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INDIANA UNIVERSITY
SCHOOL OF SOCIAL WORK
& ALUMNI NEWS

network

THE PHD PROGRAM

A DREAM REALIZED
IN THIS ISSUE

School & Faculty Notes ........................................ 2–7

Cover Feature ...................................................... 8–15

Alumni Spotlights ............................................... 16–27

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

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This summer, the School of Social Work expanded its space on the IUPUI campus by acquiring a floor in the new University Hall building. During the groundbreaking ceremony for University Hall, I pointed out that many episodes of the old TV show Star Trek started with the line, “Space, the final frontier.” Then I added, “I can certainly attest they knew what they were talking about.”

Space, or the lack of, has been a concern at our School concern for years. As we hired more staff and faculty, the major question became where would we put them? Closets were repurposed as offices and some faculty had to share office space with colleagues so we could squeeze everyone in.

This fall some of our needs for additional space were answered when we took possession of the second floor of the new University Hall building, which is adjacent to the Education/Social Work building and connected by a sky bridge. The new space allowed us to reconfigure the layout of the School. While we continue to utilize the current space on the fourth floor of the E/S Building, offices for some faculty, as well as offices for MSW Direct and the Department of Labor Studies have moved into University Hall.

One of the best features of the new space is a big multi-purpose room, a second Commons if you will, that can be used for faculty meetings and student events. We now have new and different types of space for students. Students have access to eight interview rooms where they can develop and practice their interviewing skills, record it on their cellphones, and play the session back to see how they did on a flat screen tv.

Our doctoral students have a new space that overlooks New York Street. It is a much more enticing space for learning and socializing and it reflects the importance of a program that is now more than 20 years old. As the story about the PhD program in this issue of the Network points out, we all owe a great deal to the hard work of individuals like Dean Sheldon Siegel and Dr. Jerry Powers for their extraordinary efforts to create the doctoral program at our School.

I always take immense pride in the innovative accomplishments of our students and faculty. Our MSW students continue to play an integral role at the Indiana University Student Outreach Clinic on the eastside of Indianapolis, while our BSW students are involved in a number of projects, including raising donations and blankets for the homeless in Indianapolis. Social work students from Indiana University South Bend jumped at the chance to participate in a fundraiser for St. Margaret’s House, a center for women and children, as part of a class project. The students were enrolled in a class on community based practice in mental health and addiction. The students came up with the idea of offering free training for licensed social workers on holistic social work practice. Attendees were required to bring donations for St. Margaret’s. Dr. John Gallagher, who taught the course, reported the fundraiser was a huge success and the students were able to raise hundreds of dollars in donations for the agency.

Dr. Carol Massat was equally proud of the work of social work students as South Bend as well. Work by the students has led to the development of a campus food pantry scheduled to open at IUSB in January.

Faculty continue to be involved in interprofessional collaboration efforts. One of the latest such projects involves Margaret Adamek, Heather McCabe, and Susan Larimer. They are part of a team at IUPUI that was awarded an $850,000 Geriatric Workforce Enhancement Grant. The Schools of Nursing and Medicine are also participating in the grant. Among other things, the grant will fund a total of 10 MSW students at $10,000 each to do placements at agencies serving older adults.

Dr. Carolyn Gentle-Genitty, the BSW Program Director at IUPUI, continues her research with a team of graduate and undergraduate research assistants to examine the mechanisms through which school-based extracurricular activities affect school outcomes for students.

Dr. Gentle-Genitty has also been invited by the Caribbean Community to participate in a regional forum in Georgetown, Guyana. The forum will tackle the issue of youth crime and violence looking for answers on how to make communities safer.

The start of the 2015-16 academic year has been highly successful. Thank you for your continued support for our School. Have a great winter.

Michael A. Patchner
Dean
Indiana University School of Social Work
This past fall the School of Social Work took possession of the second floor of University Hall, a newly completed building that is next door to the Education/Social Work building the School has occupied since the 1980s.

While the School will continue to utilize its existing space on the 4th floor of the E/S building, the new space provides:

- Headquarters space for MSW Direct, an online Master of Social Work Degree that has enrolled students in 16 time zones
- Headquarters for the Department of Labor Studies, which offers online courses on all IU campuses
- Expanded space for the PhD Program.
- Provides social work students with interview rooms where they can hone their interview skills, record sessions on their cell phones, and then play them back on a flat screen tv to see how they did.
- The new building offers state-of-the art technology. For example, in one of the School’s classroom’s technology allows for students to work in groups, sync their devices to a group computer, and when they are ready to report out they can cast their work to the larger screen with just a few clicks for the instructor and entire class to see.

As Dean Michael Patchner noted during the formal dedication of the building in October, when he arrived in 2000, the School shared space on the fourth floor with the Schools of Journalism and Education. But as the School’s needs grew it took over the entire floor. Closets were repurposed as offices and some of our faculty shared office space with a colleague. As an aside during his remarks during the dedication, he told the IU Board of Trustees the School missed an opportunity when it updated the School’s heraldic banner. The School should have included an image of a shoe horn, he noted.

At an open house held the day of the dedication, social work students helped provide guided tours of the floor to visitors. Perhaps the most interesting feature at the open house was a life-size cut-out of Dean Patchner holding a sign welcoming visitors to the School of Social Work.
The Department of Labor Studies is among the programs that benefited by the School’s new space on the second floor of University Hall. The Department of Labor Studies is now housed in a suite of offices in one of the most technologically advanced buildings on the IUPUI campus. The move is just the latest chapter of the Labor Studies Program that traces its roots to the mid-1940s at Indiana University. Labor Studies moved from Bloomington to IUPUI in 2001 and found a home in the Union building. In 2007, Labor Studies was welcomed as a program of the School of Social Work. This move represented a historical moment by joining efforts and resources between two well-established educational disciplines, and for Dr. Irene Queiro-Tajalli, Professor of Social Work and Chair of the Department of Labor Studies, this is all reminiscent of her immigrant experience.

Dr. Queiro-Tajalli points out that she was still a doctoral student working on her dissertation from the University of Illinois, when she was hired by IU. Since then, she has made the School of Social Work and the IUPUI campus her new home.

At that time, the School was housed on the fifth floor of Cavanaugh Hall and some of the faculty members were housed downtown. “I still remember the conference room, where I made my presentation to the faculty as part of the hiring process. It looked so huge and solid, yet so friendly. And soon Cavanaugh Hall became my home.”

As time passed, news came that a new building would be constructed to create better spaces for faculty and staff, accommodate more students, and create a friendlier space for all, including community partners. And while not a simple project, the Education/Social Work (E/S) building was born. “It was a great joy to move to the new building where we also had enough room to accommodate our faculty from downtown. Furthermore, we were in good company with our colleagues from the School of Education and we lived as a big family with all the joys and pains of sharing the new space. Then, the E/S Building became my home.”

However, as the School continued to grow, its space became limited again. Dean Michael Patchner, who has been a great visionary and steward of our finances, recognized that a new building was needed for this ever-growing family. He set a goal to expand the Social Work presence on the IUPUI campus, and the second floor of University Hall was the culmination of that goal.

According to Dr. Queiro-Tajalli, “from my office in the E/S building, I saw step by step how the new building, that is, University Hall, started to take shape from the foundation, to its iron skeleton, to the elegant, eco-friendly, and high tech building.

She went on to say, “Not only does the new location increase the visibility of the Department, but we also share the building with the Lilly Family School of Philanthropy, MSW Direct, as well as the offices of the Chancellor and IU President.”

Once settled in and asked about the new space, Dr. Queiro-Tajalli remarked that, “Our offices are located near a popular student lounge area, which puts us in contact with students every day. And, the technology in the building is great and it will make it easier for Labor Studies faculty to keep in touch and collaborate with other IU campuses and external organizations. It also provides the kind of space that will make it easier for the Department to hold meetings with community leaders.” And with a smile, Dr. Queiro-Tajalli said, “and this has now become my new home.”
Dr. Carol Massat is quite proud these days of social work students at IU South Bend. The SWK S 251 class taught by Anne Drake researched and created a proposal for a food pantry to serve students on the IUSB campus. There are a significant number of students who lack food and basic necessities on our campus. The chancellor attended their presentation, and this fall, university action was taken on their proposal. A committee was formed, based on the social work student proposal and recommendations. A space has been located. Donors for initial food purchases from the local Food Bank have been identified. The pantry will be open two days a week, staffed by social work student volunteers, and supported by the social work student association. Such a resource has long been needed, but the students were the ones to bring this need to the attention of the administration and to make this service become a reality. The food pantry will be located in the Student Activity Center, a popular and centrally located facility. The head of athletics is in charge of that building, and Dr. Massat is proud to note that a number of the women’s basketball team are also social workers. Coach Bruce has been very supportive of social work initiatives on campus. We expect to open the pantry in January 2016.

