Indiana’s Children Benefit from Unique Partnership
The social work profession is a state of mind as well as a job title. I was reminded of that on a recent cold November night when the School of Social Work hosted a chili dinner before an IUPUI soccer game. The event gave the alumni, faculty and staff the opportunity to hear from the coach of the IUPUI team, Isang Jacob.

Jacob began playing soccer as a boy in Nigeria and being coach of the team at IUPUI is a dream job for him. But Jacob, who received his Master of Social Work degree at our School in 1997, made it clear that he is and will always remain a social worker at heart. As the minutes ticked down before the game, Jacob described how important getting his social work degree was to him. “I am part of you. You are part of me,” he explained. Social workers have a common bond, he noted. “You don’t have to do what you do, but you need to do it.”

His phrase – “need to do it” – sums up the attitude of so many of our faculty, both in the Department of Labor Studies as well as Social Work. Here are just a few examples.

Efforts by Dr. James Daley, a nationally recognized leader in military social work education, culminated in an unprecedented meeting with eight leaders in military social work from the Republic of Korea to discuss how the two countries carry out military social work. The group spent time at the School of Social Work and visited agencies in Indianapolis included a professor of social welfare at a EWHA university, members of military social welfare and veteran institutions, and social workers who work at mental health and social welfare agencies.

Dr. Daley is known in Korea for the book he wrote and edited, “Social Work Practice in the Military,” which had been translated into Korean so it could be used as a training guide. After the group won a competitive grant from the Korean Association of Social Workers to visit agencies in the U.S. that offer services to military personnel, veterans and their families, Dr. Daley was contacted by the group about coming to the School of Social Work. The trip to Indianapolis was part of their interest in establishing a new model of social work in Korea.

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Dr. Khadija Khaja is leading a two-year effort called “Find Your Voice: Hear My Voice,” on the IUPUI campus. The initiative is designed to promote campus unity, conversation and collaboration around the topic of civil discourse. The project will run until 2015 and invites students, staff, faculty, and the community to engage in a discussion about civil discourse. This is Dr. Khaja’s latest involvement on developing an inclusive climate at IUPUI. In 2010, she was part of a multicultural team that received the Joseph Taylor Award for Excellence in Diversity.

The IUPUI campus has also come to realize that Dr. Carolyn Gentle-Genitty’s passion to help students excel extends well beyond the School of Social Work. Whether it is working with PhD students or mentoring undergraduates from other disciplines, Dr. Gentle-Genitty finds ways to contribute on a variety of levels and arenas at IUPUI. For her efforts, Dr. Gentle-Genitty was awarded a 2013 Glenn Irwin Experience Excellence recognition Award. Dr. John Gallagher at IUSB received a grant to evaluate the St. Joseph County drug court. The research project allowed Dr. Gallagher to examine programs that were most effective at reducing ongoing criminality.

Thanks to faculty like Drs. Joan Carlson and Kathy Lay, the School of Social Work is at the forefront of interprofessional education. Dr. Carlson was a principal investigator on a proposal that won a $900,000 federal grant from the Substance Abuse and Mental Health Services Administration. The collaborative training proposal is aimed at improving the health of a large number of adolescents and adults at risk for one or more substance use disorders. It was developed by faculty from the Schools of Social Work, Nursing and Medicine.

Our alumni and friends of the School have also demonstrated their “need to do it,” in our recent Impact Campaign that ended this fall. During my first capital campaign with the School, we raised a relatively modest amount of $380,000. At the time, it was the most money raised by the School in 90 years. After the School wrapped up its latest campaign directed by the School’s Director of Development, Sandra Nor, I am proud to say we have eclipsed our previous record. The School with the help of many of our alumni raised more than $1 million, more money than the School has raised it its 100 plus year history combined. The commitment of our alumni to do what they can to help the next generation of social workers is nothing short of inspiring.

In closing, I want to thank you for your incredible support of the Indiana University School of Social Work. Have a great winter and stay warm.
In June, Dr. Ginny Majewski participated in the Council on Social Work Education’s 2013 Delegation to Cuba. The intensive 8-day schedule included informational visits and academic exchanges with Cuban faculty, social researchers, social work and medical practitioners, and community members in local organizational settings. One day was set aside for an excursion to an eco-community in the mountain locale of Las Terrazas. Members of the delegation observed first hand Cuba’s commitment to sustainable development as well as the country’s entry into the global eco-tourism movement.

As a community organizer and educator herself, Dr. Majewski’s interests focused on local organizing efforts and community education, with potential for application to service-learning pedagogy. She observed that, at the grassroots level in Cuba, community education principles embodied in the work of Brazilian educator Paulo Freire are prevalent. Cuban organizers were surprised that members of our U.S. delegation knew of Freire’s work given its essential revolutionary premise that challenges traditional educational practices. In the United States, the service-learning movement has embraced Freire’s idea of praxis, or action with reflection on that action to promote social change. However, many educators are beginning to challenge the extent to which service-learning models truly demonstrate a social change, or social justice, perspective. Dr. Majewski’s own work on service-learning pedagogy has been to move away from a charitable model of “doing something for the community” to a social justice model of “doing something with the community.” This trip to Cuba has also led Dr. Majewski to a relatively unknown dimension of the writings of Che Guevara on pedagogy and community education.

As one outcome of this visit, Dr. Majewski has been invited by researchers from the Centro de Investigaciones Psicologicas y Sociologicas (CiPS) in Havana to participate with them in a panel presentation at the 2014 conference of the Latin American Studies Association. Her proposed presentation is titled, “The Influence of Paulo Freire and Ernesto ‘Che’ Guevara in Social and Community Education: Conceptualizing the Potential for Cuban-U.S. Service-Learning Collaboration to Promote Civic Participation.” For Dr. Majewski, this invitation seems to take her academic career full circle, combining her certificate in Latin American Studies (1973) and her service-learning and community organizing practice, and her commitment to the central social work value of social justice.
**DR. CAROLYN GENTLE-GENITTY**

was awarded the 2013 Glenn W. Irvin Experience Excellence Recognition Award for the time she has devoted to the lives of students, the School of Social Work and programs that cut across the IUPUI campus and community at-large. In a letter informing Dr. Gentle-Genitty she had been selected to receive the award, IUPUI Chancellor Charles Bantz told her that “You are clearly one of the key contributors to the greatness that we believe is the destiny of IUPUI.”

Dr. Carolyn Gentle-Genitty has also been asked to serve on “IUPUI Influencers,” a group whose purpose is to discuss a range of matters important to IUPUI’s future, with a particular focus on implementing IUPUI’s strategic plan. Dr. Gentle-Genitty was selected for the group because she is seen as one of the “movers, shakers, and influencers” at IUPUI.

**DR. KATHY BYERS, BSW Program Director** at IUB has been appointed to the Health Sciences Strategic Planning Group at IUB. She will also serve on the Planning Committee for the Policy Practice Conference 2.0 to be held this coming summer in Austin, TX.


**Assistant Professor of Labor Studies, MARQUIITA WALKER** has developed an app for students in courses that deal with work, workers, social justice and employment relationships. The app, called Guide to Labor Studies, has eight minute podcasts and written lectures covering 30 different topics. It is available on iTunes.

**DR. PAT SULLIVAN** has been involved with creating integrated health care curriculum on the national level. He has received funding from SAMHSA/CSWE to support a student at Adult and Child, an agency that provides state-of the art services that empower adults from SAMHSA/CSWE to support a student at Adult and Child, an agency that provides state-of the art services that empower adults.

