A GRANT FOR INTERVENTION
IN THIS ISSUE

School & Faculty Notes .................................................. 2–11

Cover Feature ................................................................. 12–17

Student Spotlight ......................................................... 18–19

Alumni Spotlights ........................................................ 20–27

Funds & Scholarships .................................................. 28–32

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On the Cover Dr. Barbara Pierce (front row left), Dr. Joan Carlson; Dr. Jim Hall (back row left), Dr. Jerimiah Jaggers, Pat Howes, and Carol Satre \ Photo by John Gentry
As fall is marked by the excitement that accompanies the start of a school year, spring is reflected in the smiles and joy of students walking across a stage at graduation. If there is a better feeling than seeing our students graduate and prepare to begin their own careers, I haven’t found it yet.

Each year I am amazed by the sheer creativity of our faculty and students. Here are just a few examples of the extraordinary work that goes on at our School.

As you know, we pride ourselves on being pioneers in offering social work and labor studies courses online. The School launched our successful online MSW Direct program in December of 2012.

While online education is not new, using long distance education to teach social work raises questions about how best to utilize technology. Dr. Robert Vernon, the Director of MSW Direct, and I discussed the idea of having a national conference to explore ideas concerning distance education. We reached out to Darla Coffey, President and CEO of the Council on Social Work Education, to see if they would join us in co-hosting the conference. She immediately said yes.

We held the first-ever conference on social work online education in Indianapolis in April. The response to the conference was extraordinary. Nearly 400 social work educators from around the country attended. Some indicated it was the best conference they had ever attended.

I view the conference as simply another step in the evolution of social work education. Years ago, when I applied to West Virginia University to get my MSW degree I was turned down. Why, because social work education had accreditation standards where students needed to attend full-time. Then, in the 1980s our School as well as other schools of social work, created part-time programs. These programs were seen as “suspect” though because some people thought that unless students were immersed full-time in a university setting with social work faculty, somehow they came out differently. Times have certainly changed and now most schools offer part-time programs and nearly half of social work students nationally go part-time.

We know technology is not only changing how people access social work programs, but it also changes how people practice social work. Dr. David Wilkerson, Dr. David Kondrat and Takiya Paicely, a lecturer on our faculty, have recently received a $15,000 curriculum enhancement grant from IUPUI, which the School matched to explore this newly developing area of practice. They are developing three online specialty courses in Social Work and Telebehavioral Health.

As Dr. Wilkinson told me, telebehavioral health practice is a new frontier for social work. Thousands of social workers and their clients routinely access digital networks. While this is a growing area of practice, education and training specific to online social work practice is not yet available. We see this effort as a first step towards establishing Indiana University School of Social Work as a national leader by becoming the first social work program to meet the need for social work-specific training for online practice.

This spring four of our BSW and MSW students received a William M. Plater Medallion given to students who show a commitment to community engagement. The students, who were involved in a variety of issues and causes ranging from treatment of the elderly in nursing homes, creating a program to assist the homeless and volunteering to work at the Indiana University Student Outreach Clinic, were Margarita Rebollar, Sarah Chestnut, Marea Kinney, and Catherine Grant Peoples.

Two MSW and three PhD graduate students were recognized at a newly created award ceremony, the Elite 50, the top one-half of one percent of the graduate and professional student body at IUPUI. The award recognizes students’ activities with organizations that benefited others. Students receiving the award were: Isaac Karikari, Kyle McGregor, Claire Riley, Richard Brandon-Friedman and Marea Kinney. Another of our MSW students, Amy Schackelford, received an outstanding student-leader award at the 2015 Annual Women’s Leadership Reception.

Our graduate program was recently ranked by MSWGuide.org as tied for 7th in the nation, listing it among the nation’s top 25 “All-Star” Master of Social Work programs. The ranking confirms what our students, faculty, and alumni have known for some time. Our School gives our students a solid educational experience that allows them to be successful in their professional careers.

Thank you for your great support for our School. Have a great summer!

Michael A. Patchner
Dean
Indiana University School of Social Work
HEATHER MCCABE, an Assistant Professor of Social Work, received a $5,000 Curriculum Enhancement Grant to assess the results of a new interprofessional course in Public Health Law, Policy, and Advocacy offered this spring on the IUPUI campus. The course uses case-based learning and experiential sites (such as health departments, medical-legal partnerships, and hospitals) to teach students from the schools of Law, Public Health and Social Work skills needed to understand, analyze, apply, and develop public health law and policy. Students from all three schools worked together in interprofessional teams to address public health issues identified by experiential sites. The class is the first to train social work, law, and public health students together in this way. The goal of this proposal is to allow for thorough analysis of course data which can be disseminated and result in replication of the course.

McCabe also won the Glenn W. Irwin Jr. Experience Excellence Award for 2015. The award recognizes faculty and staff members for service for the benefit of the university as a whole or its various campuses and is not specifically job-related. Since becoming a member of our faculty in 2010, Heather has become a leader in interprofessional collaboration at the School of Social Work and with other disciplines, like the School of Medicine. While she has developed a national reputation because of her expertise on the Affordable Care Act, she is equally happy showing up with a cup of coffee in hand to advise or answer questions from students or take her place around a table where a committee is trying to hammer out the details for a new curriculum.
An initiative by DRS. DAVID WILKERSON, DAVID KONDRAT and Lecturer TAKIYA PAICELY could position the Indiana University School of Social Work as a leader in Telebehavioral Health. The faculty of the MSW Direct, the School’s online Master of Social Work Program have received a Curriculum Enhancement Grant from the Center on Teaching and Learning at IUPUI.

The grant will be used for the development, research and delivery of three online courses in social work and telebehavioral health. Dr. Wilkerson is the principal investigator, while Dr. Kondrat and Paicely are co-investigators.

Telebehavioral health practice is a new frontier for social work. Hundreds of thousands of social workers and their clients routinely access digital networks. Significant increases in network accessibility and affordability are expanding telebehavioral mental health and substance abuse services. However, training and certification specific to social work is not yet available in any social work education program across the United States. Indiana University School of Social Work can lead the nation by becoming the first social work program to meet the need for social work-specific training in telebehavioral health practice.