The BSW Program has received a $15,000 Curriculum Enhancement Grant to provide an Intergroup Dialogue Initiative Track in social work classes. The grant will allow faculty to examine the effects of intergroup dialogue in social work. It aims to increase faculty knowledge so they can model and improve students’ skills in communicating about subjects that may be difficult to talk about by participating in intergroup dialogue. The faculty participating in the project are Ivette Barbosa, Anita Osborn, Carolyn Gentle-Genitty, Khadija Khaja, and Jeffry Thigpen.
DR. BETH WAHLER (IUPUI) co-authored a manuscript entitled “Who is most likely to graduate from teen court?” in the Journal of Forensic Social Work with DR. JOHN GALLAGHER (IUSB), NICOLE LEITER (MSW graduate from IUSB campus), MICHAEL DERANEK (MSW graduate from IUSB campus), BROOKE MARSHALL (MSW student at IUSB), and LORI HARRINGTON. Dr. Wahler and Dr. Gallagher co-presented the paper as an oral presentation at the Council on Social Work Education Annual Program Meeting in Denver, CO in October. Additionally, Dr. Wahler completed a program evaluation of Getting Ahead in a Just-Gettin’-By World, a national intervention for persons living in poverty to help them begin to build resources for overcoming barriers to economic stability. She serves on the Editorial Board of Research on Social Work Practice, and will be giving two presentations at the upcoming annual conference of the Society for Social Work & Research in Washington D.C. related to social disadvantage and substance use.

LINDSAY LITTRELL, a Lecturer (IUPUI) presented at a global conference in Johannesburg and met with Desmond Tutu (in August). She also served on a panel on women’s empowerment in connection with an event at the IUPUI Campus Center featuring Yvonne Chaka Chaka, a South African singer, songwriter, entrepreneur and humanitarian. The theme of the event was Empowering Women and Youth in Africa and the U.S.


**DR. CAROLYN GENTLE-GENITTY**, Director of the BSW Program at IUPUI, has been invited to participate in a regional forum put on by the Caribbean Community (CARICOM) in Georgetown, Guyana under the theme “Youth Crime and Violence: Breaking the cycle – Exploring New Platforms for Transformation.” The forum will look at the various manifestations of youth crime and violence, its determinants and linkages. A goal of the forum is to develop a regional vision towards a safer and more secure Caribbean community. Dr. Gentle-Genitty was engaged last year by the CARICOM to assess the risk, resilience, threats and school bonding factors in the area. Dr. Gentle-Genitty is expected to deliver the findings of her assessment during the forum.
Dr. Pat Hill, a member of the Department of Labor Studies, successfully defended his doctoral dissertation: “Three Countries Model of e-Learning Development and Design.”

JAN NES, MWS Program Coordinator at IUPF presented along with Sheila Dennis, Senior Lecturer (IUPUI) and Stephanie Lyons, Director of Field Education (IUPUI) on a model for field preparation at the Council on Social Work Education’s Annual Program Meeting in Denver, CO. Nes developed and implemented in Fort Wayne. The title of the presentation was: Pre-Placement Prep Sessions: Positioning MSW Students for Success in Field Placements. The model is a five stage method designed to prepare students for field placements. NES and STEVEN PRATER, an adjunct faculty member, developed a course in partnership with 6 organizations who are working with small groups of students from each of our classes (39 MSW students in total) on macro level project development. As such, students are not just learning about macro practice, they are actually “doing” macro practice throughout the semester with their respective organizations.

THE PHD PROGRAM

A DREAM REALIZED
This past fall, PhD students gathered on the fourth floor of the Social Work building for an orientation session. For all practical purposes, it has become a routine event at the Indiana University School of Social Work.

Except it wasn’t always that way.

Ask Dr. Gerald Powers to remember the day in 1993 when he thought more than a year’s worth of work to develop a doctoral program was going down in flames. Dr. Powers, a retired Professor of Social Work, and Sheldon Siegel, the Dean of the School of Social Work, were sitting side by side at a meeting of the Indiana Commission on Higher Education.

Even though a previous proposal for a social work doctoral program stalled before the Commission nearly 15 years earlier, Dr. Powers felt confident this time the commission would approve the School’s proposal.

The Indiana University School of Social Work reworked its 1980 proposal, changing it from a Doctor of Social Work degree to a PhD program that emphasized research. From the School’s point of view the proposal represented more than the establishment of another program. Having a doctoral program was seen as crucial to the School’s hopes of being recognized as a top-tier school of social work.

Just as he had in 1980, Dr. Powers guided the revised proposal through a series of steps over the course of a year or more to win support for the new program. The School had developed a good relationship with the commission staff while working on the proposal. They didn’t have the support of the commissioner of the higher education commission, but he had promised to take a neutral stance on it.

When the commission took up the proposal the commissioner abandoned his neutral stance and immediately started speaking against it. The commissioners were seated at a long table and Dr. Powers could see them nodding in agreement. To this day, Dr. Powers can vividly remember the emotions that poured through him. “I thought this is going downhill. I felt like breaking out and crying. We are going down in flames. I can’t believe this.”

In the end a commissioner from Gary, who was a doctor, spoke passionately about the state’s need for doctoral social work program and saved the day. The commission approved the proposal.
A friend who was getting a master’s degree in counseling at IU invited Cocco to come to Bloomington. Cocco accepted the offer and moved there in 2005 and ended up staying five years.

Cocco got a job at Starbucks and the work paid the bills, but offered little else in terms of fulfillment. He started going to counseling as part of his recovery from depression and enjoyed the sessions. He wondered if it was something he might be good at. Cocco applied for and was hired as a case manager at the Behavioral Health Center in Martinsville where he worked with adults with severe mental health issues. “I was fascinated by it. I felt a lot of compassion for these individuals,” Cocco said. “I think having my own experience and feeling that lost feeling definitely helped give me some empathy.”

After a couple of weeks his supervisor asked Cocco how things were going. Cocco told him he hoped he was doing a good job but wished he had some education. His supervisor told him he could tell during Cocco’s job interview that he had the right personality, the right disposition, and that he would treat his clients with respect and kindness. “I would rather have that than education. You can teach someone the education. You can’t necessarily teach them the soft skills.”

As a case manager he would meet some clients in his office and also go out into the community where he did benefit management and work on community life skills by taking people grocery shopping, helping them with budgeting, helping them get past...
their anxiety of being out in the world. “It taught me a lot of how people with severe mental illness feel a lot of fear.”

“I think it was as much a growth experience for me as it was for them. I didn’t want to let them down or put them in a bad spot. I felt a high level of responsibility for them. I began to be more mature and responsible.” Cocco acknowledged it was daunting at times, but I had this feeling “I had to apply myself, just learn as much as I could.”

Another supervisor, who was a bit of a jokester, told Cocco something he has never forgotten. One day, he asked Cocco if he had ever won the lottery. After Cocco said no, the supervisor told him, yes you have. “This could have happened to you,” he said, referring to Cocco’s clients.

After six months he was asked to join an Assertive Community Team in Bloomington. He also began working with adults with co-occurring disorders, addictions, and mental illness.

Sensing it was time to leave Bloomington, Cocco moved to Indianapolis and in July of 2011 Cocco landed a job at Step Up Inc. as a case manager for men coming out of prison. In August of 2011, he started his MSW program at the IU School of Social Work.

He continued to work at Step UP while in MSW program. Like his former mental health patients, he found his new clients found the world they were coming back to a very confusing place. “Most of what we are doing isn’t working. The recidivism rate in Marion County is very high. We have a huge incarceration population that is holding steady.”

As he neared completion of his MSW degree, Cocco was anxious to return to Step Up. But he also wanted to be the best advocate possible for the individuals that looked to Step UP as their only chance to make it on their own after being released from prison. The PhD degree, he decided, would give him an extra set of skills he could bring to bear on a cause that was dear to his heart.