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**DR. VIRGINIA MAJEWSKI** has received the Distinguished Alumni Award for Social Work Education from the University of Pittsburgh School of Social Work. As Associate Dean of the IU School of Social Work, she provided academic and administrative leadership on all of the School’s campuses. She also took on the lead role of shepherding the School’s accreditation through the Council on Social Work Education Commission.

Dr. Majewski returned full-time to teaching and research in 2012 and remains committed to service and research on American Indian issues.

**DR. CAROL HOSTETTER of the School of Social Work received the Indiana University P.A. Mack Award for Excellence and Distinguished Service to Teaching. The annual P.A. Mack Award honors members of the IU community who have demonstrated excellence and distinguished service to teaching that are consistent with FACET’s goals and ideals. P.A. Mack is a former IU trustee and lifelong advocate for teaching excellence.**

**DR. JOHN GALLAGHER of IUSB has had several articles published in journals including:**


Dr. Gallagher also made the following presentations:


Gallagher, I. R. (2013, June). Single mothers lived experiences existing homelessness: “I always have to tell myself every day that you are a beautiful, strong, and an important woman.” Poster presented at The 7th International Conference on Social Work in Health and Mental Health, Los Angeles, California.

He also has been appointed to the editorial board of the peer-reviewed journal Addiction, Recovery and Aftercare.

Dr. Gallagher was also interviewed by the local news in South Bend, Indiana, WSBT, on the illicit drug commonly referred to as “Krok” or “Krokodil”. The title of the interview was: Police scramble to keep flesh-eating drug out of Michiana.
The 2013 Danesh Institute Annual Conference, "Iranian and Other Immigrant Women in the United States: Issues and Solutions," was held at the Indiana University School of Social Work in November. The conference opened with greetings from Dr. Irene Queiro-Tajalli, the Chair of the Department of Labor Studies at the Indiana University School of Social Work, and president of the institute’s board of directors, and from Cyrus Behroozi, a retired faculty member of the School of Social Work is the board’s executive secretary. School of Social Work Dean Michael Patchner also welcomed those attending the conference, noting it was an opportunity for people to gather and talk about the issues of being immigrants and what it means. “This institute gives us an opportunity to talk in meaningful ways of the struggles that Iranian immigrants have had and do have,” Homa Sarshar, an award-winning journalist, writer, and lecturer, was the keynote speaker. She spoke on “Iranian Women: The Struggle for Survival.” Mary Ann Fadaei, Shamsi Mansouri, Parvaneh K. Yamin and Hadid Shahvavaz present a panel discussion on “The Life of Immigrant Women.” Jamsheed Choksy, a professor of Central Eurasian, International and Islamic Studies at IUB, discussed about Iranian Americans.

Collaboration was part and parcel of the Department of Social Work and worked closely with doctors and medical students in its early years. Today, schools are looking for new ways to interact with each other to give students new perspectives and just as importantly provide clients and patients with a better outcome.

The School of Social Work is a founding school of the IU Center for Interprofessional Health Education and Practice to help ensure social work students get a chance to work with students from other disciplines.

Collaboration and Interprofessional Education = IU School of Social Work

To that end, the School of Social Work teamed up with the School of Nursing to bring together graduate social work and psychiatric nursing students who are specializing in mental health and addiction issues.

The course allows social and nursing students to work together side by side.

Some of the class assignments are completed in groups made up of social work and nursing students. The course is designed to break down some of the barriers practitioners get into in the real world of practice where they may say, “This is my domain and this is your domain. We really don’t have anything to do with each other because we were trained differently.” Instead, the course is designed to foster an attitude of “how can I collaborate with you on behalf of our client.”

The social work and psychiatric nursing students also get a chance to work with each other outside of the classroom.

The students were also placed together at primary care clinics in joint internships.

The School’s faculty can also be found among the national leaders of an interprofessional health care movement. Dr. Patrick Sullivan was one of ten faculty selected nationwide by the Council of Social Work Education along with the Center for Integrated Health Care Solutions to develop two courses focused on integrated care. Dr. Sullivan launched the integrated policy course for the School on the Fort Wayne campus in spring 2013. In addition, Dr. Sullivan and a student are participating in a nationwide learning community to review what has been learned and what can be improved. As a part of this project Dr. Sullivan recently received a modest grant to provide a stipend for an MSW student who will practice in an integrated care setting.

In another collaboration involving health care, faculty from the School of Social Work, Nursing and Medicine recently received a $900,000 grant to develop a training program, Advancing Multidisciplinary Education for Screening Brief Intervention and Referral to Treatment (SBIRT). The purpose of the 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.

The goal of this program is to train 60 MSW students, 60 Nurse Practitioner Students and 50 medical residents. SBIRT training will be integrated in select courses within these venues in central locations across the state. Tailored web-based educational modules and face-to-face motivational interview (MI) training will offer students opportunities to integrate SBIRT in their clinical practice.

Another example of collaboration outside the health arena is that Dr. Stephanie Boys of the School of Social Work and Carrie Hagan, a Clinical Associate Professor of Law at the Robert H. McKinney School of Law, have teamed up to provide a unique practicum opportunity for social work and law students called the Civil Practice Clinic.

The venture brought together eight social work students and eight law school students. The social work students taught the law students about interviewing skills and empathy and the law students taught the social work students about legal processes and testifying in court. One social work student and one law student were paired up to work with clients referred to them by Indiana Legal Services.
Concerned that social work students were struggling to transfer their understanding of theories and apply that knowledge outside the classroom, **DR. CAROLYN GENTLE-GENITY** developed a new teaching model to address the problem.

In an article written with Haiping Chen, a PhD student, Dr. Gentle-Genity discusses her model, S.A.L.T. The model identifies and examines the Strengths, Areas of focus, Limitations, and other Theories.

In a published article, Gentle-Genity and Chen write, the model identifies four steps or aspects that educators will focus on and that students will engage in as they are involved in the theory teaching and learning process.

“This to be specific, every time students are prompted in the classroom to learn about theory, they are required to go through the four phases: examining the strengths of theory, identifying its area of focus, finding its limitations, and redressing for shortcomings.”

They suggest educators can first present a simple list of three to five common theories from their profession and then guide students through the four phrases of S.A.L.T.

“It is critical for educators to account for all these four phases in their course design and teaching process. In order to achieve the effective integration of theory and practice, case scenarios should also be provided. Sometimes, it helps when students generate the case scenarios from their own experiences supported by one chosen by the educator from their practice or textbook. According to the S.A.L.T. model, educators and students can work together on these case scenarios and explore the following questions: (1) how the strengths of a certain case are found in the analysis of this case, and (2) which areas should be focused on when the theory is applied to this case, (3) how its limitations can be redressed to adapt to new situations described in this case, and (4) how the theory can be reformulated to address a certain case.”

The full article recently appeared in the *Center for Scientific Journal*.
This past fall a group of 13 executives from the Indiana Department of Child Services enrolled in the Child Welfare Management Innovations Institute, the latest training initiative from a partnership that has helped to transform child protective services in Indiana.

The Indiana Child Welfare Education and Training Partnership is a comprehensive training and collaborative partnership between the Indiana University School of Social Work and the Indiana Department of Child Services. The Partnership supports the high quality, consolidated and intensive child welfare learning and a professional development system required to meet the workforce development needs of the Indiana Department of Child Services. Former Governor Mitch Daniels has referred to the partnership as one of the great public service achievements he was associated with.

The governor’s comment underscores just how far things have come since 2005, when in one of his first executive decisions, Gov. Daniels created the Department of Child Services. The decision moved child welfare services out of the office of the Family and Social Services Administration into a stand-alone agency.