Indiana University School of Social Work’s contributions to education and training are especially important, because large-scale access to telebehavioral mental health and substance abuse healthcare cannot emerge without a trained work force. Social workers are a majority of the traditional mental health workforce. At this time, social workers only have access to non-social work specific training and certification programs in telebehavioral health services delivery. With the support of the Curriculum Enhancement Grant, they plan to address these training needs by developing three online advanced specialty courses for a post-MSW training and certification program. Future courses, involving leadership, policy and advanced practices like community disaster relief may be added, based on the current project’s outcomes.

Indiana has not yet established licensing requirements for social workers, who deliver telebehavioral health services. The School of Social Work’s certification training program can be an important step toward aiding state government decision-making on the training needs for social work licensing in telebehavioral health practice.
STEPHEN VIEHWEG, Lecturer, was appointed to serve on the Indiana Professional Licensing Board as a social work representative. This replaces his previous Governor appointment to the Council for People with Disabilities where he served two, three year terms.

MARGARET ADAMEK, the Director of the School’s Doctoral Program had the following publications:


DR. JAMES DALEY has three publications coming out:


**DR. GALLAGHER** had the following journal article related to educating social work students on drug courts accepted for publication.


Additionally, Dr. Gallagher was the guest editor for a special issue of *Alcoholism Treatment Quarterly* on the treatment of substance use disorders in criminal justice settings. In the special issue, him and his colleagues published the following work.


DR. CAROL HOSTETTER continues to give her students an introduction to academic research. Dr. Hostetter’s students in her junior research class interview people for an actual IRB-approved research study. They interviewed senior citizens about their attitudes about poverty. Students had some great things to say about the interviews.

KAREN ALLEN, Director of the BSW Program at IUB, had the following publications:


The Daily Grind: How Workers Navigate the Employment Relationship introduces students to the tensions between labor and management within the U.S. employment relationship and explores how workers, operating in a socially and culturally structured system of capitalism, are influenced and manipulated by economic institutions and polity which exploit, devalue, and dehumanize workers in the name of corporate profit. The book covers how the American work ethic of the early nineteenth century helped shape the current perspective on the labor-management relationship, and how, over time, the Protestant and patriarchal influences of that period have countered in profound ways the collective actions of workers. The book further explores the effect of societal, cultural, and economic structures, both global and local, which limit workers’ ability to achieve the American Dream and result in depressed economic conditions and discouraged workers. The book’s focus on the current economic inequality and lack of social mobility challenges the current neoliberal ideology that capitalism is the best economic system.

Dr. Walker also presented her research on Technologically Enhanced Learning Experiences at the 8th Annual Scholarship of Teaching and Learning Commons Conference in Savannah, GA in April. The presentation entitled “Technologically Enhanced Learning Experiences (TELEs) for Workforce Development” showcases TELEs which are online training modules providing initial and long-term support for workers wishing to upgrade their occupational and interpersonal or people skills to regain lost earnings, reintegrate into the workforce, and increase the supply of skilled workers employers need to remain competitive.

DR. ANDREA TAMBURRO, Director of the BSW Program at IUN, DR. PATRICK SULLIVAN and DR. STEPHANIE BOYS, both at IUPUI, are this year’s recipients of the Indiana University Trustees’ Teaching Award. The award honors individuals who have had a positive impact on learning through the direct teaching of students, especially undergraduate students.
IVETTE BARBOSA, the BSW Student Services Coordinator at IUPUI, received the Faculty Advisor of the Year Award. In a support letter for the award, School of Social Work Dean Michael Patchner wrote that Ivette plays an important role in the success of our BSW program. She also serves as a role model whom our students want to emulate when they graduate and enter the social work field. Her welcoming, warm nature, coupled with a ready smile and laugh as well as her ability to drop anything to help a student made her the natural choice for this award. This is no small feat for someone who works with all BSW students at IUPUI as well as some 200 pre-social work students.

DR. JEREMIAH W. JAGGERS was recently appointed associate editor of the *Journal of Forensic Social Work*, the official journal of the National Organization of Forensic Social Work. In his role, Dr. Jaggers will help oversee the peer-review and publication process for scholarly manuscripts submitted to the journal for consideration. *The Journal of Forensic Social Work* is the principal, peer-reviewed journal guiding practitioners and researchers involved in day-to-day practice issues with the legal system. The journal addresses a broad range of issues faced by social workers and other professionals who practice in the judicial arena.

For more information about the *Journal of Forensic Social Work* or the National Organization of Forensic Social Work, visit nofsw.org.
DR. PAT SULLIVAN completed two national webinars for the Council on Social Work Education’s Recovery to Practice project. He also published the following articles:


Dr. Larry Bennett, Professor and BSW Coordinator at Indiana University South Bend had the following articles and chapters published:


Labor Studies Assistant Professor, Joseph Varga, author of *Hell’s Kitchen and the Battle for Urban Space: Class Struggle and Progressive Reform in New York City, 1894-1914*, and David Hyussen, author of *Progressive Inequality: Rich and Poor in New York, 1890-1920*, discussed some of the misconceptions about the famous reform era, and explored new directions in historiography and research. The dialogue took place in March in the Elebash Recital Hall, New York, NY. CUNY Distinguished Professor of History Mike Wallace, author of the Pulitzer Prize winning work *Gotham: A History of New York to 1898*, moderated the exchange between Dr. Varga and Dr. Hyussen.

Dr. Larry Bennett and Dr. Gallagher, both from the IUSB campus, presented a paper at the Society for Social Work Research (SSWR) annual conference on intimate partner violence. Dr. Gallagher also presented his drug court research at the Council on Social Work Education (CSWE) annual meeting in Tampa Bay, Florida.


Dr. Gallagher was invited by Oaklawn Psychiatric Center, a community mental health center in Goshen, Indiana, to educate their staff on the changes made from the DSM-IV to the DSM 5, and during the four trainings, he educated over 200 employees.

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The grants reflect a national concern over the needs of underserved groups, such as the transitional-aged youth, and the ongoing effort to recruit and retain highly skilled social workers in child welfare systems.