Cocco talked with various people about the idea of getting a PhD. Dr. Pat Sullivan, a Professor at the School of Social Work, told him being called “Doctor” is the worst reason to get a PhD. “I completely agree if that’s all it is,” Cocco said. “I think what it came down to was I would be a more powerful advocate with the PhD,” he said. “People will listen to you if you have a PhD after your name, right?”

Remembering that his transition back to school in 2011 after graduating with his undergraduate degree in 2004 had been less than easy, Cocco submitted his application for the School’s doctoral program. He graduated with his MSW in 2014, finished his practicum on a Friday and showed up a few days later for the PhD program orientation.

Not only was he accepted, he received the President’s Diversity Fellowship and received a tuition remission and stipend. Cocco’s
mother is Mexican-American and his grandfather is from Mexico. Because of the racism his mother experienced growing up, she never spoke Spanish in the house and encouraged Cocco to view himself as a white person, rather than Hispanic. When he took a foreign language in school, she discouraged him from taking Spanish. Today, his heritage is something Cocco wants to explore. The funding from the fellowship is not extravagant, but it is enough to live on, he noted. “My friends had to take out loans and I didn’t and I am very grateful for that.”

Cocco is interested in looking at the lives of people who have been released after serving sentences for committing sex offenses. “I think that is something that most people don’t realize how hard that is, how draconian the rules are.”

Eprise Richardson Armstrong

Precocious as a child, determined to bring about change as an adult, Eprise Richardson Armstrong had no doubts about whether she would get a PhD. After all, her admission essay when she applied to college was how she wanted to get a PhD in 10 years.

Not bad for a kid who spent 13 years moving from one foster home to another, often finding herself at odds with her foster parents and other foster children living in the homes.

Armstrong was one of six siblings, three girls and three boys who were removed from their parents. No one spent any time explaining what was going on. Armstrong was taken to a house and told “this is your new home.” She was five years old at the time.

At first she was separated from all of her siblings, but eventually one of her sisters joined her. They would become a team, surviving whatever ordeals that they faced in various foster homes. More often than not the other kids targeted them. “We weren’t very normal children. We were a little bit precocious, entirely too intelligent. We were smarter than a lot of our foster parents, which is a bad, bad thing to be. We didn’t know how to keep our mouths shut. We exposed a lot of foster parents for what they were,” Armstrong explained.

Due to placement in different homes, Armstrong found herself in different schools nearly every year. “You spent so much time catching up, you don’t really have time to fall through the cracks,” she said of her fortitude for simply not giving up on having a future. Sometimes she would be a semester ahead, other times she was a year behind. Regardless, she and her sister excelled in school. She and her sister were born 364 days apart. They were put in school together and raised as twins, which worked to their advantage. “What one of us didn’t get, the other did. If my sister got it, I would pick it up.”

Adding to their sense of being different from other children was the fact they both had a serious speech impediment. “We couldn’t talk very well and no one could understand us. Everything was going crazy around us so we just read a lot. I mean a lot. My favorite book when I was 11 was the Memoirs of a Geisha.

As Armstrong neared the end of her senior year in high school she turned her attention to college. “It was just the thing you did next. We were in advanced classes, so everyone was doing it. While her sister wanted to become a lawyer, Armstrong set her sights on getting a PhD in psychology and then becoming a professor.
She had a full-ride scholarship to Earlham College, but her fictive kinship, a group that served as her family, thought it wasn’t the right place for her so she withdrew. She joined her sister at Taylor University.

Like much of her experience with foster care, the aging out experience did not go well. In essence she aged out at the age of 17 after starting college, a development that left her a “little bit burned,” she noted. “They are supposed to provide you with independent living services,” she explained. When she was 14, she did receive some information packets but that’s all she ever got.

“‘When I went to college, even though I was technically still supposed to have a case manager, I never saw one. I didn’t know if I was able to open a bank account or where I was going to live for the summer.’ She didn’t know what would happen if she got sick. “I didn’t have any answers and no one to ask.”

When she was 18, Armstrong went to Oregon for the summer to become part of the Foster Club, a national network for youth in foster care. After being trained in public speaking and advocacy, Armstrong went around the country working with foster youth and appearing at teen conferences.

After graduating from Taylor, Armstrong worked for a couple of years at a national resource center for youth development at the University of Oklahoma and then moved to St. Louis, where she enrolled in the Master of Social Work program at Washington University.

Armstrong had gotten her undergraduate degree in psychology but found it too clinical for her taste. “I didn’t want to work one on one with people. I wanted to impact systems. I started noticing there were some major systemic issues (in foster care). She realized that it wasn’t so much that her life was weird, but rather the foster care system had problems. Social work seemed a way to address those problems and make systemic changes.

After graduating with her MSW in 2012, she wanted to get some experience “in the trenches” and became a supervisor for a private agency that handled foster youth in St. Louis. Actually, she gained two types of experiences: one was in office politics, delivered by another supervisor who was intent on getting her fired. And yes, she did eventually get to work with foster youths.

Her plan was to work there for 2 years and then apply to the PhD program. Instead, she quit her job and got married about the time she had intended to apply. Her husband, whom she first met at Taylor, had moved to Indianapolis. Where had she always intended to apply to a PhD program? The IU School of Social Work whose PhD program is at IUPUI in Indianapolis.

After moving to Indianapolis, but before being accepted into the PhD program, she worked at the Center for Youth and Adults with Conditions of Childhood that deals with children and adults with special health needs.

Armstrong is interested in focusing her doctoral research on the transition of youth with chronic needs and foster youth. Most likely, she will focus on youth transitioning out of foster care.

These days email notices to faculty at the School of Social Work of a PhD candidate’s successful defense of their dissertation or some another milestone event, seemingly arrives every couple of weeks.

But in 1993, as Dr. Powers perched on the edge of his seat he watched as the doctor from Gary forcefully explained why Indiana desperately needed a PhD program in social work. “We almost fell out of our seats,” Dr. Powers said. As the commission approved it, Dr. Powers was again overwhelmed with emotion. “I felt like crying because it had passed.”
Graduates from the School’s PhD program are now teaching and doing research at a variety of universities and other locations. Below is a list of the graduates, the title of their dissertation and where they are working now.

**DR. JACQUALYN GREEN**, “Factors in African American Social Work Student Persistence”. Dr. Green is the program’s first graduate. She maintains a private practice, working with individuals and families on relationship, stress and employment issues.

**DR. CELIA WILLIAMSON**, “Entrance, Maintenance, and Exit: The Socio-Economic Influences and Cumulative Burdens of Female Street Prostitution.” Dr. Williamson is a Professor of Social Work, Criminal Justice, and Legal Specialties. She is also the Executive Director of the Human Trafficking and Social Justice Institute at the University of Toledo.

**DR. MARTY PENTZ**, “Cancer: The Lived Experience of the Older Adult.” Dr. Pentz is the Coordinator of a substance abuse program at the Roudebush Veterans Administration Center in Indianapolis.

**DR. GREGORIE BARNES**, “Understanding the Social and Cultural Factors Related to African American Infant Mortality: A Phenomenological Approach.” Dr. Barnes is a tenure track faculty member at North Carolina A&T State University.

**DR. CAROL DECKER**, “Social Support, Family Environment, and Coping in Adolescents with Cancer” is retired from the Indiana University School of Nursing where she worked as a Research Scientist conducting oncology research with couples facing breast cancer and bone marrow recipients and their caregivers.

**DR. MICHAEL TWYMAN**, “The lived Experience of African American Grandfathers Raising Their Grandchildren.” Dr. Twyman is Director of the Institute on Race and Ethnicity at the University of Arkansas at Little Rock.

**DR. GREGA YODER SLATER**, “Firearm Suicide among Older Adults: A Sociological Autopsy.” Dr. Slater is an Associate Professor of Social Work at Ball State University in Muncie, IN. The Council on Social Work Education honored Dr. Slater with the Rosen Award for Best Practices in Gerontological infusion, a national honor for her project which examined the impact of undergraduate students’ involvement in a hands-on research project involving real-world data from community organizations that served older adults.

**DR. BETTY WALTON**, “Predictors of Improvement for Children Served in Developing Systems of Care.” is an Assistant Research Professor and Director of CANS and ANSA Training and Consultative Services at the Indiana University School of Social Work.

**DR. MONIQUE BUSCH**, “Examining Organizational Learning for Application in Human Service Organizations.” Dr. Busch is a therapist at Cedar Hills Hospital in Portland, Oregon and President of Performance Solutions Unlimited.