James Payne, the Marion County Juvenile Court judge, was named the agency’s first director. Payne, who has stepped down as director, said from his years of experience on the bench, he readily understood the mammoth task facing the new agency.

“What I saw on the bench was real chaotic and inconsistent understanding of what child welfare was all about,” the judge said. “There was no consistent, common understanding of a process.” What services were made available to children and families depended more upon the individual they were working with than the system. Judge Payne noted they discovered there was a child protection unit in Marion County that never filed a Child in Need of Services case because the unit’s personnel didn’t believe the government should interfere in the lives of families. “How does that happen?” Payne asked.

Up until the creation of DCS, new employees typically had 40 to 50 cases waiting for them on their first day at work. They were usually assigned a co-worker who could offer advice and they could go to a supervisor with questions. Pat Howes, director of the School’s Child Welfare Education and Training Partnership, said she has talked to some workers who were handling as many as 70 cases and others who were struggling to keep their case load under 100. “It doesn’t matter how good you are, how efficient you are, how willing you are to skip breaks and lunches and to dictate notes in your sleep – you can’t do it.”

The employees went to Indianapolis for some training during their first year. One month they might get two days of training on a subject and three months later another couple of days training on another topic, Mary Beth Lippold, the former deputy director of the training division at DCS noted.

When Judge Payne arrived at the new agency in 2005, he started with a basic premise. “The goal of the new agency was never to make a dysfunctional system bigger. It was to make it better. The question was how you make it better.” Payne knew which direction the agency needed to go, but he didn’t have a vehicle to get him there. “Without some vehicle to ensure that there was a common understanding and a focus on a consistent process, we could not be successful.”

When Payne started at the new agency in January of 2005, he wrote a list of nine things he wanted to accomplish. One of those was to create a partnership for training. “I had always looked at the School of Social
**Bachelor of Social Work students were added to the program in 2006. The BSW program is designed to cover all of the training new workers get. Students who participate in the program receive their senior year tuition as well as a stipend to cover additional training expenses. The students are guaranteed a job at a DCS where they agree to work for two years.**

Howes and Lippold proved to be an ideal team, whose initial work would set the stage for what would come out of the fledgling partnership. Each had skills that complemented the other. As Lippold recalled, ‘Pat was someone who knew what a competency was, what a curricula looked like. “I could say, okay, I think we need to hire this many people based on the numbers I’m looking at of the number of people we need to train.”

They didn’t even wait to return to Indianapolis to start hiring out plans. They huddled over a laptop near a Cinnabon at the Denver Airport waiting for their return flight. There, with the smell of cinnamon filling the air, they sketched out the framework for a proposal for the partnership. “When I look back on it now, I think we just got really lucky.” Lippold said. “We developed an organizational structure that for the most part has worked well.”

Howes and Lippold did seek outside assistance as well. They contacted the National Resource Center for Organizational Improvement, which had blueprints for training systems. A contract between the School and DCS was signed in December of 2006, and the partnership started on Jan. 1, 2007.

Lippold recalled in the early days of the training division, they were housed in an old building on Lafayette Road. Every time the sewers backed up raw sewage came up into the basement. There were rats down there. No windows.

“I went to the judge and said we can have the best trainers and the best curriculum, but if we don’t find a better place to do our training, we are wasting our time. I think its important to give the message to people that they are important. If they start a job and come to some rickety old state building and sit in uncomfortable chairs with bad equipment, they are not going to feel important.” The training center was moved.

As the new training went into effect, field offices around the state quickly learned that more than content had been changed. Instead of coming in and getting cases on the first day, field offices had to wait for three months so they could complete their training. “On the upside, when the employees were ready to start, they actually knew what they were doing,” Lippold said. It was a rule Payne insisted on. “He said they were not going to be making decisions without the background. He was adamant about it.”

As the new system of training and practice model took hold, the first people to notice were juvenile court justices across Indiana. Judge Mary Beth Bonaventura served as the Lake County Juvenile Court judge before becoming the second director of DCS.

“I think you could absolutely see the difference,” she said. “The old way we did it, was case managers would come in without a lot of training, if any. You are doing some of the training and not sure if you should from the bench by advising or suggesting and not trying to overstep boundaries.”

“The difference was once the training went into place, it was amazing to see new people who actually knew what their mission was and knew what they were supposed to be doing. They knew how to work with a family, and all the kinds of things, where before they needed a lot of on-the-job training.” As more and more case managers received the new training, judges across the state talked about the new competency case managers were able to display in court.

The difference was “like night and day,” Judge Bonaventura said.
With the issue of employee training resolved, Payne turned his attention to one group that had not been addressed yet—the executive level.

“He saw it as successful succession at the leadership level,” Lippold said. Such training is common in the private sector, but the judge believed the public sector had missed the boat on such initiatives.

“His philosophy was we need to help people become successful leaders,” The state’s budget division was reluctant, but after seeing the request come back each year for three or four years, Payne eventually got approval to establish the executive level training.

The judge explained most people are trained to manage. We follow the rules, we implement those rules and make sure they are followed. But leadership is entirely different.”

What the judge wanted to do was to train leaders so they not only understood child welfare, but could see what was happening in the field across the nation. “It’s easy to learn what is going on in your own neighborhood.”

“I argued this will pay dividends years and decades from now,” Payne said.

The institute accepted its first class of students during the 2012-13 school year. Among those students was LaTrece Thompson, now the current Director of Staff Development. “That’s how I am able to do what I do.”

Thompson, who received her MSW degree at the IU School of Social Work, started out as a case manager working at FSSA. “I was one of the case managers who came in and didn’t know what I was doing. I can say it was scary now, but then it was just the way it was. You just did it.”

The institute training, which brought in people from the Indiana University School of Public and Environmental Affairs, helped her move from the supervising level to the executive level. “It really showed you the difference from what a supervisor does and what a manager does. It really prepares you and gives you a bigger picture of what leadership is.”

Among the people who have taken notice of the new institute is Gov. Mike Pence. After hearing about it at a cabinet meeting, the governor was impressed with the idea and was interested in seeing how the concept could be used at other state agencies, Judge Bonaventura noted.

“"The reason I do what I do is really the people and the people they work with. The work to improve how child welfare services are delivered is a never-ending process, the initial vision of Dean Patchner and Judge Payne to create a viable partnership between the School of Social Work and DCS has been realized. The impact can be seen in the agency’s employees and the people they work with. Jennifer Tackitt, an Executive Regional Manager with DCS, who received her BSW and MSW from the School of Social Work, told students graduating from the Child Welfare Scholars program that some

morning she might wake up wondering why she does what she does with DCS.

“The reason is we have a passion for helping families. We have a passion for social justice.”

JENNIFER TACKITT

"The reason is we have a passion for helping families. We have a passion for social justice. Those who go into the field of social work generally have a strong moral compass, she noted. “What the social work program has done for me is to figure out how to articulate that moral compass,” Tackitt said.

“The reason I do what I do is really the families,” Tackitt explained. Then she read a letter from a mother she once worked with.

“I wanted to write you and update you about my family,” the letter started out. “It’s been a few years since we’ve seen you and a lot has changed. Not everything has been good, but I feel like I know where to find help now and I have the strength to handle things. I want to let you know you were the first and only person who listened to me and didn’t make me feel unworthy to get my baby girl back. You treated me like I already had it in me to do better and you knew I could do it. That meant a lot. You knew my addiction wasn’t me and that I still loved my kid even though I was really sick and I wasn’t making a lot of good decisions.”