Below is a snapshot provided about each of these important grants and how they are helping the School provide students with training that could change the lives of their future clients:

**The National Child Welfare Workforce Institute Grant:** The School is using $735,000 to fund the Child Welfare Trauma Fellowship. The fund provides seven students a year with stipends of $13,650 for five years. Participating students commit to working for the Indiana Department of Child Services for two years.

The grant comes from the National Children's Bureau, explained Dr. Barbara Pierce, an Associate Professor of Social Work and Primary Investigator on the grant. “They (the Children's Bureau) have been working for many years on this recruitment and retention piece, making sure we have enough good, child welfare workers that are going to stay in the system.”

The Children's Bureau has been carrying out a concerted effort to bring back social workers to work in child welfare. This national focus on child welfare systems previously was not an issue, according to, Pierce and Pat Howes, Director of the Indiana Child Welfare Education and Training Partnership, who also is working with Dr. Pierce on the project. They explained that before the 1970s, plenty of child welfare workers had MSW degrees. In fact, child welfare was the job to have. A worker with a MSW degree was the standard among child welfare employees. That began to change though as medical personnel became more cognizant of the characteristics of child abuse. “When you identify more (cases), more people come into the system, the system becomes overwhelmed.”

As the number of cases increased, child welfare workers could not handle the increased workload and the child welfare system reacted by hiring social workers with only undergraduate degrees. Then, because the system was so totally overwhelmed, they began hiring people who did not have a social work degree and then eventually, those who had no degree at all.

By the time the social work profession realized the hiring practices had been a mistake, the child welfare system was thoroughly de-professionalized, Pierce and Howes explained.
The Children’s Bureau has been working since the 1990s to re-professionalize child welfare in this country and the School’s NCWWI grant is part of that effort. The School has used the grant to create the trauma fellowship. The program focuses on evidence based practices so that the interventions students learn are ones faculty know work and are based on research, Pierce and Howes explained.

“This whole idea of paying attention to the trauma has come out of some research that has been able to link biological and neurological effects (of trauma) with actual interventions with appropriate goals and outcomes and new ways of working with families,” Pierce said. The training allows the students to understand the behaviors they are seeing, Howes added.

What’s more, research shows trauma can affect the very people who are working with those who have been traumatized, they noted. Case managers working with children and their families are subject to secondary trauma. “So we have to teach them how to work with themselves,” Pierce noted. “The training helps the students to recognize the symptoms and how to manage them,” Howes added.

What can happen is case managers become traumatized and as a consequence an entire agency can become traumatized as a result. The principles that work with traumatized families can also work within an agency. Out of the first group of students, three are supervising employees at the Indiana Department of Child Services.

In addition to the emphasis on understanding trauma, the students have a bi-weekly seminar with Dr. Pierce. “So they get an extra layer of supervision and contact, every other week,” Dr. Pierce noted. After graduation, the faculty will continue to work with and provide assistance to the students.

Students also develop a “trauma project” as part of their coursework. A couple of the students worked with foster families that were at risk for placement disruption because the kids they were caring for were acting out. Children suffering from child abuse are highly traumatized and have behavioral issues, they noted. Without the students help, the children were at risk of being moved to another home if the foster parents could not figure out ways to control their behavior. The MSW students were able to help, working one on one with the families, teaching them,
educating them about trauma, about what is going on neurologically with these kids and what are some interventions they can use so the child could remain in the home. “If we can teach the foster families about the trauma concepts and about how to intervene appropriately and what it is when they are seeing this behavior, how to assess, ‘oh, that’s what’s going on, the child was triggered and this is what is going on in their nervous system right now so here is what I need to do right now’.”

Another student had a trauma group for children who were in first and second grades. One student infused the trauma assessment piece into her supervision of her team at DCS, while another did the same for her team as well as others at DCS, teaching them ways to cope with their own secondary trauma.

The $1.4 million Health Resources and Services Administration (HRSA) Grant is for training MSW students working with transitional aged youth 16-25 years of age and their families. The grant allows for 30 to 33 Master of Social Work students a year for three years to receive special training to work with this population. Students receive a $10,000 fellowship.

The grant represents a national focus on transitional aged youth and young adults, what is known about them and their particular problems, and why they are a legitimate focus of attention, said Dr. James Hall, a Professor of Pediatrics and Social Work, and Principal Investigator of the grant. Dr. Hall is assisted by social work faculty including Dr. Jeremiah Jaggers, (Assistant Professor), Carol Satre, (MSW Field Coordinator), Dr. Barbara Pierce (Associate Professor) and Dr. Joan Carlson (Assistant Professor). Dr. Rebekah Williams assists the project as the medical director (from Adolescent Medicine). The overall goal of this project is to train and expand the knowledge base of advanced clinical social work students so they can work effectively with transitional aged youth and their families.

While adolescence is a familiar concept to us today, it didn’t exist until after the industrial revolution, Dr. Hall said. “Before that there was no adolescence. You were a child and then an adult. The industrial revolution changed the type of training people needed and adolescence was created over time in the 1800 and 1900s.

“There is a whole range of young people that fall into the age group the grant focuses on, he noted. There are those who are employed, married, and having kids to those who are unemployed, don’t have health insurance and have severe mental illness. The latter are the ones we are trying to reach,” Dr. Hall explained.

In applying for the grant, Dr. Hall found that transitional aged youth in Indiana face risks that include serious mental health issues, substance misuse and abuse, and suicide. “As youth move from high schools into an uncertain workforce or higher education, many do not have the resilience, knowledge and skills to meet challenges that lie ahead,” Dr. Hall wrote when applying for the grant. “Oftentimes, these youth may suffer negative consequences from their actions or inaction.”

While researchers can evaluate the types of problems this population faces, there are simply not enough highly trained social workers to work with this age group. Dr. Hall found that while some agencies provide services to transitional-aged youth,
there was no agency that focuses exclusively on this group. What services were available were inadequate for the needs of this population, he found. “Most agencies focus on children up to the age of 18 years.

“Part of this is just awareness,” Dr. Hall said of the impact of the project. “We talk about transitional-aged youth and the students are supposed to go into their agencies and talk to their supervisors about this age group and to push for activities for them, whether that is linking them up with the Affordable Care Act or providing counseling services.