**DR. DELTHEA HILL**, “African American Heterosexual Women Facing the HIV/AIDS Pandemic: Giving Voice to Sexual Decision-Making.” Dr. Hill is the Director of County Operations for Cummins Behavioral Health in Lafayette, IN and she is the founder of Visions of Hope.

**DR. DANIEL NOVAK**, “Cross-Border Fathering: The Lived Experience of Mexican Immigrant Fathers.” Dr. Novak has his own private practice and is an Associate Faculty at the IU School of Social Work.

**DR. CAROLYN GENTLE-GENITTY**, “Impact of Social Bonding on Chronic Truancy: Perceptions of Middle School Principals.” Dr. Gentle-Genitty is a tenured Associate Professor and Director of the BSW Program at Indiana University, Purdue University, Indianapolis.

**DR. VIRGIL L. GREGORY JR.**, “Gregory Research Belief Scale: Factor Structure and Psychometric Properties.” Dr. Gregory has published systematic reviews, meta-analyses, and psychometric studies in various peer-reviewed journals.

**DR. JAYLENE SCHAEFER**, “Child Abuse Prevention by Home Visitors: A Study of Outstanding Home Visitors Using Mixed Methods.” Dr. Schaefer is an Assistant Professor of Social Work at Xavier University in Cincinnati, Ohio.

**DR. JAMES BROWN**, “Trajectories of Parents Who Reported Bullying to Middle School Officials” is an Assistant Professor at Indiana University, Bloomington.

**REV. DR. BETH MUEHLHAUSEN**, “Dual Degree Programs in Social Work and Divinity: Graduates’ Experiences of Journey Companion.” Dr. Muehlhausen is an ordained minister with the Christian Church of Disciples of Christ and does part-time chaplaincy work at Methodist Hospital.
Dr. Ankita Deka, “Health Disparities in Self-Reported Health and Health Care Utilization: Does Primary Care Matter?” is a tenured Associate Professor of Social Work at Augsburg College in Minnesota.

Dr. Jeniffer Wright Berryman, “The influence of Decision-Making Preferences on Medication Adherence for Persons with Severe Mental illness in Primary Health Care.” Dr. Berryman is an Assistant Professor of Social Work at the University of Cincinnati.

Dr. David Wilkerson, “Integrating Individual and Social Learning Strategies in a Small-Group Model for Online Psycho-Educational Intervention: A mixed Methods Study of a Parent-Management Training Program.” Dr. Wilkinson is a tenure track faculty member in the IU School of Social Work’s MSW Direct program.

Dr. Govind Dhaske, “The Lived Experience of Rural Women Affected with Matted Hair in Southwestern India.” Dr. Dhaske is a Project Coordinator for a large-scale action research project at the Tata Institute for Social Sciences in Mumbai, India.

Dr. Amy Murphy-Nugen, “From Homeownership to Foreclosure: Exploring the Meanings of Homeowners Associated with the Lived Experience of Foreclosure.” Dr. Murphy-Nugen is an Assistant Professor at Western Carolina University in Cullowhee, North Carolina.

Dr. Matt Moore, “Taking a Timeout to Ensure Well-Being: Social Work involvement in College Sports”. Dr. Moore is an Assistant Professor at Catholic University of America.

Dr. Rob Richardson, “Exploring the Experience of BSW Educators Working with Under-prepared Students.” Dr. Richardson is the Director of Quality Assurance for Luther Consulting, a software company specializing in web-based data collection and reporting for the public health industry.

Dr. Kori Bloomquist, “A Piece of You is Gone: Foster Parent Experiences of Pre-adoptive Placement Disruption.” Dr. Bloomquist is an Assistant Professor of Social Work at Winthrop University, Rock Hill, SC.

Dr. Gail Augustine, “An Examination of Attrition Factors for Underrepresented Minority Undergraduate Students: Phenomenological Perspective of Successful Students and Graduates”. Dr. Augustine is an Assistant Professor of Social Work at Anderson University.

Dr. Susan Glassburn Larimer, “New Master of Social Work Graduates in the Workforce: The Journey from Student to Professional.” Dr. Larimer is a lecturer at the IU School of Social Work.

Dr. Victoria Hanson, “The Meaning of Successful Aging Among older Adults with Long-term Disabilities.” Dr. Hanson is Chief Operating Officer of the Mayo Clinic Health System, Southwest Minnesota Region.

Dr. Jennifer Anderson, “Scaffolding in Interprofessional Education: Implications for Social Work Education.” Dr. Anderson is a licensed social worker with nearly 20 years of experience in a wide variety of settings. She teaches practice courses as well as field courses for the University of Wisconsin at Whitewater where she is an Assistant Professor.

Dr. Kyle McGregor, “New approaches to research with vulnerable populations — interdisciplinary application of a framework for vulnerability and adolescent capacity to consent.” Dr. McGregor accepted a Post-Doctorate Fellowship at Yale University.

Dr. Barb Burdge, “A Phenomenology of Transgenderism as a Valued Life Experience among Transgender Adults in the Midwestern United States.” Dr. Burdge is Director of the BSW Program at Manchester University in North Manchester, IN.

Dr. Janell Horton, “Exploring the Cultural Experiences of Family Case Managers: An Interpretative Phenomenological Analysis.” Dr. Horton is the Director of the Department of Human Services at the Veterans Community Living Center at Fitzsimons in Aurora, Col.

Dr. Leila Wood, “Domestic Violence Advocacy.” Dr. Wood is the Senior Project Director at the University of Texas at Austin.
Determined to Make a Difference

A “fist-full-of-words” punched me. Dr. King was dead. Murdered last evening as he responded to a call to help bring just pay for Memphis sanitation workers carrying signs — I AM A MAN, Dr. Flora Bryant remembered. Shock set in and she stopped eating breakfast, stood up, and walked the floor weeping. It was April 4, 1968 and Dr. Bryant had been looking forward to starting her spring vacation from the Indiana University School of Social Work. She had planned a trip to Chicago to locate a perfect community mental health position when she graduated with her MSW degree.

Her sadness — so visceral — temporarily consumed her. Then her feelings of passion for Dr. King’s courage and character energized her to take action and to make her calling happen. Her calling: determination to be an empowering social worker with excellent skills devoted largely to underserved people. Off to Chicago she went with determination.

Seeing the Sunday afternoon downtown Chicago streets was other worldly! Dr. Bryant became breathless as she navigated around rolling military tanks and policemen marching in riot gear; ready to face off against angry rioters because their Dr. King was dead!
Dr. Bryant’s thoughts helped her make sense about what she saw. She came to terms with the reality — understanding very well — when people are denied resources to meet their common human needs — for generations — frustration, despair and powerlessness can feel overwhelming.

Words of Langston Hughes the poet came to mind: What happens to a dream deferred? Does it dry up like a raisin in the sun? Is it a heavy load? Does it explode? Repeating these poetic and prophetic words helped.

Engulfed in a spirit of solitude, Dr. Bryant said she settled in her Chicago hotel room, from her window she watched policemen move in groups, just talking. Feeling safe yet sad, she focused on the important work she came to do. Following the spark in her to be on the forefront of her calling mandated she poured over telephone books seeking universities affiliated with inner-city health centers.

A Warm Welcome
By noon Monday Dr. Bryant began her interview at the Mile Square Health Center, a federally funded Office of Economic Development Opportunity affiliated with Rush Presbyterian-St. Luke Hospital. The gracious mental health social worker supervisor, Deloris Exum, spoke effusively of the mutual admiration and respect among the community employees, neighbor patients and the professional staff.

Ms. Exum reported an incredible story: “Our community residents told us early Friday trouble was likely. They feared for their families and for all of us!

The community staff left to take their children from school and to hunker down at home. Our management posted a notice of a Friday noon time closure, and, a promise to reopen Saturday morning, to treat wounded residents. Everybody left!

Dr. Bryant observed Ms. Exum radiated incredible grace and admirable composure.

Good News
Dr. Bryant felt elated hearing her own understandings and statements of truth spoken by an obviously well trained colleague. Ms. Exum added, she encourages all Center staff to call forth client strengths; to ignite beneficial actions and positive self-attitudes.

Upon finishing her Master of Social Work Degree in 1968, Dr. Bryant had a double mission: the first to work in the U.S. for two years to repay—by performing mental health service—the financial assistance she received covering her school cost. It was available due to the OEO supporting more trained social workers, and moving people into better jobs.