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The course, Social Work Practice in Post-War Communities, was taught by Dr. Carmen Luca Sugawara of the Indiana University School of Social Work. A native of Romania, Dr. Sugawara has brought a unique perspective to the School of Social Work.

Before joining the faculty, she worked at UNICEF and at the Academy for Educational Development, a leading global social development organization that works in more than 150 countries. While working at the academy, Dr. Luca Sugawara collaborated on projects in the former Soviet Union and the former Yugoslavia. These projects involved research, program evaluation and technical assistance. Much of her work was done on site in these countries.

Dr. Luca Sugawara was drawn to Croatia initially to study whether parents’ involvement at their children’s school could become a stepping stone in the reconstruction of the social fabric in communities torn by war. Her research, which has allowed her to forge extensive contacts in Croatia, is focused on Vukovar, a community that endured a siege and bombardment during the Serb-Croat War in the early 1990s. The community remained under Serb occupation for nearly three years and more than 1,000 Croats and non-Serb civilians were massacred and thousands more were expelled from the town in 1991 during the Croatian War of Independence from Yugoslavia.

The course has three major components: academic, leadership and service to the global community. The structure of this course is a combination of pre-departure seminars, in which students get an opportunity to learn about theories and approaches to community reconstruction and community practice; a two week service learning experience in Croatia, and a post-trip seminar back on the IUPUI campus.

Dr. Luca Sugawara explained the two weeks in Croatia are structured in a way that gradually exposes students to the consequences of the war and its impact on communities. For example, the first four days consist of academic exchanges with students and faculty from University of Zagreb, Department of Social Work. During that time, students learn about social work education and practice in Croatia and hear first hand stories on post-war community issues; then students are taken to the East side of Croatia, severely damaged during the Croatian War for Independence. Here students are introduced to the real-world experience of community building with PRONI and PRONI’s local partnering organizations. Through their service in different community organizations, students are confronted with cultural differences, and with ethnic divisions that continue to haunt this part of the world and with their own fears and prejudices.

Developing authentic cultural competence is one of the primary goals of this course and of the entire Croatian experience with students. “I am convinced that learning in this complex environment, far from home, and from one’s own cultural supports, advances cultural competence in a way that cannot be duplicated in the traditional classroom environment,” Dr. Luca Sugawara said. “The international service learning experience provides the basis for working with diverse people whether in

EIGHT INDIANA UNIVERSITY STUDENTS CERTAINLY EXPECTED TO LEARN A GREAT DEAL ABOUT CROATIA DURING A TWO-WEEK INTERNATIONAL SERVICE LEARNING COURSE. But far from home, they also found insights, inspiration and vivid reminders of why they wanted to be social workers.
“While I anticipated that I would learn many things about Croatia, I had not planned to bring back the vast array of emotions pertaining to the experiences that I had while abroad,” wrote Robyn N. Barrier-Antico. While she was in a country whose language she did not understand, it was there Barrier-Antico writes that she finally came to understand the meaning of community. “In Croatia, there were many events and experiences at different organizations that impacted me both personally and professionally. None seemed to have quite the effect on me as learning the actual ‘feeling’ of community in regards to more than just a collection of people who share the same interests. I realized that there is so much more to community than what I had ever realized,” Barrier-Antico noted.

“On this trip, I was able to focus on what the community seemed to mean and represent to members of another culture,” she wrote. “I learned firsthand how geographical communities can be useful tools for bettering society and how they can have an important and meaningful positive influence on individuals.”

After her trip abroad, Barrier-Antico said she has a better sense of how she would like to be involved in her own community, as a student, volunteer, and professional. “I would like to be able to bring different aspects of what community can be like to a professional setting in hopes that members of any community can feel welcome and valued. I especially am intrigued by how I may be able to integrate the three types of community into future social work practice.”

Looking back on her experience, Barrier-Antico said the lasting impact of the trip will be “my exposure to another culture that has a different, less disconnected sense of community than I have seen before.”

For Allison Morthman, it is the lessons she learned while working in an addiction center in Osijek that impressed her the most. “The people I met and worked with have helped me grow both personally and professionally in a short amount of time,” Allison wrote after returning from Croatia. “The two people I spent a lot of time with were Inus and Goran who worked at the center. They showed me how important it was to be passionate about what you do.”

They also impressed upon Allison the importance of remembering that everyone is a human being and we all make mistakes. Many of the clients at the addiction center became addicted while fighting during the Croatian War, as it was common for soldiers to use morphine, she explained. Allison learned something else during her trip. “I’m a leader,” she declared. “The experience I gained in the addiction center will help me shape how I work with clients in the future. I am grateful to have this once in a lifetime experience.”

Jessica Fitzgerald spent time with two employees of the PRONI Centre for Social Education, Irena and Sanja. “They were both young teenagers when the war happened and their lives were greatly impacted by it. Their community was physically and emotionally destroyed after the war. Instead of becoming jaded, they took it upon themselves to try to create change and better their community.”

Irena and Sanja were among those who started PRONI when they were 15-years-old. “When I think what I was doing when I was 15, I cannot even begin to imagine myself in their shoes. It is really quite remarkable.” Jessica said she would think of them as role models for how to treat people and carry herself through out her life.

“I learned a lot about local community through my readings, visits, discussion and relationships. I understand the impact the local organizations have on the community. I understand that every individual can be an asset by contributing to building community skills. In the future I would like to volunteer some of my personal time with my local community organizations in order to build on my community building skills.”

The Croatian trip reignited Brianna Henderson’s enthusiasm for social work. “My study abroad experience in Croatia will forever impact how I practice social work, no matter where I may end up in this global community that we are all a part of.” Henderson was particularly moved by the story of the founding of PRONI, the nonprofit community organization. The organization which works with youth ages 15-30 was developed by a group of young people who wanted to make a change. They opened youth clubs, places where young people could spend their time productively after the war in Croatia. Henderson notes this was important because following the war in which towns and villages were badly damaged, there was nowhere for the youth to come together. That effort led to PRONI not only working with youth, but with the parents of young people, local leaders, women’s groups, and schools.

“I felt a surge of inspiration that I had been missing for quite some time. This experience reminded me of all the reasons I love social work and why I chose this career path,” Brianna wrote.

PRONI’s story reminded Brianna of the impact one person can have or in this case a group of young people who saw something that needed to be done and decided they would be the ones to do it. “In my opinion, this is the purpose of every social worker. We are the ones that step up when others do not. We are the ones who should not be discouraged by the issues in the world, but should embrace the issues as we learn what services we can bring to the table.”

“I am excited to see what role I can play in my community now that I have returned home. It is amazing what experiences in life will change you the most, and I am extremely grateful that this experience renewed my interest and passion in the social work profession.”

The course is open to any undergraduate or graduate student in the Indiana University system in social work, sociology, SPEA, political science and other disciplines with an interest in social development and community development.

Dr. Luca Sugawara expects to take another group of students to Croatia this coming May.
Samantha Harrell’s first memory as a social work student is one that ignited a passion that still drives her today.

Samantha, who graduated with her BSW degree in 2013 at the Indiana University Bloomington campus, had gone to interview a social worker at a community action agency for a class she was taking. As she left the building around 5 p.m., Samantha noticed a pregnant woman with a little boy sitting on the sidewalk outside.

“I asked them if they needed anything. They said they were okay.” Someone else may have gone on their way, but Samantha went back inside and asked the social worker what was going on.

She learned they were among the people who would lineup during the night in hopes of getting on a waiting list to be eligible for Section 8 housing. It was late November and very cold, so Samantha went back to her dorm and asked other students for spare blankets. She returned to the agency about 11 p.m. and found 30 people sitting out in the cold.