Jennifer Queen-Russell was one of the 33 students selected to participate in the first year of the project and is already planning and strategizing on how to provide services for transitional aged youth in Marion, Indiana.

The population she wants to reach includes those who may have been diagnosed with schizophrenia or learn they are bi-polar and are dealing with what may seem like to them a “death sentence” by themselves. “They hang out on mom and dad’s couch, or they couch surf (at homes of friends). It’s a lot to process and they are doing it by themselves.

Queen-Russell explained these young people are of an age that no one is saying you have to go talk to the doctor. Sometimes they come from broken families so the support system is not there for them. Even when the family is intact the family may not be able to provide the type of support they need.

Another student explained the fellowship provided a unique opportunity for him to just attend classes. “This is the first time I’ve been going to school and not be employed,” he noted. “I feel like I was able to be all there at my practicum, in my classes, so it’s such a fit to be able to just focus on learning and becoming a better practitioner.”

In addition to their regular coursework, students in the project participated in special Friday afternoon seminars focused on transitional aged youth. The seminars provided the students with in-depth information about the types of problems this population faces so the students could be better prepared when working with them. For example, Dr. Hall’s seminar was on behavioral health, which touched on substance misuse, mental illness and suicide. Dr. Jagger’s seminar looked at partner violence and conflict. Dr. Carlson presented information on motivational interviewing as well as screening and brief interventions with substance use issues. Dr. Pierce gave seminars on trauma informed care and on special needs populations. And just as importantly, the seminars looked at potential approaches to dealing with the problems the students could utilize in dealing with transitional aged youth.

With graduation, the students will now fan out at various agencies, raising awareness about transitional aged youth. The next round of students participating in the project begins in the fall and spring semester. As part of the project, students are asked to spend two years working at an agency that serves this population following graduation.

A $937,000 collaborative grant from the Substance Abuse and Mental Health Services Administration (SAMHSA) has been awarded to develop a training program: Advancing
Multidisciplinary Education for Screening Brief Intervention and Referral to Treatment (SBIRT) by the Schools of Social Work, Nursing and Medicine

The aim of the three-year project is to integrate SBIRT into Indiana’s healthcare and allied health care education systems in order to improve the health of the large number of adolescents and adults at risk for one or more substance use disorders. At least 60 social work students, 60 nursing students and 50 medical residents are taking part in the project. SBIRT is a comprehensive, integrated, public health approach for early intervention and treatment services, explained Dr. Joan Carlson of the School of Social Work and a Principal Investigator of project. Dr. Angela McNelis of the School of Nursing also serves as a Principal Investigator. Dr. Kathy Lay of the School of Social Work, Rhonda Schwindt of the School of Nursing and Dr. David Crabb of the School of Medicine are Co-Investigators.

“It’s a much more effective way of addressing issues, that cuts across multiple disciplines,” said Dr. Carlson

Carlson explained the faculty involved in the project are half-way thorough the three-year grant. They first order of business was the development of materials for the class which are now being implemented into the curriculums in Social Work, Nursing and Medicine. Additionally, they will follow the students experience in their practicums and medical residences to monitor opportunities to use SBIRT.

A three-step sequential curriculum was developed for the project, which includes innovative PowerPoint presentations, web-based education modules and face-to-face motivational interview training that offers students opportunities to integrate SBIRT into their clinical practica.

The Motivational Interview Training is the key to the success of SBIRT, Dr. Carlson said. Participating students complete four hours of training and receive a certificate of their accomplishment upon graduation. It’s about having a conversation instead of issuing a warning, she noted. “It’s more respectful of clients and shows that we are in a partnership with them.”

Primary care centers, hospital emergency rooms, trauma centers and other community settings provide excellent opportunities for early intervention with at-risk substance users and for intervention for persons with substance use disorders. SBIRT allows for quickly assessing use and severity of alcohol and illicit drugs, prescription drug misuse and abuse and can be done in eight to 10 minutes, Dr. Carlson said.

The goal is to identify and effectively intervene with those who are at moderate or high risk for psychosocial or health-related problems associated with their substance use. Early intervention, Dr. Carlson points out, saves lives, money, and is consistent with overall support for the patient or client’s wellness.

“We are not looking at that top five percent with severe substance use in need of long term treatment,” Dr. Carlson said. Those persons are referred to appropriate agencies or hospitals. Instead, SBIRT is a quick way to screen people who have come in for another reason in order to assess their risks of an alcohol or drug use disorder.

“We recognize not everyone wants help, and at the same time we do recognize that there are people sitting on the fence that can go either way,” Dr. Carlson said. SBRT and motivational interviewing provide an efficient opportunity to help.

Our focus is on the here and the now by asking clients ‘can you tell me why you are here today. What brought you in to see me’… It’s a way of having a conversation.” If a client expresses interest in making a change, we can easily implement the foundation of SBIRT through motivational interviewing. It’s very strength-based and positive in nature,” she noted.

“What we are trying to do (with SBIRT) is guide someone towards making a decision f or themselves.”
As an 18-year-old preparing to go to college, Jennifer Queen-Russell spotted a job advertisement for someone who loved working with people and liked challenges. Since she needed a job to help pay for her education, Jennifer decided to apply.

She got the job at Grant Blackford Mental Health Inc., an agency in Marion, Ind. that works with people with severe and persistent mental illness. She immediately fell in love with those she worked with. It would take a little bit longer for Queen-Russell, who is now a Master of Social Work student at Indiana University School of Social Work, to realize she had found her life’s calling.

Today, Queen-Russell is one of 33 students selected to participate in a $1.4 million federally funded project at the School of Social Work that is focused on transitional-aged youth. She also is in the planning stages of developing her own project for transitional-aged youth at Grant Blackford.

But that’s getting ahead of her story. In the 1990s, Queen-Russell was like most undergraduate students and was just trying to find what interested her. She eventually settled on majoring in psychology and criminal justice at Ball State. The 1991 movie, Silence of the Lambs, about a young woman FBI agent helping to track a serial killer was released and Queen-Russell was drawn to the idea of becoming a profiler for the FBI.