Her second mission was to find a supervisor who was a member of the Academe of Certified Social Workers (ACSW) and who agreed to help her also gain admission. The requirements state the graduate must receive intensive supervision — at least one hour a week, for two years — from a social worker who has received their ACSW certification. Ms. Exum said she would be happy to sign for my ACSW admission once she supervised me for two years.

In closing, we shared a sincere, joyful smile; each of us excited we would work together in this promising and progressive Center. Ms. Exum said she’d been looking for a female social worker and somebody to do therapy groups.

After finishing her Master of Social Work degree, in 1968, Dr. Bryant moved to live on Chicago’s South Shore Drive, and joined the Center staff. To her delight, she witnessed residents of housing projects and Black Panther families treated with palpable dignity. She made immense strides on her path of performing culturally competent service — with countless hours of intense supervision from Ms. Exum.

Joyfully, Dr. Bryant said she remained at this innovative Center over three years.

Dr. Bryant learned mental health teachings she still uses to this day. She continues to communicate with friends she met in 1968. Her brother, Herbert Bryant Jr., received his Masters Degree in Education the same year after serving three years in the army.

It's in Her Blood
Dr. Bryant’s mother, Emath Bell (Greer) was born in 1900 in Lyles Station, a tiny settlement near Princeton, in the south west corner of Indiana. It was a farm community of free Colored people and newly freed slaves created in the early 1840s. Like others from Lyles Station, religion, education and family were the triple triumph cornerstone values above all others.

Her mother’s family attitude, “Whatever the obstacle, we will persist for the privileges of freedom and education,” she explained. Lyles Station families provided resources and support for their children, so they would
never have to “sling a mop and be humiliated and abused,” which is what happens if you didn’t have higher education — especially if you were a girl — bottom line," Dr. Bryant said.

**Bloomington University Lab School: A Treat**

Dr. Bryant recalls living on the IU Bloomington campus in the trailer courts while her mother worked on her graduate degree. But because she was only 14 at the time, Dr. Bryant could not stay with mother in the Colored Women’s dorm, Lincoln House, as planned. Dr. Bryant tells, “I’Il never forget going through the IU registration with mom. She became troubled learning the Campus policy: NO minors in the dorms. ‘My child stays with me’” mom declared.

In 1951 and 1952, her mom attended school all summer — taking 3-4 classes — to complete her graduate education — making all A’s — finishing at age 53.

As an early adolescent Dr. Bryant attended the IU Lab High School and studied with mom in the campus library. Eating was fun! They ate two meals every day, in the Union Building cafeteria. Her mother did not plan to cook and kept her word. “I came here to study, not cook,” mom said emphatically. Shortly after her mother finished graduate school she returned to full time teaching, this time at IPS # 23 in Lockefield Gardens.

**Early on I Felt Like Royalty**

Herbert Bryant, Sr., her dad was born in April 1895 in Horse Cave, Ky. He worked as a Speedway postman for 33 years, delighted to share with her many pictures of him being honored for perfect attendance at work. He lived a life devoted to: his immediate and extended family; his picturesque farm, and faith — his church. Many years he earned honors for 33 service years as the Sunday School Superintendent at South Calvary Baptist Church. He delighted serving as the band leader, teaching children to read music and play instruments.

The year she was born, 1936, her father bought 20 acres of land adjacent to the Indiana Girl’s School in Claremont, IN. What endearing memories remain, she noted. “When you are a preschooler and you hear, ‘As far as you can see North is your land, it’s for you and Herbert, Jr. (her brother). It’s my legacy for the two of you.’”

She purchased a 4 unit apartment building with my inheritance after his death in September 1971. Her father always kept his promises. The farm land, barn, and home were kept picture pretty. One of dad’s awesome hobbies was breeding thoroughbred White Faced Herefords—with the assistance of a visiting veterinarian, and the use of artificial insemination.

**Family Heritage**

Her mother’s mother, Rev. Hester Greer, was a Church of God, Anderson IN, missionary 50 years; building churches in Indianapolis and the Caribbean. Mom took Dr. Bryant and her brother, Herbert Jr. to Cuba twice before she was six-years-old. This grandmother published an autobiography, The Life and Work of Hester Greer, in 1956.

Rev. Greer’s brother, Mathias Nolcox, began teaching at the Lyles Station School. He and his parents worked with persistence because he showed an exceptional interest in school. He earned a graduate degree in Education from Harvard University in 1927.

Mathias Nolcox became the founding principal of Crispus Attucks High School started in 1925. Attucks was the only all-Black high school in Indianapolis. While most other high schools had teachers armed with an undergraduate Bachelor’s Degree, nearly all of the teachers at Attucks had at least a Master’s degree, and some a Ph.D.

Floyd Greer, her mother’s brother, can be seen standing on the school steps in the 1927 Attucks High School’s first faculty picture. He’s surrounded by his mathematics cohorts. This was the time her Uncle Floyd earned a graduate degree in mathematics from Stanford University. Going to college in the summer was an upward mobility activity for a vast number of teachers.

In 1950 Dr. Bryant lived in the Shortridge High School area, but chose to attend Attucks, “Just so I could walk the halls where my uncles walked ... ’twas a blessing, my teachers knew my family.”

Her mother’s parents trusted Uncle Floyd to keep her from harm’s way in college. He accompanied her to Indiana State Teacher’s College; walked her through registration and introduced her to the white Christian family where she was to live and work. Next he showed her mother the location of her first class. The next day, as mother approached her first class building, there sat Floyd on the steps just to be sure she made it!

**School Always Remained at the Center of Her Life**

Just as other family members let no obstacles stand in their way of education, neither did Dr. Bryant. As an under grad, she worked at the Marion County Department of Public Welfare and completed night classes at the I. U. Extension near downtown Indianapolis.

At the public welfare office, Dr. Bryant’s supervisors were impressed by her work with clients — some of whom were high school friends – and placed her in an Intensive Case Work Unit where she worked with a few people as a group, helping them secure
successful training and employment. Concerned that she wasn’t doing enough to help them on an emotional basis, she vowed to become proficient in mental health.

**Returning to School**

After Dr. Bryant spent over three years working at the Chicago Mile Square Center, she felt the need to learn and understand more about lifting people and enrolled in the PhD program at the School of Social Service Administration, at the University of Chicago in September 1971. She worked with Dr. William Reid and Laura Epstein teaching *Task Center Case Work*.

Soon she became a research assistant and a lecturer on group and family therapy. She also supervised a student group at a Woodlawn-Hyde Park public school. This was the beginning of her social work education career. In May of 1973, she successfully completed two years of study.

Dr. Bryant was drawn back into social work practice before completing her doctorate degree holding a series of posts, including serving as a Lecturer and Field Instructor for the School of Social Welfare at the University of Wisconsin in Milwaukee. At this Public Welfare Department she again supervised a graduate school student field unit.

Yet again, Dr. Bryant sought to further her understanding in family therapy. She received a faculty development grant and completed an Internship: Intermediate Course in Family Therapy—*The Use of Self for Creative Change* (168 hours, with Virginia Satir) from the Swedish Mental Health Association; in Stockholm, Sweden, the summer of 1977.

**Studying Family Strengths and Traditions**

Determined to gain advanced understanding about cross cultural families, Dr. Bryant began to explore anthropology and ethnography. This method of study helped her examine cultural groups by interviewing family members to elicit character traits that served to strengthen the family. She received her PhD in Interdisciplinary Family Development Research from the Union University and Institute in Cincinnati, Ohio in 1978.

Always on the lookout for opportunities to learn more, Dr. Bryant moved to Washington, D.C., in 1979, and began an 11-year relationship with Howard University teaching at the Schools of Medicine, and Social Work. Also, she taught at the Georgetown University Medical School.

Learning the field of addictions and Employee Assistance Programs (EAP) emerged as an area interest for Dr. Bryant in the 1980’s. Soon she established and directed the Washington D.C. Schools, EAP and served as the Director at the Washington Hospital Center. At Georgetown Hospital she co-led an addictions out-patient group.

Later she served for nine years as a full-time Federal Employee in the Medical Department, Mental Health Unit, EAP, at the U.S. State Department. There she provided consultant services; individual and family therapy services and training with Civil and Foreign Service families worldwide, all from her DC office.

