working towards becoming a social worker as this is a career that I will find very fulfilling. I am thankful for the generosity of your scholarship which is a great encouragement as I work toward my goal.”

CHRISTINE JACK
MARGARET MCCORMICK SCHOLARSHIP
“The decision to return to school to work on an MSW was definitely a difficult and stressful one for me as well as my family. This award will allow me to breathe in the sense that I can relax a bit when it comes to the pressure of paying for my MSW. Your scholarship has also renewed my confidence in my decision to get my MSW. I hope to utilize my MSW degree in the field of hospice care.”

DIANA KIYENGI
ALICE B. MOORE FELLOWSHIP FUND
“Thanks for the help to buy text books, tuition. I plan to impact my community upon graduation by helping to secure funds for nonprofits that work with low-income individuals. My interest in serving low income communities goes back to my childhood. I grew up without many resources … and I have a desire to help people in the low-income communities to rise above these challenges by receiving the help that they need.”

REBEKAH NIEDER
SHELDON AND NATALIE SIEGEL SCHOLARSHIP
“I have always known that I want to spend my life serving others. I have always known how much I enjoy teamwork, pondering big questions, and finding a way to make things work for everyone. After finishing my MSW degree, I intend to find a job in community organizing and development. I want to enroll citizens in participatory change, advocate for social justice issues that matter to me and population I work alongside, and effectively evaluate the quality and impact of this work. My life goal has always been to serve my fellow humans. I cannot imagine a more pro- found legacy than to dedicate my life to human service.”

KARA BEATTY
MINNE AND MARY RIGG SCHOLARSHIP
“This scholarship will impact my future greatly by allowing me the funds to con- tinue my education beyond a Bachelor’s Degree. With a Master’s degree I will be able to help a wider range of clients and I would also have the opportunity to change my focus throughout my lifetime onto other aspects of the Social Work Field.”

ALISON CONRAD
THEODORE ALLEN SCHOLARSHIP
“After taking the social work class Diversity in a Pluralistic Society I realized I wanted to help people who face discrimination. I plan on using my social work degree to help my community by focusing on mental illness. I think it is essential to have social workers advocating for those who struggle with their mental illness.”

KAMARA BAILEY
THEODORA ALLEN SCHOLARSHIP
“I was drawn to a career in social work to assist individuals with mental health and substance abuse issues. I hope to work in community mental health, addiction treatment centers, and private practice. I am also interested in working with individuals with HIV/AIDS, counseling in military social work setting, and assisting with poverty and development in an international setting.”

JEN SIMPSON
MARGARET MCCORMICK SCHOLARSHIP
“I am currently focused on grants and program development for a nonprofit agency. I decided to go into social work because I wanted to invest in a career that could assist others and change the world around me. In the future I plan on pursuing my passion in working with those in poverty while assisting individuals in crisis situations.”

ELISE DARLING
AGNES ANDERSON MEMORIAL FUND
“I want to thank you for seeing the need to even donate money to help current social work students. I was overjoyed when I found I had won this scholarship. Money has always been tight for me. I am excited to put this towards book and tuition costs. This was such a huge blessing to help me continue on in school.”

JAMIE SCAMHORN
BARBRA HIRSCH BASS SCHOLARSHIP
“I want to thank you for giving me the oppor- tunity to complete my MSW education and will be using the funds to assist with paying tuition and book costs for the final semester of my MSW education and have the ability to work in the field or mental health and addiction. My goal is to work with juveniles who are struggling with co-occurring disorders.”

MEGAN POTTER
BARBRA HIRSCH BASS AND IUSSW ALUMNII ASSOCIATION SCHOLARSHIPS
“Upon receiving this scholarship, I will be able to assist my family in paying some of the expenses that are associated with a college education. After graduating with a Bachelor’s of Social Work degree, I plan to put my knowledge of case managing and policy-making into effect by choosing a career that will allow me to utilize the skills that I have obtained throughout my undergraduate education.”

KATHERINE YORK
STEPHANIE ALISON BLACK SCHOLARSHIP
“I am an adult student who started my educational goals over ten years ago. I was at a loss on how I would pay for my last semester and support myself. It has been heartbreaking to think I have come this far and would not be able to finish. I am grateful. You have given me hope and are now part of the miracle of my life.”

BRITTANY GLAZE
BRAD LIGHTY MEMORIAL SCHOLARSHIP
“It is a true honor to receive this award. I will be graduating in May and I plan to pursue a joint degree in law and social work. With those two degrees I plan to advocate for marginalized groups in our society and be a voice for those who all too often go unheard.”

THEODORE GILBERT
DR. WILLIAM SCOTT SCHOLARSHIP
“This scholarship will assist me in my eduction as I work towards earning my master’s degree in social work at Indiana University Northwest in Gary. I was born and raised in Gary and I am passionate about giving back to my community. My academic and professional interests are in the area of child welfare.”

LINDSAY POTTS
WILLIAM E. QUAN MEMORIAL SCHOLARSHIP
“My plan post grad is to return to the area of social work where my passion lies: adults with serious mental illness. My past field work and current education continue to reiterate that this area of social work is where my skills will be best utilized. I hope to be a strong advocate for change to our ailing mental health system. I aim to provide a voice to those living with serious mental illnesses that are continuing to be systemically oppressed.”