After working and making the drive from Marion to Muncie twice a week to attend classes for nearly three years, her life suddenly went in a totally different direction. An aunt who had worked for the FBI and was getting ready to retire called her with a question. She was going to apply to become a flight attendant with American Airlines and wondered if Queen-Russell wanted to apply, too. The idea came at a time when Queen-Russell felt restless, wanted to see the world, and was a bit tired of school. She jumped at the chance and ended up being hired.

Queen-Russell was based in New York and was a flight attendant from 1999 to 2005. She spent two years flying internationally to Central and South America, Latin America, Europe and the Caribbean. She often had more than a day between flights to enjoy seeing cities that most of us only dream about ever getting to see. “It was a lot of fun,” she recalled. “It felt like I was getting paid to take a vacation every trip.” That was until 9/11. “That changed everything. I didn’t want to be a police officer in the sky.”

Queen-Russell, who had gotten married in 2003 and had a child in 2005, returned to Marion and finished her undergraduate degree at IU Kokomo, where she focused on social work and sociology classes. After graduating, she talked to the director of residential services at Grant Blackford about returning there. “I had left on a good note and she knew my heart and hired me to be a case manager.”

Several of her co-workers had received their MSW degrees from the School of Social Work and encouraged her to consider getting her graduate degree.
Plus, Grant Blackford pays for their staff to get their master’s degrees. "It was an opportunity I couldn’t pass up."

Her decision to pursue a MSW degree could well prove to be a turning point for the lives of teens and young adults that agencies like Grant Blackford would like to reach out to.

Queen-Russell opted to enter the weekend MSW program in 2012 and for the last three years has driven from Marion to Indianapolis on Saturdays for classes. She was in the Mental Health and Addictions concentration where she had Carol Satre as one of her professors.

During one of their classes, Satre, who is part of a team of faculty working on the transitional-aged youth grant, told Queen-Russell and her classmates about the new federal grant the School had been awarded to train MSW students to work with transitional-aged youth. This is a population prone to a variety of problems, including mental illness, but was underserved because there was a lack of trained social workers to help them. The grant allowed the school to provide special training to 33 students a year for three years if they were interested in working with this group.

What’s more students selected for the project, she immediately went back to Grant Blackford and sat down with Diana Branham, the agency’s acting clinical director. Queen-Russell told her she really wanted to explore ideas about how Grant Blackford could reach out to transitional-aged youth.

The transitional-aged youth, generally 16 to 25-years-old, Queen-Russell is interested in reaching aren’t young people full of angst and uncertainty about their future. The population she wants to reach are those who may have been diagnosed with schizophrenia or learn they are bi-polar and are dealing with what may seem like to them a “death sentence” by themselves. “They hang out on mom and dad’s couch, or they sofa surf (at homes of friends). It’s a lot to process and they are doing it by themselves.”

“We are trying to get these kids in and explain what is going on … that, yes, medication is part of it, but so is a healthy diet, exercise, socialization, and employment. We are trying to get these kids involved with a quote unquote normal life that they think they will never get to experience.”

Queen-Russell explained these young people are of an age that no one is saying you have to go talk to the doctor. Sometimes they come from broken families so the support system is not there for them.

Even when the family is intact the family may not be able to provide the type of support they need.

If Queen-Russell was excited about the project, so was Branham. Branham immediately jumped in and suggested they look at setting up a coffee house, a place where the targeted population would consider visiting.

The idea is to create an environment where you take a room and make it really comfortable with oversized couches and chairs, computers, Wi-Fi, a coffee bar, smoothies, too, where kids can come into a very relaxed environment with their peers, where there is no pressure and then we build a relationship and build rapport and then start talking about goals for them, she explained.

“This population won’t come for groups, you can’t have classes, you have to make it much more informal.” Maybe that’s having pizza, just sitting around talking and then you bring up budgeting issues about managing money, but not in a “boring, sit down and take notes mode,” Queen-Russell said. It’s about trying to provide information in a way they are receptive to it, getting them out and off their couches and socializing with others, be that playing Wii or video games with their peers.

Queen –Russell, who will complete her MSW degree in early summer, plans to start fund-raising for the room that Grant Blackford will provide. After all, this isn’t a program just for Grant Blackford, but to assist all transitional-aged youth in the area.

“It’s starting small with a couple of staff, but the hope would be that we can actually turn this into a community-wide service.”
When Jackie Siegel arrived at Indiana University Bloomington, her future as a social worker seemed less than certain.

Siegel, whose graduating high school class had 39 students, recalls feeling somewhat lost and homesick. What's more, as other students walked to their classes, she discovered she lived so far away from the School of Social Work offices on Atwater Avenue she had to ride a city bus to get there.

It all began to change though when she arrived at the social work office to meet her advisor, Dr. Carol Hostetter. When it was time for her to leave, Dr. Hostetter walked her to the bus stop and gave her instructions on how to get home. “I'll never forget that,” Siegel said.

Much has changed since then. Siegel found her footing as a social work student and in fact became the first recipient of the Theodora Allen Memorial Scholarship, awarded to social work students at IUB. After receiving her Bachelor of Social work degree, Siegel went to get her Master of Social Work degree at Jane Addams College of Social Work in Chicago. While at Jane Addams, she secured an internship at the University of Illinois (UIC) and today is a supervisor in the hospital’s Department of Health Social Work at UIC, where she works with liver transplant patients.

In addition to the fond memory of meeting Dr. Hostetter, Siegel said she continues to rely on her experiences as a social work student at IUB to assist her as she helps make decisions about whether patients should be considered for a liver transplant.
The memory is of a day during her senior year field practicum when she worked for Family Solutions, a family preservation agency whose goal is to reunite families who had been separated due to involvement of the child protective services.

One day while evaluating a home environment, Siegel asked the caseworker how one would make a determination if a child should return home. The question came up as Siegel and the caseworker stopped by a home that in Siegel’s opinion was, well, less than ideal.

She has never forgotten the caseworker’s advice. The caseworker explained it was very important to look at every situation in context. He used the example of how he would evaluate a home where he found glass all over the floor. If there was a child who would be crawling or might be hurt by the glass then it would be an absolute contradiction to return a child to the home. But, he added, if the child was a teenager and had the capacity to step around the glass, he saw no reason for not reuniting the family.