**Back Home Again …**

In 2004, Dr. Bryant’s brother, Herbert Jr., (her only sibling) developed Alzheimer disease, and she put family ahead of career and returned home. Dr. Bryant has remained busy. Six years she served as an Affiliate Faculty member at Christian Theological Seminary where she worked with graduate students conducted clinical seminars, provided supervision in the Marriage and Family Therapy, and Pastoral Counseling Programs. She taught Aging and the Family, also, Cross Cultural Family Therapy—*The Art and Attitude*. She welcomed working as the Interim Director of the Seminary’s Counseling Center.

Dr. Bryant continues to maintain her consulting practice and serves on the NAACP, Education Committee. In the fall of 2014 she joined OASIS Hi-Impact Tutoring, meeting two time weekly with a third grade boy she picked, because he was failing reading.

Now, he is a happy 4th grader! He received the top score in his class for overall student development following his tutoring semester with Dr. Bryant.

Currently, Dr. Bryant works with a second grade girl helping her improve reading, writing and speaking audibly.

What joy she feels to again enter the doorway of IPS #42, where she was a first grade student. Her delight is palpable as she speaks of continuing to perform those family core values dedicated to “up-lifting and empowering people.”
Carole Finnell may have retired 15 years ago, but her thoughts are never far from social work. Sometimes she will come across a job ad and think, “Boy, I wish I could apply for that.”

Finnell is a native of Indianapolis and in the 1930s as an 8-year-old grade school student became the face of integration at a Catholic school. While some at the school were welcoming, others including her teacher, let it be known her presence wasn’t appreciated. Finnell relied on her strong faith to get her through the experience just as she relies on her faith to guide her today. She jokes that while her brother got straight A’s in school, she had straight J’s – Jesus, Jesus, Jesus.

Finnell traces her interest in social work to her grandparents who served as foster parents. As a small child, she loved to go to their home and play with what she assumed was her cousins. Later, she realized her cousins were in fact foster children.

What really caught her attention while at her grandparents’ home were the ladies that would show up from time to time to check on the foster children. “I remember the case workers that would come to the apartment. I just admired them. They’d always come in and sit down in my grandmother’s living room and she would sit down with them. It was always business-like and they looked nice to me.” When Finnell decided to pick a profession, she thought about those case workers. “I thought I’d like to do that. That’s how I decided to do social work.”

Finnell attended Marian University and studied sociology. During the summer following her junior year, Finnell landed a summer job with the Marion County Welfare Department. Her job was to handle people requesting Aid to Dependent Children assistance. She visited the applicant’s home and was also expected to see if there were any men living there. “It was really tacky,” she said of the experience.

“I remember the case workers that would come to the apartment. I just admired them. They’d always come in and sit down in my grandmother’s living room and she would sit down with them. It was always business-like and they looked nice to me.”
After graduating from Marian, Finnell applied to Catholic Charities, but was told they were not ready yet to hire a person of color. However, the monsignor of the Indianapolis Archdiocese wanted to help Finnell find work. He knew the head of the county welfare department and called the director on her behalf. She then stopped by the welfare office and was hired.

In retrospect, Finnell said it was the best thing that could have happened to her at the start of her career. “I got a more rounded experience as a social worker,” she noted. Finnell acknowledges that at the time she had a limited knowledge about how people lived and the differences in cultures and the way people thought. “I learned that at the welfare department. I am pretty sure I wouldn’t have gotten that experience at Catholic Services.”

Finnell worked in child welfare at the county agency, did home visits, and worked with wards of the court. “It was an eye-opener, a wonderful lesson about life.” She recalled visiting homes and finding small children left alone. “I would go in and open the refrigerator and the only thing in there were roaches. I just didn’t know a lot. I had to learn fast.”

Her first case involved a family that was facing a number of problems: the kids were teenagers and they were rebellious; the father had left home and the mother was tired of the kids. The family had been involved with the agency for a long time and no one else in the department wanted to deal with them. “So here came the new person and all this got put on my desk. Some of the kids had to be moved immediately. That was my first one.”

She also learned something else from her first case. “This is what I wanted to do, helping the children,” she noted. “I just like helping people and I felt like there was something I could do to help.”

Along the way, she learned an important lesson that guided her efforts in the years to come. “You can’t fix people. People have to fix themselves. That was a big lesson I learned,” Finnell said. She came to understand that “You can give them tools to make things better, but you have to meet people where they are. You have to let them find their power. You can help them along the way for the goal they are striving for,” she said.

“Being young and coming out of school and reading all the books about social work and reading social work cases that were in the books, I was ready to go out and change the world. I found out it doesn’t work that way. I had a lot of learning to do, but thank God, I wasn’t bad at it.”

Finnell took the Golden Rule approach of treating people the way you wanted to be treated. “The underlying basis of life is love,” she noted. “You’ve got to love people and I love people. None of them ever made me not love them. I didn’t love everything they did, but I loved them.”

As the size of her own family grew, Finnell switched jobs to become a school social worker, a move that allowed her to spend more time with her children. She continued in that role when her supervisor suggested she get her Master of Social Work degree. Finnell had wanted to get her MSW, but wasn’t quite sure how she could afford to go back to school.

She learned the state mental health department was giving stipends to assist students obtain their MSW degree, so she decided to investigate thinking she would never be selected. Except she was. The only real question was when did she want to start?

Finnell came up with all the reasons why she couldn’t quit her job and return to school, but her husband, who had his master’s degree in education, convinced her to go ahead and get her graduate degree.

Finnell’s decision opened a new chapter in her career as the stipend carried a commitment to focus her studies in psychiatric social work and work two years with the Indiana Department of Mental Health. Finnell spent two and half years working with psychiatric patients at General Hospital, now Eskenazi Hospital. While there she worked first with adults and then asked to be transferred to the children’s division.

This type of work required her to work all kinds of hours and as she still had children at home, Finnell eventually opted to return to IPS. Shortly after she returned, Finnell joined a new program IPS created in the late 1970s for children with autism. Finnell worked with children with disabilities from then on until she retired in 2000. “I had a child with a disability,” Finnell said. “I had a feeling for parents with kids with disabilities and I wanted to be helpful to them.”

Being helpful, loving people, following her faith and doing it all with a sense of humor were all part of Finnell’s life as a social worker. That life returns to her from time to time when she dreams about doing social work.

“I enjoyed what I did,” Finnell said of her career. “I think we were a good fit – social work and me.”
“The underlying basis of life is love, You’ve got to love people and I love people. None of them ever made me not love them. I didn’t love everything they did, but I loved them.”
When Harvey Plaschke talks about his social work career and life, he tends to use the word lucky – a lot.

For example, when he was an undergraduate student studying social work at the University of Kentucky in the late 1950s, he had to choose an agency to complete his field work. Plaschke says it was “purely by luck,” he selected the Children’s Bureau, a small agency in Lexington. His choice proved to be a turning point in his life and career.

It wasn’t the first, nor the last time that luck, chance, divine intervention or whatever you want to call it, seemingly hovered over Plaschke during his 39 years as a social worker.

Plaschke graduated with his Master of Social Work degree from the Indiana University School of Social Work in 1961. He went on to devote his career to child welfare, working in Lexington, Ky., California, Illinois, and Dayton, Ohio. He retired 15 years ago and now lives in Louisville, Ky., where his quest to become a social worker began.

A widower, Plaschke lives in an apartment with a balcony that overlooks a lush park in a city where he was born and his family has deep roots. His grandfather, Paul Plaschke, was a noted painter and editorial cartoonist for the Louisville Courier-Journal and Times before he was hired by William Hearst to be the editorial cartoonist for the Chicago Herald-American.

His father was in the printing trades and worked as a skilled photo engraver. Better job opportunities lured him to Chicago when Harvey was just a toddler. However, by the time he was 15, Plaschke and his family returned to Louisville. After all, that was where home.

Why did he turn to social work? Plaschke said he grew up knowing he wanted to work with people. “I wasn’t sure what that was,” Plaschke added. Thinking about the question a bit more, Plaschke traces his interest in helping people to his father’s unwavering support of unions. “He was in the Allied Printing Trades (union) and ate, talked, slept and breathed the union,” Plaschke recalled. “What he loved about unions was how it brought printers together to support one another in their lives and at work.” From his father’s words and actions, he was infused with a sense of how important it was for people to care and support one another.