JENNIFER BASSETT
MINNE AND MARY RIGG SCHOLARSHIP
“Although I currently work as a teacher, social work is what I really do. This award will relieve some of the financial pressure of pursuing my master’s degree. I currently works at the Amthys Continuing Education, a community center for adult education. I hope to continue to provide services for my students that incorporate more of what social work has to offer.”

MELANIE JACKSON
MINNE AND MARY RIGG SCHOLARSHIP
“Receiving this scholarship means a great deal to me because my family has sacrificed a lot so that I can further my education. As the mother of four children, I have fought hard for my education because I am aware of the value it holds. The generosity of alumni and friends who donate through the Indiana University Foundation are helping to continue her legacy. I find it fitting that the Mary Rigg community center’s motto is education is the key to progress.”

KATHRYN DENISON
BARBRA HIRSCH BASS SCHOLARSHIP
“This scholarship will help me complete my Masters in Social Work at IUSSW by offsetting some of the costs of my tuition, textbooks and other academic supplies. My concentration is in mental health and addictions, so my career focus after graduation is to be a strong advocate for those who struggle with mental illness.”

AMANDA LAMB
JOSEPH FAHY FELLOWSHIP
“I have relied on loans and my husband’s income to finish my Master’s degree in Social Work while supporting our two children. This scholarship lifted a huge financial burden off of our shoulders and allowed me to finish the program with less stress. I was also given an opportunity to work with an amazing organization, the Coalition for Homeless Intervention and Prevention (CHIP) as my practicum.”
WHERE ARE THEY NOW?

The Robin Run Social Work Connection
I moved into a garden home at the Robin Run Retirement Village in Indianapolis early last September and, almost immediately, I started to meet other graduates of the IU School of Social Work who either live here or have family members that live here. I found that there is also a retired faculty member living here. Following, you will find information about the other Robin Run/IUSSW people I have met.

— Irene Weinberg, MA, 1963

PAT BELLARD, MA, 1951
Pat lives at Robin Run. Throughout most of her career, she worked with young children. She was with the Northwest Cooperative Preschool, the Flanner House Day Care Center and the Indianapolis Day Nursery, where she supervised IUSSW graduate students among her other responsibilities. Pat has traveled extensively and has visited a number of foreign countries. In her apartment, she has many treasures on display that she brought home from her travels.

CAROLYN GODFREY, MA, 1958
Carolyn lives at Robin Run with her husband. During her career, she worked mostly at the Riley Hospital for Children. She also worked for short periods at the IU Medical Center and the Indianapolis Public Schools and took 13 years out of her working years to raise her children. At Riley Hospital she was on the pediatric diabetes service for the longest period of time. During her last 4 years there, she worked on a grant basis to allow older adults with disabilities to continue living in their own homes with support.

MARY ANN HUDSON, MSW, 1970
Mary Ann lives at Robin Run. She worked with people who were disabled and with people who had mental health problems. At first, she served her clients as a teacher. Then she did counseling at the Noble Center with families of children who were disabled. She went on to work for the Indiana Department of Mental Health in executive and administrative positions and was responsible for starting up mental health agencies around the State.

CAROLE FINNELL, MSW, 1972
Carole’s mother lives at Robin Run. Carole has now been retired for 13 years. During her social work career, she worked at the Flanner House Neighborhood Center, Marion County General Hospital (now Wishard Hospital), Marion County Department of Public Welfare (now the Marion County Department of Child Services), and the Cold Spring Road and Roberts Schools for children with disabilities. Carole and I discovered that she was a student at the VA when I worked there, but, our paths did not cross. She also shared that she was attending the graduate school at the time that it first moved from the Michigan St. near Delaware St. location downtown to what is now known as the IUPUI Campus.

JANET DODD, MSW, 1973
Janet lives with her husband at Robin Run. They share their home with their wonderful dog, Buster. Janet worked at the Concord Center, the Indianapolis Public Schools, and the Visiting Nurse Association. Unfortunately, her career as a social worker was cut short due to health concerns. She enjoys playing her guitar, singing, and painting.

ANGIE HARTMAN, MSW, 1982
Angie’s mother-in-law lives at Robin Run. Angie is employed at the new Community Westview Health Pavillion located in Speedy-Way. She works in a teaching capacity with medical personnel. In the past, she was employed at the Robin Run Retirement Village.

CAROLYN HART-HULTS, MSW, 1986
Carolyn’s parents live at Robin Run. She has worked in providing services to people with developmental disabilities and with young children and their families through early intervention services. For the past few years, she has provided counseling and consultation services to individuals and families and home care services to help allow older adults with disabilities to continue living in their own homes with support.

RAY KOLESKI, FACULTY
Ray and his wife, Mary, live at Robin Run. He taught social work courses at Boston College, the University of Tennessee, the University of North Carolina and Case Western Reserve in Cleveland before joining the faculty at the IUSSW. He taught Community Organization at IU from 1978-2000.

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ALUMNI — WHERE ARE YOU NOW?
Fill out a brief form on your website to tell us what’s happening in your life. Please tell us about things like your employment/retirement, your family, your hobbies, your special interests, any honors/special awards you’ve received, books or articles you’ve written and/or anything else you think would be of interest to your fellow alumni. What you submit will be posted on your IUSSW alumni website and may also be printed in the Network magazine.

Labor Studies Alumni — alumni.iupui.edu/associations/laborstudies
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