In retrospect, Samantha considers herself fortunate that her studies led her off the Bloomington campus so quickly, as many students attend IUB for four years without ever seeing public housing or homeless shelters.

During her student years, Samantha worked with Brianna Underhill and other seniors in the BSW program at IUB on creating a low-barrier shelter and found themselves caught in the middle of a “huge political struggle that we didn’t anticipate.” “We started a campaign for shelter because we had older community members and nonprofit directors telling us to do it.” Even so, the students found they had little support for their efforts. When they asked different sectors of the community to provide a space for shelter (i.e. government, churches, and private businesses), each sector felt personally attacked. No one group was willing to take responsibility for responding to street homelessness.

“A lot of people were telling me and others that if we wanted to get involved in advocacy, we should get involved in policy work and not social work.” Samantha and the other students advocating for a low-barrier shelter understood the historical importance of social justice work in the field of social welfare.

While disappointed in their inability to secure space for a low-barrier summer shelter, Samantha and others have not given up. After graduating, Samantha even walked away from three potential job offers because the jobs came with an understanding she would not advocate for a low-barrier summer shelter.

Samantha is working as a social worker at Family Solutions in Bloomington where she works with parents referred to the agency by the Indiana Department of Child Services and juveniles referred by the Department of Probation. On her own time, Samantha is still very much involved with the low-barrier shelter cause.

She is the site director of the First United Methodist Church Interfaith Winter Shelter site and coordinates a program with Brianna Underhill that places social work students at Interfaith Winter Shelter sites to work as conflict mediators. Samantha and Brianna piloted this program last spring and it was found to be effective in minimizing conflict at the shelters. Samantha and Brianna are still co-directing efforts to open a low-barrier summer/fall shelter called the Ubuntu shelter.

Samantha, who was named the 2012 Outstanding BSW Student of the Year by the Indiana Chapter of the National Association of Social Workers, also serves as a Court Appointed Special Advocate in Monroe County where she is assigned to a child in need of services.

Samantha has found that her work at Family Solutions has only fueled her interest in housing issues because parents have to have adequate housing as part of their work to get their children back.

“It has really opened my eyes to another barrier (for housing) in a college town.”
Jane Schlegel’s path to raising money supporting programs for women — $1 million in one night alone — started with her social work practicum at the YWCA.

“I don’t think anyone would accuse me of being terribly focused,” said Jane, who graduated with her MSW degree from the Indiana University School of Social Work in 1968. “But I can explain how it all fits together.”

Jane’s journey has involved two of Indianapolis’ most well known volunteer organizations, the Women’s Fund of Central Indiana and the Junior League of Indianapolis. She has also worked at the Indiana Blind School and the International Center.

Jane has made her skills available to the Eugene and Marilyn Glick University School of Social Work in 1968. “But I can explain how it all fits together.”

As an undergraduate at the University of Michigan, Jane followed her passion for China and Asian art and majored in Chinese Studies. During college and just after graduating at Michigan, Jane had two summer jobs that left their impact on her. One was at a private psychiatric hospital, the Institute for the Living, while the other was with the Welfare Department in Hartford. Both places offered “eye-opening” experiences, Jane noted.

When she and her husband Fred left the University of Michigan, they decided to move to Fred’s hometown of Indianapolis. Jane made what she calls her “practical choice,” and applied to the Indiana University School of Social Work. She was accepted and received a full scholarship from the United Way.

At the time MSW classes were held in a building in downtown Indianapolis that was in a word, falling apart. That was not really a surprise as no one expected the social work program would be housed there much longer.

Jane recalled she had two choices of study during her MSW program: Group or Case work. She selected group work because it came the closest to fitting her interest in community organizing.

During her graduate program, Jane had two field placements, one with the YWCA and the other with the Indianapolis Senior Citizen Center. The senior center was a place that loved to have pitch-ins and Jane estimates she put on 10 pounds while working there, she said with a laugh. On the other hand, she still has recipes from her time at the senior center and can pull out a cake recipe and remember “this came from Mrs. So and So.”

But it was at the YWCA that Schlegel received her first real insights into fund raising. After graduating, she worked for at the YWCA for several years. “In retrospect, I learned a lot,” Jane said in a recent interview.

She explained the director of the agency was very good at taking her along when the agency was making presentations to various funding groups, such as the Lilly Endowment or the United Way. She recalled going before an all-male panel in the late 1960s at the United Way. As they were asking for funds for a women’s organization, “I think there was a little bit of showing them we can do it, too,” Jane said of their presentations.

It was later at the Women’s Fund of Central Indiana that her earlier experiences of fundraising paid off. The Women’s Fund invests in the lives of women and girls. The fund raises money for its endowment and gives away 5% annually. It also teaches the value of philanthropy; something the Schlegels practice with their children and grandchildren.

Jane was approached by the late Diane Brasher, a social worker and former faculty at the IU Medical School to become involved with the then newly created Women’s Fund. Brashar served as the first chair of the fund, while Jane became the second chair of the fund in 2000.

After becoming chair, Jane decided to do something big – raise $1 million in one night. The fund had been holding popular annual fund-raising dinners at the Indianapolis Convention Center that drew about 1,000 people. She reached an agreement with the Indianapolis Community Foundation that if the Women’s Fund raised $500,000 at the dinner, the Community Foundation would match it. “We raised over $500,000 that night, “I think women came with their checkbooks.”

A year after graduating with her MSW degree in 1968, the first of the Schlegels’ three children was born. She then worked part-time at the Indiana Blind School. During that time, the Schlegels became the foster parents of a visually impaired student from the school.

While much of her time was involved with raising a family, Jane was able to delve into one of her long-time interests by working with volunteer organizations, such as the Junior League of Indianapolis, where she developed two programs that have had a lasting impact on Indianapolis.

The first program involved a partnership with Historic Landmarks Foundation of Indiana. The Junior League was among the organizations that worked with the foundation to set up a revolving fund to purchase homes, do minimal renovations and then resell the property and use the money from the sale to purchase more homes in historic districts.

The other project Jane launched with the Junior League involved developing an educational program with the Indiana Repertory Theatre. The Junior League provided $26,000 to pay for a staff person to run the educational outreach program. The program, which continues today, has allowed any number of young people an opportunity to see matinee productions at the theatre and benefit from other programs provided through IRT.

These days, Jane and her husband split their time between their homes in Indianapolis and Boca Grande on Gasparilla Island on the Gulf Coast of Florida. In Florida, Jane serves on the Vestry of the Episcopal Church in Boca Grande. The church gives 10 percent of its operating budget to community outreach in nearby Gulf Coast communities. She also is involved in planning lifelong learning programs at the local community center.

Looking back, Jane realizes that her MSW program and her work with the YWCA gave her opportunities she might never have had otherwise. She served on the national board of the YWCA and was fortunate to meet Dorothy Height, a civil rights activist who was standing next to Dr. Martin Luther King Jr. during his “I have a dream,” speech in Washington, D.C.

Jane says her MSW degree left her with the knowledge of how to get a group of people to complete a task. Social work taught her how to understand group dynamics and how to get a process moving. “There are always moments when you might worry it won’t work out the way you hoped,” Jane said. “Then it does and you know everyone on the committee is thinking, ‘Oh, it worked out the way I wanted,’ because that’s what you want to happen.”
Why Mongolia? Pat Bellard didn’t even pause to answer a question about why she traveled to such a remote place at age 85. “I hadn’t been there,” she responded with a shrug of her shoulders.