After graduating from a Catholic high school, he enrolled at Bellarmine University in Louisville. His college career came to a screeching halt though after facing a problem all too familiar to students even today – he didn’t have enough money to start his second year. “I’m a college drop-out,” Plaschke says with a smile. He had gotten a summer job but hadn’t earned enough to continue and his parents simply didn’t have the financial resources to help pay his way.
Plaschke and two close high school friends, who also found themselves short of funds for college, hit upon an idea: they would join the Army. The Korean War had started and the GI Bill seemed to provide the perfect answer of how they could afford to go to college.

First they tried the Army, but were dismayed when a recruiter told them to come back in a couple of months. Eager to get started, they turned to the Marines and found a recruiter who likely still needed to meet his monthly quota. Because they all had a year of college, the recruiter offered them a deal where they would serve two years and then go into the Marine reserves.

“All three of us went in together. Thank God for that because we were all in the same platoon.” In retrospect, Plaschke said they only survived the rigors of boot camp at Paris Island because they had each other for support. He remembers their Marine Drill instructor telling the recruits on their first day that they could give their souls to God, but their bodies were his.

While Paris Island was a brutal experience, luck was on Plaschke’s side once again. A peace treaty ended the Korean War a couple of months after they enlisted and they were never sent to Korea. “We still got the GI Bill and of course we weren’t called up for Vietnam. “

Once out of the Marines, he decided to attend the University of Kentucky, where he discovered social work. “There was a department and you could major in social work. I found out that was what I really wanted to do in terms of working with people. That’s where it began with me.”

After graduating from Kentucky in 1959, Plaschke headed to IU to get his MSW degree. The director of the MSW program was Mary Houk, whom he remembers as a “no nonsense person who was fair and good. She was very interested in the students and what we were doing and what we would go on to do.”

He lived in a not so great apartment building in downtown Indianapolis and because he and several other students were managers in the building, he got the apartment rent-free. Plaschke still remembers his field placements — his first year was with Catholic Charities and he spent his second year working as a school social worker with the Indianapolis Public School system.

“I am telling you that in the school system, it was a really, really good experience because you worked directly with the children.”

After finishing his degree at IU, Plaschke knew exactly what he wanted to do next. His plan was to return to Lexington and join the staff at the Children’s Bureau where he had done his field work as an undergraduate. Plaschke had never forgotten the experience of meeting the agency’s
director, Joe Chambers. "Even as an undergraduate he impressed me so much that I wanted to go back there to work after graduate school."

"It was my first experience and it was really the most gratifying, both personally and professionally in my career," Plaschke said. He was there three years, but those three years set the tone for the other 36 years in his career. "What I learned there, the basics, it informed me and formed me," Plaschke said.

Because of the agency’s size – four staff members – Plaschke said he had a chance to learn every facet of child welfare. "It was an invaluable experience." While other agencies he worked at later his career were "departmentalized," at this one you did it all.

The agency provided protective services as it was responsible for complaints of child neglect, was involved with foster homes, adoption and had a small residential program for boys and girls. The staff learned to work up permanent placement plans for the children as quickly as they could. A study had come out in the late 1950s that showed that if a child remained in foster care for more than 18 months they most likely would remain in foster care for the remainder of their childhood.

The key was seeing each child as an individual and not trying to use one approach on everyone. Plaschke recalled a case involving a six-year-old boy as if it happened yesterday.

The boy had come to the agency after his grandmother, who was caring for him, became ill and he could no longer live with her. At the same time the agency was working with a couple who had a young daughter who was quite precocious and wanted to adopt another girl about the same age as their 3-year-old daughter.

The staff privately questioned whether such an arrangement would work and privately hoped the couple might consider adopting one of their older children in their residential care cottages. The father volunteered at the agency and took the children fishing, including the six-year-old boy and the staff wondered if the youngster might capture the attention of the adoptive parents. He did. They asked if the boy was free for adoption and they did indeed adopt him. Not too long after his adoption, Plaschke said the boy’s mother called. They were interested in contacting an agency that placed older children as they were interested in adopting another child. "You couldn’t ask for a better outcome," Plaschke said.

Some of the children living in the residential cottages were bright kids who simply weren’t going to be adopted. In those cases, the agency utilized boarding schools to ensure their education needs were taken care of. Then on holidays or summer break, a relative of the child, who couldn’t care for them year-round would care for them.

The comradery and skill of his co-workers was simply outstanding, he noted. One of his colleagues, Grace Coleman, had incredible diagnostic skills and was the most remarkable person he worked with during his social work career.

The next stop in Plaschke’s career took him to San Mateo, Calif., where as a team leader he supervised two Bachelor of Social Work students and carried complex cases including unwed mothers. As Plaschke mentions the agency, he recalled a case with such vivid detail that it could have happened that morning, not 30 plus years ago.

His client was 19 and a sophomore at the University of California at Berkley. She posed a vexing problem for the agency because she was not sure what she wanted to do with the baby. The student came to the agency when she was in her fourth month and Plaschke talked to her weekly after that. He found her to be very bright, but emotionally unstable. Her only motivation to keep the baby was to get the father to pay her attention, but Plaschke could see that was never going to happen.

The student eventually agreed to surrender the baby on one condition: she wanted a letter from the adoptive parents detailing the baby’s first day in their home. "She just couldn’t let the baby go without that." The agency had never had such a request and had a strict policy against such contact between the birth mother and the adoptive parents. Plaschke was more interested in finding a home for the baby and pushed for the agency to grant the birth mother’s request.

Eventually, the matter was taken up with the division director of the agency who agreed to grant the request. Just as he had learned at the Children’s Bureau in Lexington, it was more important to work on a case-by-case basis rather than simply follow a policy.

Plaschke presented the student with the letter from the adoptive parents in his last
session with her. “She cried and cried. It was a very moving session. It definitely helped. It freed her. She really wanted the baby to be placed.”

Another example of how luck seemed to intervene in Plaschke’s life occurred before he left Lexington for California. While working in Lexington he had a roommate who was a graduate of the St. Louis School of Social Work. When his roommate learned he was going to a social work conference in Pittsburgh, he asked Plaschke to say hello to a former classmate, a Filipina, whom he expected would be at the conference because she worked in Pittsburgh.

Plaschke promised to pass along his roommate’s greeting and when he spotted an Asian woman, Amparo, at the conference he asked her if she was the classmate his roommate had mentioned. She was, but as she explained she was working in Michigan.

At the end of the conference, Plaschke told her how much he loved to visit Michigan. Later he wondered if she wondered “what kind of line is this guy giving me,” but she took out a piece of paper and wrote down her home address.

The two began writing to each other and Plaschke was soon on his way to a four-day stay in Michigan visiting Amparo. By the end of the four days, they realized they were meant for each other. Thus, after meeting in the conference in March, seeing each other in Michigan in May, they married in November of 1963.

What Plaschke still finds amazing is their initial meeting almost didn’t happen. After returning from the conference, his roommate asked if he had seen his classmate. When Plaschke said he had, but informed him she now worked in Michigan, his roommate was quiet for a moment and then dropped a bombshell. He said he would never have asked Plaschke to look for her if he had known she was living in Michigan rather than Pittsburgh, figuring she wouldn’t have attended the conference if she wasn’t already there.

But because he did, Harvey and Amparo were married 40 years and had three children together.

Plaschke’s social work career took him from San Mateo to San Francisco, where he served as Director of Child Protective Services for a large agency before moving to Illinois where he joined the Illinois Department of Child and Family Services. There he served an administrator of Herrick House, a temporary care facility for adolescents.

His last and longest stay took him to Dayton, OH, where he served as the Associate Director of Professional Services with Children Services, where he worked for 25 years. While finishing his career at Children Services, he became a peer reviewer for the Council on Accreditation for Family and Children Services and conducted site visits to agencies seeking accreditation from COA.

Regardless of whether he was in San Francisco or Dayton, he carried the lessons learned at his first job in Lexington from its director, Joe Chambers. The more difficult the case, the more Chambers wanted to do for the children and families, Plaschke said.

“That always stuck with me, that commitment. It was all very professional, but also it was a tremendous personal commitment.”

When Harvey Plaschke retired as a social worker 15 years ago, he found the time to pursue an interest he had always been drawn to but never had the time for while working full-time: writing.

In recent years though, Harvey has published two books of fiction, both set in historical settings of the early and late 19th century.

