

Outlook

NEWSLETTER FOR SCHOOL OF SOCIAL WORK ALUMNI AND FRIENDS

FALL 2010



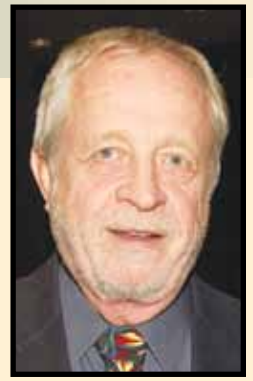
Left, Youth Studies students on a study tour in Northern Ireland took a moment to revel in the beauty of the Irish Sea near Ballycastle.

Right, M.S.W. students began a long, hot hike to a village in the bush country of northern Namibia.

Inside:

- ▲ Ph.D. student receives \$40,000 oncology social work grant
- ▲ School to use outreach grant to promote community-based participatory research
- ▲ Dual degree student ensures free clinic offers mental health services
- ▲ Faculty researchers tackle refugee issues
- ▲ Youth Studies students help St. Paul agencies and neighborhood
- ▲ Amelia Franck Meyer named Alumni of the Year





Dear Alumni and Friends,

"You must be the change you want to see in the world." This quote from Ghandi comes to mind when I think about the challenges our School will face this coming academic year. It will be an exciting time and an important time, one in which we will be called upon to build on our strengths and to grow in knowledge, but also perhaps to go beyond our assumptions about who we are and what we know.

One major challenge we face is the task of transforming the M.S.W. curriculum. Our accreditation body, the Council on Social Work Education, has made significant changes in its educational policies, requiring that all social work programs move to a competency-based curriculum.

We began this work last year, our faculty working with more than 100 of our field supervisors and other constituents from the community and state to begin generating an inventory of competencies that will put our program in line with community needs as well as the new educational standards. In working with these competencies, we began to realize that we needed to back up and make fundamental decisions about what areas our curriculum should focus on. Do we want to retain the concentrations and specializations that we currently have, or do we need to move to new foci that are a better fit with both our priorities and qualifications as well as with future needs of the community and profession? We will be addressing these questions this fall.

At the same time, our school needs to examine how it delivers its educational experience to both its graduate and undergraduate students. Here's an interesting factoid: in 2009, degree

enrollment in the University of Phoenix was up 22 percent from the previous year, to a total of 420,700 students. That's pretty much the total population of all of the Big Ten Universities. I'm not remotely suggesting that we want to emulate institutions like the University of Phoenix or Cappella, but their growth does suggest that it is very important for us to create an educational experience that closely fits the way the student of today lives and learns. To what extent can today's technology—in all of its forms, not just the Internet—shape our curriculum in a way that improves the learning outcomes of our students? This question is not easily answered, and presents to our faculty members both a challenge and an invitation to undergo a major educational journey.

So these are two major challenges that come to mind when I think of the coming year (and years to follow). They are in line with the Vision2020 process that the College of Education and Human Development is now undertaking, a planning process that is to prepare each of the college's schools and units for the future.

Yet the future takes root in the present, and I am extremely proud of the school's faculty, staff and students in terms of what they are NOW doing. This fall's edition of Outlook provides examples of today's learning and research at SSW, and how it focuses on developing meaningful and strong partnerships with the community.

Note, for example, our Engaged Department Grant to promote community-based participatory research (p.3); the efforts of our dual degree students to provide volunteer mental

health services in a free health clinic (p.4); the initiatives of our faculty and students to respond to the needs of refugees (p.5), and the work of our undergrad students' to share their research skills with St. Paul agencies and an East Side neighborhood (p. 6-7). These are examples of the exciting work the members of our academic community have undertaken to demonstrate their commitment to engagement and to the mission of our school.

James Reinardy, Ph.D., L.I.C.S.W.
Director, School of Social Work

SSW welcomes new members to its faculty and staff

Katie Johnston-GoodStar, M.S.W., Ph.D., begins this fall semester as an Assistant Professor. She taught in our Youth Studies major last year and focused on her research on how to engage youth in community change. She brings much expertise to both our undergraduate and graduate programs.

Heidi Presslein, M.S.W., L.I.C.S.W., joins us as a field coordinator. Her background includes founding and directing Totem, Inc., which pro-

vides home-based and office assessment and therapy services to children and families.

Susan Geller, M.A., joined the School of Social Work as Director of Special Projects in April working primarily on the M.S.W. curriculum redesign and on technology enhanced learning initiatives. Most of her 12 years of experience has focused on process improvement, often involving technology.

On the covers:

Front cover Northern Ireland photo by Youth Studies student Rachel Hoffart;
back cover photo by Peggy Pond.

Namibia photos by Traci LaLiberte.

Outlook is published twice a year by the University of Minnesota School of Social Work in the College of Education and Human Development.

James R. Reinardy, director
Jackie Colby, editor/writer/designer
Jill Beaudette, alumni liaison
Comments may be sent to:

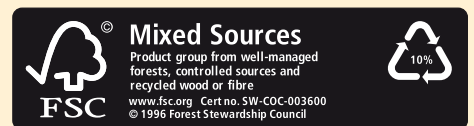
OUTLOOK

University of Minnesota School of Social Work
105 Peters Hall, 1404 Gortner Avenue
St. Paul, MN 55108

This publication is available in alternative format upon request. Please call 612-625-1250 or e-mail colby041@umn.edu.

© 2010 Regents of the University of Minnesota.

The University of Minnesota shall provide equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression.



Ph.D. student receives prestigious \$40,000 Doctoral Training Grant in Oncology Social Work from the American Cancer Society

Missy Lundquist, a School of Social Work doctoral student, has won the prestigious, highly competitive Doctoral Training Grant in Oncology Social Work from the American Cancer Society. This two-year, \$40,000 grant is awarded to doctoral students at schools of social work that train individuals to conduct research related to the psychosocial needs of people with cancer and their families.