Now 91, Pat is living at the Robin Run Retirement Village on northwest side of Indianapolis, where she recently took time out to reflect on her career in social work and her interest in travel that has taken her to 50 countries. Bellard was born in Cleveland and raised in Willoughby, a suburb of Cleveland. She received her undergraduate degree in Sociology at Bowling Green State University in 1945. Most of her family did not have more than a high school education. However, she did have two aunts, who both went to nursing school. Her Aunt Esther always encouraged Pat to continue her education and to travel.

After her husband, Jean, decided to go to graduate school at Indiana University in Bloomington, Pat applied for a fellowship at IU’s Division of Social Service in Indianapolis. During her undergraduate classes, Pat learned about social service and recalled how Jane Addams and Hull House had made a big impression on her. “I liked the idea that there were so many ways a community could be strengthened, especially by women.”

Pat’s husband had been drafted into the Army, but Pat moved to Indianapolis in the summer of 1945 and got a summer job as a case aide with the Family Service Association. She found a sleeping room with a family near 30th Street and Carrollton Avenue for $4 a week.

After learning she was supposed to drive one of the agency’s cars to make home visits, Pat’s brother gave her a crash course in driving. She still remembers driving out of parking lot into downtown Indianapolis traffic and ended up going the wrong way down a one-way street.

When classes started in the fall, classes were held on the second floor of the IU Extension Building in downtown Indianapolis. Pat recalls there were about 30 students in her class.

At the end of her second semester, Pat decided to work full time as a caseworker at Family Service and take one class a semester. She was able to use her work at Family Service for part of her field requirement. She was also placed with Indianapolis Public Schools as she started to concentrate on families and children, which became the focus of her future career choices.

Pat received her master’s degree from the IU Division of Social Service in June of 1951. During that time, Pat became pregnant with the first of her four children in 1950 and became involved in the parent-teacher cooperative nursery movement. From 1955 to 1967 she worked as a consultant to help organize parent-teacher cooperative nursery schools around Indiana.

Pat also was a preschool consultant for the Flanner House from 1964 to 1969. Pat recalled she was the only white staff member at Flanner House, which was located in the now historic Lockerbie Street. She was also the staff trainer and supervised IUSW graduate students in their field placements. She retired in 1975.

Pat noted that her Aunt Esther not only encouraged her to travel, she gave her $1,000 in the early 1970s to further her education. Pat decided to use the money as her travel fund. Her first dozen trips focused on early childhood education in countries such as Russia, Israel, Italy, England and China. After that, she scheduled two trips a year for 20 years, visiting 55 countries. Her travels also made it easier to keep up with several of her children who lived overseas – Sharon, who lived in England, and Scott, who worked for the Department of State, who spent time in Yogo, Thailand and China.

Pat normally went on a tour trip while her husband, who had traveled a lot while he worked at Eli Lilly & Co., opted to stay home. Her husband died in 2002.

As she approached the end of her traveling years, Pat was faced with a problem few people have to worry about: finding countries she had not been to. That’s why she chose countries such as Uzbekistan, Borneo and Mongolia, which were three of her most memorable experiences as well.

During her many travels, Pat accumulated a large collection of international toys and books that complimented her love of travel and interest in children and families. She gave programs about her travels in the community for children and adults. “Children are fascinated by books and toys from other countries, seeing how alike and different children are all over the world.”

These days, Pat stays pretty close to home. As she thinks back over her career as a social worker and where it led her, Pat has no regrets. “It’s been very interesting. I have been very fortunate.”

Travels with Pat

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These days, Pat stays pretty close to home. As she thinks back over her career as a social worker and where it led her, Pat has no regrets. “It’s been very interesting. I have been very fortunate.”
After graduating with her Master of Social Work degree from Indiana University School of Social Work in 2008, Liz Davis reached a “now or never” moment in her life.

She had moved from working at the Veterans Administration during her practicum to a job as a patient social worker there in 2008, but had never forgotten how much she enjoyed a summer study abroad spent in Guatemala. “I just fell in love with the Latin culture,” Liz said.

“I liked how they are so family oriented,” she said of her attraction to Latin culture. “I just felt so welcomed,” she added. Even though people were poor by American standards, they seemed happier than most of her American friends. “They lived in the moment. They were content with what they had.”

With that in mind, Liz applied to become a Peace Corps volunteer. While applicants don’t get to choose the country they will go to, they can list a preference. Liz listed Latin America. The process took about a year and it was “super old school,” she noted. “I had to wait to get a letter in the mail and run out to the mail box.” Her assignment was Ecuador. “I was so excited.” “I was really pleased because I just know Spanish is a skill I could use in social work when I come back.”

Liz, who has now been in Ecuador since May of 2012, spent her first three months in training where the Ecuadorian Peace Corp staff got to know Liz and the other Peace Corps volunteers and their skills. In Ecuador, agencies apply to have a Peace Corps volunteer assigned to them.

Before knowing what country she would end up in, Liz imagined she would be living in a hut in Africa with no electricity. Reality turned out to be a bit different. “It was like nothing I was expecting,” she noted of her placement with the Red Cross in Loja, a city of some 200,000 people in southern Ecuador in the Andes Mountains. “I am in a huge city with Wi-Fi in my apartment.”

Liz was placed with the Red Cross’s Youth Development Program and works with kids who are volunteers. “The kids are really awesome and motivated because they are choosing to be there.”

Peace Corps work is a lot like social work, Liz explained. “You have to let the community define the problem, like you would let the client tell you what the problem is. We do community assessments trying to get to know people and find out what they think the issues are.”

One issue the community wanted to tackle is teen pregnancy. “It’s a huge, huge, issue here. It perpetuates the cycle of poverty because the girls get pregnant so young. In the city it’s a little bit older, in the countryside girls get pregnant at 12 and 13 and it’s normal.”

Ecuadorians are very anti-birth control, so there is a lack of education on the topic, Liz discovered. “We are trying to raise awareness.” The youth program has been holding discussions about the myths and facts of sex. “Then if they choose to use or not use protection at least they are educated about it because they are not learning about it in school or at home.”

One advantage of living in a large city is that Liz can use Face Book to organize most of the events she puts on. While the kids don’t have their own computers, the city abounds with cyber cafes where they have access to computers. She has found that teens there differ little from their American counterparts except they may like soccer a little bit more.

One of the youth groups Liz worked with put on a live radio program every week where they chose the topic they identified as being important to their peer group, but is often too taboo to talk about. The youth group wrote a script every week for the program. In addition, Liz has trained nine youths on drug and alcohol prevention. They in turn have taken the information they learned about and presented it in high schools in the city.

During her last year in Ecuador, Liz is working on forming a Girl Scout Troop in her neighborhood and is trying to recruit parents to help identify girls that would benefit the most from being in the group.

She also has turned her attention to getting young people to create recycled art as a way to get Ecuadorians to think more about environmental issues, such as litter. The Ecuadorian people are so proud of their country and its beauty, but there is trash all over the place, Liz noted. “People litter and don’t think anything about it. Recycled art, which is made from discarded items, is a way to get people to think about the environment. I have taught them how to make jewelry out of magazines, how to make paper beads and using tubes from tires to make things as well as making plastic bottle art. A lot of volunteers are forming women’s groups that sell recycled art as a way to start small businesses.”