Harvey said he has been fascinated with the sea, Nantucket and whaling since he was a boy and chose that setting for his first book, The Portrait of Annabelle. The book tells the story of Annabelle Pinkham, a young, Free Negro in the early 1800s. She is tormented by the knowledge that many of her “brothers and sisters” are bound in slavery. A gifted artist, she leaves the security of her Nantucket home for a school in Washington, D.C. to pursue her talent. In Washington, she becomes enmeshed in the abolitionist movement, where she sets out on a perilous course devoting her life to helping slaves reach freedom.

His second book, Out from the Darkness, is set in the 1890s in Homestead, PA., the scene of a violent steel workers strike against a steel mill owned by Andrew Carnegie. A young steelworker, Danny Shannon living in the squalor of The Flats of Homestead knows there is a better life. Torn between his love for a girl in The Flats and that life, he leaves for a special school across the river vowing to never to forget his roots. He promises that someday, somehow he will help bring justice to them.
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Did you know that in the U.S., 80% of men die married and 80% of women die single? That is because women live an average of 6 – 8 years longer than men.

Add to that the following:

1. Women earn on average 78 cents for every dollar earned by a man

2. Woman are more apt to go into their own assets to help their children

3. Because women live longer, they have higher healthcare costs

4. Women are the typical caregivers for aging parents, which can keep them from holding better paying jobs, or keep them from working at all

5. Pensions are becoming a thing of the past

6. Daughters typically did not get the training about money that the sons did, or women opted to not know about money, leaving this area completely up to their fathers and husbands

7. Americans generally are terrible savers for retirement

Ironically, there is massive data about financial planning available through the media, online, books, articles, classes, etc. Perhaps the sheer magnitude and the conflicting information worsens the matter and with no clear alternative, we go back to what our parents or our Uncle Joe told us.

A few examples we’ve seen and the underlying learning from adolescence:

Hoarders – people who have money and do not spend it, who cannot bear to part with any money, so save and save, denying themselves ordinary items of living. When probed about childhood messages they seemed to center around not deserving things.

Spenders – people who make very large incomes and who spend every cent they make. We’ve seen couples compete to see who can spend the most money. When probed about childhood message, we hear that “rich people are bad people, and I don’t want to be a bad person, so if I have money, I get rid of it by spending”.

Denyers – people who spend more than they should and don’t want to know, don’t care, have said, “I still have checks in my checkbook so I can’t be out of money”. This is either massive optimism or just failure to face the facts of their situation. When probed about childhood messages about money, they can’t remember any and say somehow it all worked out in the past and will work out in the future.

Overachievers – people who almost seem to have an adversarial relationship with their money, which seems to be a separate entity to them. These people have realized that finance is one area where we can find...
One of your best experiences as a student may well have been at your practicum. Now the School of Social Work needs your help by becoming a field instructor for MSW students wherever you are be it in Indiana, across the country or in another country. The School’s MSW Direct, its online graduate program, has more than 200 students in 16 different time zones in the U.S. and elsewhere. Practicums are a key piece of the online program just as they are in face-to-face classes. That’s where you come in. It’s a chance to spread your passion of your work to future social workers. By becoming a field instructor, you can assist your agency in providing additional support through the services of the student and make a difference in someone’s life and education.

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WHERE ARE THEY NOW?

JOSEPH WOODS, BSW’52, JD’63, is a retired attorney from Woods & Woods, P.C. Joe lives in Indianapolis with his wife Avis, MBA’57, and recently celebrated their 57th wedding anniversary. Joe and Avis have three children, a daughter who is a former manager at Arthur Anderson Consulting and current wife and mother, a son who is an attorney, and a son who is a teaching golf professional.

MARGARET SHEETS FLEMING, BA Social Service’59 is a writer/editor and contributor to her blog HEN BACKTALK on medically related issues and the patient’s experience. Margaret taught elementary education briefly before transitioning to writing and editing, which earned her an award from CAP. She has written on the psychology and practical side of clutter, and is currently working on a book that highlights her years growing up in The Region and living in Indiana. When time allows, she volunteers as English tutor for women who have graduated from universities in other countries. She has lived in Texas since 2012.

ELDON KILLIAN, BA’60, MA Social Service ’62 fell in love with California while working at Stanislas County Welfare during the summer of 1961. As part of a National Institute of Mental Health scholarship agreement he returned to California after graduating from the IUSSW. He worked at the Stockton State Hospital for ten years and later at the Napa State Hospital. Obtaining his LCSW Eldon developed a private practice. Following the completion of two very energetic and enlivening volunteer projects he became a publisher managing Killian Graphic Productions for 25 years. Selling his business in 2007 he now is enjoying life to the fullest with the loves of his life, wife Marian and 17 year old daughter Claire. Her high school basketball career (a Hoosier at heart) as a point guard brings an enormous amount of excitement to his life. Eldon enjoys cycling, gardening, movies, concerts, traveling and walks with his Marian and dog Lucy, all in beautiful Sonoma County.

MARGARET (PEGGY) MOORE, MSW’68 maintains a private practice in New Mexico where she works with individuals and families who suffer from PTSD. She is an Eye Movement Desensitization & Reprocessing (EMDR) trainer and has traveled around the world training others in this specialty. Her children are grown, and she has two granddaughters, ages 11 and 8.

PEGGY EAGAN, BSW’78, MSW’80 is the Director of the Department of Social Services of Mecklenburg County, North Carolina. She manages a $177 million budget, a staff of more than 1,300, and serves over 250,000 people in this community annually. Prior to taking the helm as DSS Director, she served as the Director of the Children & Family Services Center in Charlotte for 11 years. She previously resided in Indianapolis, Indiana where she ran Prevent Child Abuse Indiana, and lobbied state legislators for child welfare laws. Recently, she had the opportunity to take a four month sabbatical. Peggy chose to drive across the United States and simulate the Lewis and Clark tour. Peggy is a former member of the IUSSW Alumni Board and Hoosiers for Higher Education. She currently resides in North Carolina and enjoys the beaches and mountains.

LISA HERBERT-MCKEAN, MSW’83 currently resides in Sarasota, Florida where she maintains a private practice with her husband of 31 years, Paul L. McKean, JD, LCSW. Lisa earned her LCSW in 1984, followed by her LMFT & CAP. She has been self-employed since 1983, practicing for 4 ½ years in Burlington, VT and six years in Hendersonville, NC.

KRISTINA HARTNETT PETTINGILL, BSW’92 is the Executive Director of the Maine Public Health Association advocating for state and federal public health policy. She also is a national leader in the smoke-free environments movement with special emphasis and experience in multi-unit housing. When not working, Tina enjoys spending time with her family and exploring the rugged beauty of Maine.

JEANNIE CIPOLLA-VAN SCYOC, MSW’01 works in Miami, Florida as a Senior Social Worker for the HUD-VASH Program. She also works for Henderson Behavioral Health as a crisis clinician on PRN basis. Jeannie is in the process of obtaining her CAP license because an overwhelming number of vets and clients that she assists have substance abuse problems. She volunteers at a local nonprofit that delivers food to the needy. Jeannie is married and has two grown sons.
Contact Information

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INFORMATION ABOUT PROGRAMS AND UPDATES ABOUT THE ALUMNI ASSOCIATION:
Karen Deery-Jones, Senior Director
IUPUI Office of Alumni Relations
301 University Blvd., Suite 1031
Indianapolis, IN 46202-5198
Phone: (317) 274-8959 | Fax: (317) 274-6589 | Email: kdeery@iupui.edu
Website: alumni.iupui.edu/associations/socialwork/scholarships.html

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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Topics tentatively identified will include: The Joys and Dilemmas of Old Age, Special Considerations when Working with Older Adults, Drug Use Trends in Indiana: What Social Workers Need to Know, Working With Adolescent Sexually Maladaptive Offenders and Their Families, Mindfulness as a Therapeutic Tool in Work with Others and Our Work Within, Preventing Violence in the Community with our Youth, Religiosity and Spirituality in Patient Centered Care: Clinical Issues and Cultural Competence, Homelessness and the Homeless, Working with Veterans, Staying Fresh: Preventing Compassion Fatigue, Burnout and Secondary Traumatic Stress, Preventing Sexual Abuse in Children, Preventing Violence by Promoting Supportive Childhood Conditions, and Supporting LGBTQ+ Individuals with Special Emphasis on Youth. Conference registration will open on January 4, 2016. To register online in January go to myiuua.com/iussw.