“I still think about that and use it when I am evaluating patients for transplant,” Siegel said. As she does an evaluation, Siegel asks herself this question: “Even if this person’s life and home situation isn’t how I would want it to be, does that truly mean they are not a candidate for transplant?”

Siegel explained the role of a transplant social worker is crucial to the transplant department. There are only three things the Centers for Medicare and Medicaid, our primary regulatory body, regulates in a workup for a potential transplant patient and the rest is up to the individual transplant center: to be seen by the surgeon, the nutritionist and the social worker. “I think that is really amazing.”

A lot goes into a transplant decision, Siegel said. “You have to be careful. It’s a scare resource. It’s not just about your patient, but every other patient on the waiting list and donor’s family as well.”

Siegel describes evaluating a patient’s candidacy for a transplant as a balancing act between the foundations of social work values and figuring out whether the patient is going to be able to care for a donated organ. While some transplant centers want a patient to have an identified care-giver, Siegel said many of her patients have little or no social support. “This could be because they have become estranged from their family members over time due to varying reasons, such as chronic substance abuse or because their family members have their own problems. Patients from rural areas sometimes find the distance they live from the transplant center can be a barrier, she noted.

“Because such a high percentage of our population are on Medicaid, they often do not have the financial resources to compensate for a lack of social support, such as having to pay for cabs for appointments at the transplant center as patients can’t drive for the first three to four months following their operation. “They don’t have the money to hire private care givers if they don’t have social support.”

It’s up to Siegel to figure out how to overcome such problems. “This is where the transplant social worker must become very creative in their interventions to enhance the candidacy of the patient for transplant and resolve some of those barriers.”

Siegel said ideally any transplant center would want their patients to have clean and comfortable homes to return to with 24 hour caregiver support. Similarly, it would be great to have a patient with pristine history of medical compliance who never runs out of their supply of medications.

The reality, Siegel noted, is that many of the patients live in a world where cars break down, apartments are on the top floor of a three-story walk-up, electricity gets turned off, bed bug infestations occur and co-pays for medications are used to buy that mornings breakfast and community caseworkers are the patient’s only support. “I challenge our transplant team to consider these hardships as a testament to their patient’s resiliency rather than a deficit.

Little did Siegel know when she got on the Bloomington city bus and headed to Atwater Avenue that she was taking the first step to prepare herself for what has become her life’s work.

“My time at the IU School of Social Work instilled in me a commitment to working with those in our community who are most vulnerable. My time doing home based work in Bloomington in some of the more impoverished areas also gave me a glimpse of some of the challenges my current patients face, which cannot be fully understood from an in-office assessment.”
Dr. Marilyn Regier has spent three decades as a leader in the national and international adoption arena and has directed international adoption programs in seven countries in Asia, Eastern Europe, and Latin America. Today, she is the Executive Director and CEO of the Barker Adoption Foundation, one of the leading and oldest adoption organizations in the United States.

Where did the impetus come for such a storied career? You might say at her mother’s knee. Regier’s social work career literally started at her mother’s side. “It was an amazing thing,” she recalled, watching as her mother performed “miracles.”

Her father was the pastor of a large Lutheran congregation in northern Indiana that had several thousand members. The social service network was not highly developed in those days, and when parishioners had a problem they went to the parsonage and Regier’s mother for help.

Regier found herself interacting with vulnerable children, many from dysfunctional homes, and this taught her empathy early on. The children would live with Regier’s family while their parents were in treatment. Regier was moved by what she often witnessed: a woman with bipolar illness who tried to commit suicide or a family with someone on life-support because of a medical problem, and many other variants of physical and mental health challenges.

“The way I got into social work is pretty obvious. It is the family I grew up in.”

Regier received her undergraduate degree at Valparaiso University, where she continued to develop a keen interest in music. In fact, for most of her professional life Regier had two careers, one in social work and the other in music. Regier, who plays the piano and organ, studied at the
New England Conservatory of Music and also concertized and directed the largest children’s choir in Washington D.C. Since becoming CEO at Barker, Regier has put her music interests aside, but still enjoys playing the piano at night.

When she came to the Indiana University School of Social Work for her Master of Social Work degree, her first internship was with the Children’s Bureau of Indianapolis. The impact of her experiences there was huge. “I was working with expectant mothers, many of whom chose adoption. I was very engaged in the work there. If you are interested in adoption, there is no better place to start than pregnancy counseling.”

Later she was placed at Crispus Attucks High School, an inner-city high school in Indianapolis, where the legendary Oscar Robertson played basketball. She worked as a school social worker and was the only white person at the school. Her time at Attucks set the tone for her future practice. “That heightened my understanding of race and culture. I had grown up in a small white town in northern Indiana where there wasn’t a person who didn’t look just like me. I am so grateful for that experience at IU.” Regier also spent time at a middle school whose student body was all African-American. “What I learned in these two school settings enabled me later to start minority adoption programs at several agencies,” Regier said, “so IU really gave me two fabulous field placements and fabulous instructors. It set the course for my practice.”

She practiced in adoption while her husband went to the IU School of Medicine before his career took them to New York. “There I had the opportunity to work in hospital social work in an outstanding adolescent unit. I have been so fortunate to have had diverse professional experiences in Indianapolis, the Bronx, and Boston.” Regier went on to obtain her PhD at the Florence Heller School for Advanced Studies in Social Welfare at Brandeis University. During her work as a doctoral student, Regier’s dissertation focused on the unintended consequences of social policies passed with the intention to help people. For 18 months she worked on Skid Row studying a law that decriminalized public drunkenness but unfortunately failed to provide needed social and medical supports. She noted that in the years to come, she saw many adoption laws that likewise had unintended and unanticipated consequences, such as the implementation of the Hague Treaty regarding international adoption. “It looks like you are putting something into place that is excellent, but then unanticipated things happen.”

During her social work career, Regier has worked with a variety of populations, including the homeless, adolescent substance abusers, and medically ill children and adolescents. Yet she has always gravitated to child welfare, and especially to the sub-specialty of adoption. “This is probably because I feel you can have a greater long-term impact by focusing on early intervention during childhood.” At Barker, she added, the focus is finding families for children. “We don’t say we put children in homes; we say we put them in families.”