Liz is still thinking about what will follow her two years in Ecuador. Whatever it is, she hopes to incorporate her new skills in Spanish and knowledge about the Latin culture.
As evidence of Muriel’s good sense of humor, she said at the time of her retirement that:

“This scholarship, honoring Muriel and Michael Wallace, was established in 2000 to aid international scholarshiP funD

From 1980 to 1994, Muriel Wallace, a British social worker, was the Indiana University School of Social Work’s consultant in the United Kingdom. She placed 29 students from the MSW program in field experiences at children’s homes, community social service centers, hospitals, mental health centers and schools in London and Wales. Her husband, Michael, was a policeman in London and he was very supportive of Muriel in this endeavor. In addition to handling the field placements of the students, she also helped them to adapt to life in London and Wales which was often hard for American students to do. The English language is different in the UK and the U.S. The cost of living was higher, especially in London, than it was at home. Work and living spaces were cramped compared to those in the U.S. Students needed help finding a place to live and with finding their way around on public transportation. Shopping for food, clothing, and household goods was different for the students. And, the monetary systems were quite different at that time. Needless to say, Muriel was kept very busy with the students but with help from Michael and others, she did an excellent job.

She took an aptitude test and found out she should be a social worker. Leonard, who did go on to have a career in social work, had one major question when she saw the test results: “I honestly didn’t know what a social worker did.”

After graduating from IUB in 1939, Betty needed a job so she went to work for the Indiana Unemployment Commission followed up by a stint at the Boone County Department of Public Welfare.

When Betty applied to graduate school they let her count some of her work towards her field requirements, something she thought was pretty generous of the school. She attended classes at night in Downtown Indianapolis. While in the Master’s degree program, Betty worked at a hospital in Camp Attebury and returned to Indianapolis one night a week for classes.

Betty met her husband at Camp Attebury and after she got her MA degree in 1947, they moved to Tulane University in New Orleans for his medical residency and she worked in a guidance clinic. The couple eventually moved to Long Beach, Calif, where she worked for 30 years in a guidance clinic there.

Looking back on her life, Betty concluded that she felt the work she did as important and she enjoyed the people she worked with. That brings us back to supporting the School of Social Work.

Betty decided she wanted to make sure future students are aware of social work and what it had to offer. For Betty, the easiest way to do that was to leave a bequest to the School in her will. Betty talked with her attorney and discovered it was easy and simple to do. She saw a bequest as a way to make sure the money found its way to the School of Social Work. “I wanted them (her family) to realize I wanted the money to go to the social work school,” Betty explained.

Giving to the IU School of Social Work

The reasons that lead people to support the School of Social Work are probably as varied as the number of School’s donors.

Take Betty Leonard for example. Betty grew up in Lebanon, IN, and wasn’t even aware there was such a thing as social work until she was in her senior year at Indiana University at Bloomington.

As a student Dr. Behroozi said he was very fortunate when he went to complete his doctoral work because all of his education costs were paid for the federal government. “It was just unbelievable.”

He and his wife were motivated in part because of the fact that scholarships and financial aid for students is becoming scarce and he can assist students who will go on to become the next generation of social workers.

“I wanted to do something for the place that had been part of our lives for so many years.”

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WHERE ARE THEY NOW?

DAN STEINER, MA, 1951
My work history is as follows: Marion County Juvenile Court, 1951-1953; Superintendent, Marion County Children’s Guardian Home, 1953-1956; Supervisor of Public Assistance, Marion County Department of Public Welfare, 1956-1959; Supervisor of Social Work Services, Children’s Bureau of Indianapolis, 1959-1964; Assistant Director of the Indiana Mental Health Planning Commission, 1964-1968; Director of Community Services for Mental Health, 1968-1982; CEO for Otoh Bowen Center for Human Service, Warsaw, IN, 1982-1989; Director of Social Work, Lutheran Social Services of Ft. Wayne, IN, 1989-1993; and part-time with home nursing agency in Ft. Wayne, IN, 1993-2004. In the late 1960’s, I authored the “Indiana Plan for the Development of Mental Health Services.” And in 1982, I received a plaque in recognition of my work for the Indiana Department of Mental Health. Since 2004, I have been retired and I continue to live in Ft. Wayne, IN. I enjoy wood working, gardening, and traveling.

MIRIAM (MIM) SMITH, MSW, 1980
I worked in mental health/private practice for twenty-five years. I am currently the corporation social worker for Westview School Corporation in Topeka, IN. In 2007, my husband, Kenny Fuller, died. Although we had great health insurance, his illness was financially devastating. Fortunately, we had done some good planning twenty years earlier and so after his death, finances stabilized. Our community had no free health clinics and was hit hard by the recession in 2008 (RV industry). So, in 2010, I was able to open the Kenny Burkett Clinic which is the only free medical clinic in LaGrange County. We serve any LaGrange County resident without health insurance.

We provide primary health care and are able to provide the first thirty days of all prescriptions. We have several volunteer physicians, nurse practitioners and nurses who staff the clinic. We are open one evening each week. The clinic is named in memory of my husband, Kenny, and my dad, Burkett L. Smith. The community, especially local churches, is so supportive of us. This indeed is a means of reaching out to the community and showing God’s Grace.

MARGARET NULL BELL, MSW, 1981
I am currently 91 years of age and live in the Heritage Pointe Retirement Community with my husband in Warren, IN. I volunteer two days a week at the library here and I also sing in the choir. I and several other people from the general Ft. Wayne, IN area drove to Indianapolis for classes at the IU School of Social Work on Saturdays. I was working then at the Northeastern Mental Health Center in Kendallville, IN and was able to do my field work there. I graduated with my MSW in 1981 and then became the Director of Social Work at the Center where I continued to work until I retired in 1985. My husband and I have four children, several grandchildren, and now two great grandchildren.

FRANKYE JOHNSON-SHELBY, MSW, 1981
I attended Indiana State University in Terre Haute, IN where I earned my undergraduate degree in Social Work/Sociology/Psychology. I always enjoyed talking with and listening to people and I was interested in hearing about their problems. I was always seeking to make others’ lives better through reasoning and problem-solving. Therefore, I decided to become a social worker.

Our graduating class for the Master’s Program included six African-American students – Dr. Theresa Roberts, Thomas Barclay, Paulette Washington, Michael Bryant, Ernie (now deceased) and myself. Our experience was in helping and supporting each other through the program. Otherwise, we would not have made it! Much love to each of you! My field work placements were at Riley Hospital and the Gallahue Mental Health Center. I graduated in 1981 with my MSW-Advanced Standing Program from the Indianapolis Campus of the IUSWW.

Since graduation, I have held the following social work positions: Clinical/Psychiatric Social Worker at Midtown CMHC and VA Hospitals; Program Administrator at Midtown CMHC; and Clinical Supervisor and now Administrator of the Social Services Department at the Marion County Public Health Department. I am a member of the NASW-National Association of Social Workers and the NABSW-National Association of Black Social Workers. During my career, I have received the following awards: NABSW-local chapter, several individual achievement and recognition awards; National ABSW-Service Award; Minority Health Coalition of Marion County Front Runner Award for contributions in Mental Health; and Employee of the Month at the Marion County Public Health Dept for Exemplary Work in Social Services. I was also appointed Co-chair of the National Trauma and Crisis Response Subcommittee.

I would like to share these accomplishments: I was nominated for NASW Social Worker of the Year in 2011; I was also nominated for Mental Health of America’s “Hero in Mental Health Award in 2011; and I am a Founding Member and currently active Board Member and Co-President of the National Association of Black Social Workers-Central Indiana Chapter

I was married for the first time on November 12, 2011 to Mr. Kenneth L. Shelby and have two wonderful step-daughters and two grandsons. I am proud to be a “new” wife, stepmom and grandma.

MARGARET (GRET) MACHLAN, MSW, 1986
I am a contract employee at LifeWorks Counseling and Consulting, Inc. Ft. Wayne, IN. I do individual counseling for adults of all ages, primarily those surviving traumas and in recovery from addictions. Christian counseling is available. I also provide DSM-5 training via Gret Machlan, LLC, 260-357-2334.

REBECCA COLEMAN, MSW, 1989
I am the Social Work Department Chair and Program Director of the BSW Program at the University of Saint Francis in Fort Wayne, Indiana and the NLIC Region 3 Representative for NASW - Indiana Chapter which represents the northeastern part of the state. From 1989 – 1999, I worked in community mental health, specifically with families, children, and women experiencing abuse, neglect, and violence.

JAMES MICHAELS, BSW, 1996, MSW, 1997
One of Bosma’s key philosophies is that the organization doesn’t help ‘the blind,’ but rather that we help people who are blind or visually impaired. Emphasis on helping the whole person is personified by the work I do as Vice President of Program Services for Bosma. I believe strongly in facilitating each individual’s highest potential. As a man who is visually impaired, I have insight into the feelings and emotions that accompany failing sight and I am very willing to help others working to overcome fears associated with their disability. Prior to coming to Bosma, I worked for a number of organizations that serve people who are deaf or blind. I worked in residential services at the Indiana School for the Deaf, and then took a position as the Psychiatric Social Services Specialist at the Indiana School for the Blind. Just before joining Bosma Enterprises, I spent three years at the state-run Bosma Rehabilitation Center as their Counselor. My interest in working with the blind and deaf communities goes back to my childhood, when as a child with significant vision loss, I wanted desperately to not be ‘different!’ A transfer from public school to the Indiana School for the Blind during high school made all the difference in the world – it helped me to come to the realization that I was not so different. I just see things differently than others. The sense of a weight being lifted from my shoulders led me to choose a career that allowed me to share my insights with others coping with vision loss. This career choice provided me with a humbling honor. In 2007 the National Industries for the Blind chose me to receive their Milton J. Samuelson Career Achievement Award. My wife, Connie, and I are the proud parents of our son Jesse. I am a very active volunteer – past Chair of the Indianapolis Mayor’s Advisory Council on Disability and an Advisory Board member of the Indiana Reading and Information Services (IRIS). I am also a member of the NASW. In my free time, I am the Assistant Coach of the RHI X-treme Beep Baseball team and I enjoy playing the guitar and writing music.

DEBBY BECKMAN, MSW, 2001
In addition to my MSW from IU, I also previously earned an Associate of Arts Degree in Accounting, and a Bachelor of Arts Degree in Sociology. I graduated from the Coaches Training Institute and I am a member of the Academy of Certified Social
Workers and a Licensed Social Worker. I have been President and Chief Executive Officer at the YWCA for over 6 years. Prior to this, I worked for several nonprofit organizations with increasing levels of responsibility at each one. My previous experience includes vice president of membership for Girl Scouts of Central Indiana and Chief Executive Officer of Girl Scouts of Wapahani Council. I have been an adjunct faculty member for Vincennes University at the Marion IVY Tech and Manchester College, teaching sociology and social work. I currently serve as a board member of the United Way of Allen County, past president of the United Way of Allen County Agency Executives’ Council, University of Saint Francis Social Work Advisory Board member, IPFW Women’s Studies Community Advisory Board member, a member of the Downtown Rotary Club, a 2008 Journey Fellow, a 2010 graduate of Leadership Fort Wayne, a member of the Mayor’s Commission on Domestic Violence, Rape and Sexual Assault, Domestic Violence Task Force member, and a board member of the AIDS Task Force. I am a past board member of the Fort Wayne Urban League and past board member and treasurer of the National Association of Social Workers Indiana Chapter. I am Co-chair of the Indiana State Council of YWCAs.

JASON ARBOGAST, MSW, 2003
I have been at the VA medical center in Fort Wayne, IN for five years. I have national VA certification in evidenced based trauma focused therapy. I have supervised two MSW students here at the VA. I have four children and have varying interests including monasticism, international cooking, and Russian things. Go IU.

CHARLIE SMITH, JR., MSW, 2005
I am a proud graduate of the IU School of Social Work Class of 2005. I lived in Indianapolis with my wife and two daughters. Since graduating from IUSSW, I have been working in a leadership and development position. I learned in graduate school that you can do almost anything with an MSW. I chose to work on a macro level because I strongly believe that is where you can have the most positive effect on change. Aside from working, I enjoy spending time with my family, exercising, playing sports, attending church and volunteering. I thoroughly enjoy being a mentor and tutoring youth in various areas. Our youth are our future and we must remember to give back and teach them.

COURTNEY SUTLIFF, BSW, 2006, MSW, 2007
I am currently a social worker at Indiana University Health Ball Memorial Hospice in Muncie, IN. My husband and I are also foster parents and have had the joy of adding two young sons to our family through adoption. I was recently accepted to a palliative care end of life advanced certification program through Smith College and will be starting that journey this fall. I really enjoy my career in medical social work and the wide variety of individuals I have the opportunity to work with—both other professionals and consumers. In my personal life I enjoy a variety of family events including watching my children compete in sports, car shows, and being a mom to two young boys.

KATRINA NORRIS, MSW, 2008
I began my final MSW practicum at Fayette Regional’s Care Pavilion in 2007. I became a full time therapist for the residential and acute programs six months prior to graduation and transitioned to the outpatient clinic in 2011. I received loan forgiveness for my commitment to serving the rural population. I was promoted to Clinical Supervisor in 2012 and in April 2013 became the Program Director. It is amazing that one field placement could lead to so many unique opportunities!

MARY WILLEMS-AKER, MSW, 2008
I have recently coordinated the first “Food Swap” in the Fort Wayne, IN area. Food Swaps are a unique way to create community. Events allow participants to share homegrown, homemade and foraged foods with one another through a barter system. Events are free to the community, the only currency exchanged is fresh food! You can learn more about food swaps at the foodswapsnetwork.com, or more specifically about our group at facebook, neifoodswap.

TERI GUHL, BSW, 2010
I have just begun my first year in law school at the University of St. Thomas School of Law in Minneapolis, Minnesota!

HALEY BUTCHART, BSW, 2012
I recently ended my third year term as Secretary on the Board of Directors of the New Hope Family Shelter and was a part of the start-up committee that started the shelter. I will soon be attending University of Texas at Austin for a masters in social work. I have served as a social work intern at the College Internship Program and was the former Campaign Coordinator of INPRIG’S Hunger and Homelessness Campaign skilled in conversational Spanish and Swahili.

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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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2003-2006
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Mary Cloyd, MSW '04
Mary Willems-Aker, MSW '08

2002-2005
Mary Cloyd, MSW '04
Mary Willems-Aker, MSW '08
Mary Willems-Aker, MSW '08
Alumni Conference:

The Indiana University School of Social Work Alumni Association’s 13th Annual Alumni Continuing Education Conference will be held Friday, March 7, 2014 at the Fountains Banquet and Conference Center, 502 East Carmel Drive, Carmel, IN. The conference, “Back to the Basics…Organizing, Advocacy, and Activism, offers 6 CEU’s. The keynote speaker will be Dr. Marian Wagner, an activist and former director of the Master of Social Work program at the IU School of Social Work.

PhD Program:

The 18th annual PhD Spring Research Symposium will be held on April 25th, 2014 in the Commons at the Indiana University School of Social Work on the IUPUI campus. The keynote speakers will be a panel of pioneers in social work research.