Barker, located in Bethesda, MD, is known for its training and education programs, its annual conference, and its model program for placing older children, ages 10 and up, from the public foster care system into loving adoptive families. “We place many older children, in addition to our infant program. We actively recruit and get the word out that we need parents for older children. We receive many calls from other private agencies asking how our program works.” Regier noted that Project Wait No Longer for older youth may well be the most significant initiative during her tenure at Barker.

She pointed out that there are about 400,000 children in the U.S. foster care system. Many of the older children have been with multiple families. Barker has developed relationships with welfare departments all over the country and receives calls from welfare departments asking for help with a child. Barker conducts significant pre-placement training and has a 24-hour hotline, because often the children have been in so many homes that they have almost given up hope, Regier said. She recalled one child who had been in eight foster homes. Of those, three thought they would adopt, but all three pulled out at the last minute. By the time Barker was asked for help, the child
had lost the ability to trust, but in the end was able to find permanency with a Barker family.

In its infant domestic program, Barker is committed to working with the birth parents first to ensure they truly want to place their child for adoption. “The practice is very different from when I started my career,” Regier observed. When a pregnant woman now seeks help, agency staff first assess whether the expectant mother could herself parent if resources were put into place. “The situation is sometimes complicated by the fact the birth-father is ‘missing in action,’” Regier noted. “We search diligently for them. I’ve walked door to door in (Washington) D.C. until I found the father. I know some agencies don’t search for the birth fathers, but they need to know they have fathered a child and be involved in decision-making.”

Grandparents are another part of the equation, Regier said. “They often grieve more than the parents, because they know what it is like to be a parent.”

Regier emphasized that ethical agencies favor leaving a child in its birth home if this can be done safely, including children in other countries. “We believe foster homes, group homes, and orphanages are not good places for kids. If the biological parent or some other family member cannot parent the child, then we move to adoption.”

Regier makes it clear she is not a fan of for-profit internet adoption agencies and facilitators. Often skirting ethical norms, the consortiums offer inducements to pregnant women – money, extravagant lodging, gifts – in exchange for the child and an adoption plan. These dot coms are not licensed and often charge adoptive parents exorbitant amounts. In Regier’s view, this amounts to child trafficking. Her advice to prospective adoptive parents considering using such an agency is simple: walk away.

Her best reminder for adoptive parents is that adoption is not a one-time event, but instead a lifelong process. That’s why Barker prides itself on providing ongoing services for the birth parents, the adoptive parents, the adopted person, and anyone who is touched by adoption. “In the end, though, our primary client is not the birth or adoptive parent, it is the child. If we put the child’s needs at the center of the adoption process, the solution becomes clear.”

If there is one disappointment in her career, it is the lack of time to pursue research. “There was really something about having the policy and planning background at Brandeis that took my career to a different level of understanding.” Regier notes the importance of research and would have loved to have combined research and practice. “But adoption agencies are often like emergency rooms. You are on call 24/7 and that goes for the director, too. So, I have never been able to conduct research or write my books ... never had the time beyond writing a few articles. Perhaps in the future.”

What she has achieved though is the satisfaction of helping children on a national and global scale. She believes that “a compassionate society supports ethical adoption as a vital part of its child welfare practices.”

“One of the great unfinished endeavors of our world is ensuring a cherished home for every child. It’s wonderful to have placed so many children in families,” Regier said of the work she has devoted her life to. “For that, I have to say IU gave me my start.”
What do you do when you find out your dream job isn’t exactly what you imagined? Find another one of course.

That’s the situation Dianne Moss found herself in as she pursued a childhood dream of becoming a nurse. The problem was that after two years in a nursing program, Moss realized her dream job wasn’t for her. What she discovered though was she did like talking with the patients. “I started thinking about doing something else with people that was more talk-oriented rather than giving shots and baths and things like that.”

Moss, who was attending a university in the south decided to drop the nursing program and look for a new career path. She also decided to return to the Midwest to complete her education. One of the schools she visited was Indiana University where she found her new dream job — social work.

“One of the people they arranged for me to talk to was the great Theodora Allen,” Moss recalled. “After talking to her, I knew that social work was what I wanted to do with my life.” Professor Allen had an illustrious social work career, including working with the U.S. Committee for the Care of European Children that brought displaced and refugee children to the United States at the end of World War II. She was appointed as the head of the undergraduate social work program at IUB in 1957. She retired in 1972.

“I loved it,” Moss said of the social work program. “I love her to this day,” she added. “She (Professor Allen) seemed to be caring...
and charismatic, but also the way she described the field of social work and the things she had personally done in the field made me think, Oh, I want to do that, too.”

After receiving her undergraduate degree, Moss opted to enroll immediately in the Jane Addams Graduate School of Social Work in Chicago, figuring a graduate degree would help her get a better social work job.

It was a two-year program where Moss received intensive supervision in two field placements. In her first year, her placement was in a hospital as Moss thought she might do medical social work. In her second year she opted for a placement in a school as a school social worker. “At that time, what they did was give us basic skills and we could apply those skills in any situation. For me it was much better as I ended up doing school and clinical social work.”

Moss’s first job opportunity came during a year-long stay in Glasgow, Scotland, when her husband received a job offer there. It was with a child guidance clinic helping parents and children with their problems. As many first jobs are, it was a memorable experience. Moss recalled the clinic had no central heat, so interviews were done huddled around coal fires. Moss remembers being asked to set up a group for 8th grade girls in a school setting in addition to her work in the clinic. She also made a number of house visits, including one where she got more than she bargained for – fleas.

After a year they returned to the U.S. and Moss worked as a school social worker in a grade school before she and her husband returned to Indiana while he was working on his doctorate degree. Moss went to work at the Grant County Mental Health Clinic in Marion where she worked with people of all ages covering a wide-range of problems. At that time the agency was located in an old house. Moss worked with a psychiatrist who drove a pickup truck to work and answered the telephone if the receptionist was not available.

As the mother of four children, Moss stayed at home for about 10 years before returning to a job with a family service agency in DeKalb, Ill. There, Moss worked with children, adolescents, adults and did marital counseling. She also served as the agency’s liaison for Safe Passage, the local domestic abuse shelter.

When Moss became involved with Safe Passage it was just getting started and she organized the first support group there. The group continues to meet to this day. Moss was very active in the field of domestic violence and after she retired, she served on the shelter’s board of directors for about six years.

Another initiative Moss set up was to setup a jogging-running support group for women. The focus of the group was to raise self-esteem.

In the later years of her career, Moss switched to school social work where she was involved with student assessments as well as individual and group counseling. She also developed special support groups for children whose parents had divorced, anger control and stress management. Moss also organized food and clothing pantries at schools and helped low-income children receive school supplies and Christmas gifts.

While she may not have experienced some of the exciting things Professor Allen was involved in, much of the picture Professor Allen portrayed for a young, eager student played out just as Moss hoped it would. Now, she can look back on a career that touched the lives of so many people.

Moss continues to live in DeKalb with her husband.
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It seems that every phase of life presents its own set of challenges. How we navigate life’s difficulties often defines our happiness as we grow older.

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Each of us has a unique perspective to offer. Our shared life lessons could be that aha moment for those following in our footsteps. They could lend perspective to younger generations. Your life experience matters! Please join your fellow alumni in offering practical advice to IUSSW students and graduates, faculty and staff from 18 to 100 years old.

What have you learned along the way that should be shared with others? Your thoughts will be passed on to other social work students, graduates, faculty and staff online in the newly created IU School of Social Work webpage titled Social Work Sages. We hope to debut the Social Work Sages webpage in September, 2015, and update it as our alumni make submissions.

If you are interested in submitting your life lessons for publication please email or call Sandy Noe at the IU School of Social Work for more information.

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SPECIAL ANNOUNCEMENTS

Colleen Yeakle received the 2015 Distinguished Alumni Award at the Indiana University of School of Social Work Alumni Association’s annual conference in March. Yeakle, who received her MSW at IUPUI degree in 2009, works at the Indiana Coalition Against Domestic Violence where she is coordinator of the agency’s prevention programs. Among other things she successfully wrote a proposal for nearly $2 million in DELTA FOCUS funding from the Centers for Disease and Control and Prevention. She also collaborates with national, state and local colleagues to develop, implement, evaluate and report on effective strategies for the prevention of intimate partner violence.
WHERE ARE THEY NOW?

LOIS HELM COLE, MA 1949
Hi all, Remember me? I got my Master’s in Social Work in 1949! I can’t believe it was that long ago. After a career in foster homes and adoptions, initiating a school social work program in a Cleveland suburb, and working in an agency serving the elderly, I retired to a life of volunteering! I volunteered at a hospice for 22 years along with church activities and working with animal shelters. My husband and I wintered in Phoenix AZ for 17 years before he passed away. We were long time campers and travelers. I have been in all 50 states, 10 Canadian provinces, 38 foreign countries and all 7 continents. Almost 2 years ago I moved to West Virginia from Ohio to an independent cottage on the campus of an assisted living facility. This was at the suggestion of my daughter whom I had not lived near for 35 years! Here I participate in many of the activities provided by the facility plus six organizations in the church I joined and classes at the senior center. I am very fortunate to be in basic good health and proud of my 88 years in this world!

JOSEPH RUSSELL, MA 1963
Am still waking up each morning :} Been retired since Feb ’93 from the VA Medical Center in Marion, IN. Have served on boards of Family Service Assn., and Grant –Blackford Mental Health Center; several regional and local church related interests. Wish a roster and update of the class of ’63 might be sent out to our class members ... wondering how many are still living and might need a note of encouragement. Had a delightful note from Dean Patchner reflecting on the famous 4P’s of dear Helen Harris Pearlman. Current students have no idea who or what this is. Ha! Enough for now.

RALPH NICHOLS, MSW 1969
My career in Evansville, IN has been so rewarding beginning with my counseling work at our local mental health center followed by 15 years as Superintendent of our area state hospital followed by my return to our mental health center until my retirement in 2013. My passion became my work with PTSD beginning with Vietnam combat veterans, OIF/OEF veterans and culminating with my work with many police and sheriff officers who experienced traumatic incidents. I continue to give presentations on PTSD.

SARAH O’BRIEN, MSW 1972
I am retired though not by my choice. Actually, due to funding losses, I have lost 3 of the 4 jobs I’ve had in my 49 years of practice in mental health. I have loved my work and am dismayed that those who have power are unwilling to pay for mental health services and long term therapy, especially for poor people who need it most. It seems most therapists in private practice are unwilling to take Medicaid. What is the answer?

Since 2000, I have worked in the following fields of practice: mental health, social services, foster care & adoption, hospice, and grief & loss counseling. In addition, I have worked as Adjunct Faculty at IUSSW since 2003, and also at Marian University (2012). I have had my private practice since 2012 at Novak Counseling, LLC, www.novakcounseling.net

JACQUELINE WILKINSON, BSW 2001, MSW 2002
I am currently employed with the Indianapolis Public Schools. Working as an employee has enabled me to learn how social workers are an invaluable tool to the well being of our students. We are essential to the overall development of students.

TERESA VOORHEES, BSW, MSW 2006
I am currently the Student Services Coordinator at Center Grove Alternative Academy and hold a LCSW license. I am also an adjunct faculty member at the University of Indianapolis in the Department of Social Work and supervise a BSW student at CGAA.

BARBARA WARNER, MSW 2007
I have been working in the addiction field since graduation in 2007. I have also been teaching at an IU satellite campus. I have found with my degree I have many opportunities to expand and grow personally and professionally. I have been a presenter at a conference and I have presented to my co-workers. My degree/education has been a true blessing.

TERESA GEE, MSW 2010
I am an FT Behavior Therapist for adults and kids with DD, CP, and TBI’s. I love it! I am also going back to school for my pre-doctorate. My focus is on Special Needs Adoption Recruitment for kids that linger in the Foster Care System longer than other children. I am also a CASA and get joy and experience from this position.
Contact Information

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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.

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