It is estimated that nearly one quarter of the approximately 11 million cancer survivors in the United States are parents with dependent children. Despite these large numbers, Lundquist said, very little is known about how the disease affects a family's well-being.

"A cancer diagnosis impacts not only in the individual but the whole family," she said. "A diagnosis of cancer in parents who are in the midst of raising their children can be especially distressing."

Lundquist's research aims to determine what the risks are for families with a parent diagnosed with advanced cancer and what protective factors such families use to successfully meet and manage the challenges of the diagnosis.

Her research will include families that are traditionally underserved in our society, with a goal of helping to develop interventions that strengthen families across cultures as they face a diagnosis of parental cancer.

In addition to being a student, Lundquist, a licensed social worker, is co-director of the Facing Cancer Together (FaCT) program at the Angel Foundation in Minneapolis. The foundation works to fulfill the non-medical needs, including education, support, and emergency financial assistance,



of adult cancer patients and their families. The FaCT program works with families to provide the education and support that the families need to stay strong and hopeful throughout the cancer experience.

School team will use \$10,000 grant to establish social work institute to promote community-based participatory research

The School of Social Work this spring received a \$10,000 Engaged Department Grant through the University's Office for Public Engagement.

The grant was one of six that were awarded to University departments to advance the integration of public engagement into research and teaching activities.

The school's Engaged Department Team consists of faculty members Liz Lightfoot (team leader), Terry Lum, Katie Johnston-GoodStar, Ross Velure Roholt and David Hollister, along with community partner Jennifer Blevins of the Brian Coyle Center in the Cedar-Riverside neighborhood of Minneapolis.

The team is planning to develop the Minnesota Social Work Institute on Community Based Participatory Research. The institute will promote the use of community-based participatory research methods in the school and in the field of social work in general. It also will help build the school's capacity to partner with the community to enhance the well-being of community members. Several activities have begun to pro-

mote community-based participatory research through the institute:

This fall, the School of Social Work is planning to host a one-day mini-conference on community-based participatory research for students, faculty and community members.

In the 2010-11 school year, undergraduate students in several youth studies courses will participate in research projects with partners at various Saint Paul Recreation Centers.

Also this fall, students in the master's of social work Advanced Community Organizing and Advocacy class will partner with community members through the Brian Coyle Center on a research project.

"While the School of Social Work has always valued its community partners in education and research," said team leader Liz Lightfoot, "we are excited for this unique opportunity to develop even more meaningful and vibrant partnerships with the broader community and to further institutionalize public engagement at the school."

Engagement is the partnership of knowledge and resources between the University and the public and private sectors to meet the needs of both.

Engagement can contribute to the public good by enhancing teaching and learning; preparing educated, engaged citizens; strengthening democratic values and civic responsibility, and addressing critical societal issues.



Thanks to work of dual degree student, free clinic now includes mental health services as part of its holistic care

At the Phillips Neighborhood Clinic, University of Minnesota social work students are part of a unique interdisciplinary model of health care delivery, and master's degree student Adam Leonard has played a leadership role in developing the social work presence there.

Leonard, who completed a dual master's degree in social work and public health this spring, served on the clinic's board as social work chair the past year.

Assistant Professor Colleen Fisher nominated Leonard as Minnesota M.S.W. Student of the Year partly because of his work at the clinic.

"Throughout 2009, Adam led an initiative to begin providing mental health services at the clinic ... Adam worked with clinic leaders to document the need for mental health services, draft a description of the social worker's role ... and strategize how to integrate these new services within the clinic's small space," Fisher explained in her letter of nomination.

Steve Maxwell, director of field studies, also praised Leonard's leadership and perseverance.

"Adam had to be very persistent in advocating for a way for students to get liability coverage; in spite of many obstacles, he prevailed," Maxwell said.

The clinic is intended to be "a safety-net, stop-gap" operation, Leonard explained, but it provides holistic care to every patient who enters its doors. A person who comes in with a sore throat receives all necessary exams, lab tests, and prescriptions, but is also encouraged to take advantage of the clinic's physical therapy, nutrition counseling and mental health services—which is where the social work students come in.

At intake, all patients are screened for mental health issues, Leonard said. If a concern is raised, the social work students do further assessment, and follow up with education and referral to free or low cost mental health counseling. They also consult when patients have unstable housing, have trouble feeding their families, need to get in touch with other resources in the community, and similar issues.

The free clinic has been held in the basement of Oliver Presbyterian Church since 2003. This year, nearly 300 students from the University's

schools of medicine, nursing, physical therapy, pharmacy, public health, and social work volunteered at the clinic. Among those were 18 from the School of Social Work.

The clinic's mission is twofold. Raise patients' standard of living by providing "accessible, culturally appropriate, interdisciplinary health care services and education;" and provide health care students "with the skills to effectively and caringly serve people who are underinsured and unstably housed."

Volunteers are required to work an average of one night per month in the clinic, which is open two evenings per week. Licensed professionals supervise the students, and the clinic is always in need of licensed clinical social workers to help, Leonard said.

The students can also gain administrative experience by taking on management roles at the clinics and by serving on the administrative board, which makes decisions regarding clinic operations and the future of the organization.

When Leonard and other board members attended a conference of student-run health clinics last winter, they found that the Phillips clinic is in the national forefront in two areas: providing interdisciplinary care and becoming engaged with the community. Besides working at the clinic, all student volunteers are required to get involved with a neighborhood community organization. That allows them to better understand the neighborhood, and helps to build relationships between the clinic and the community.

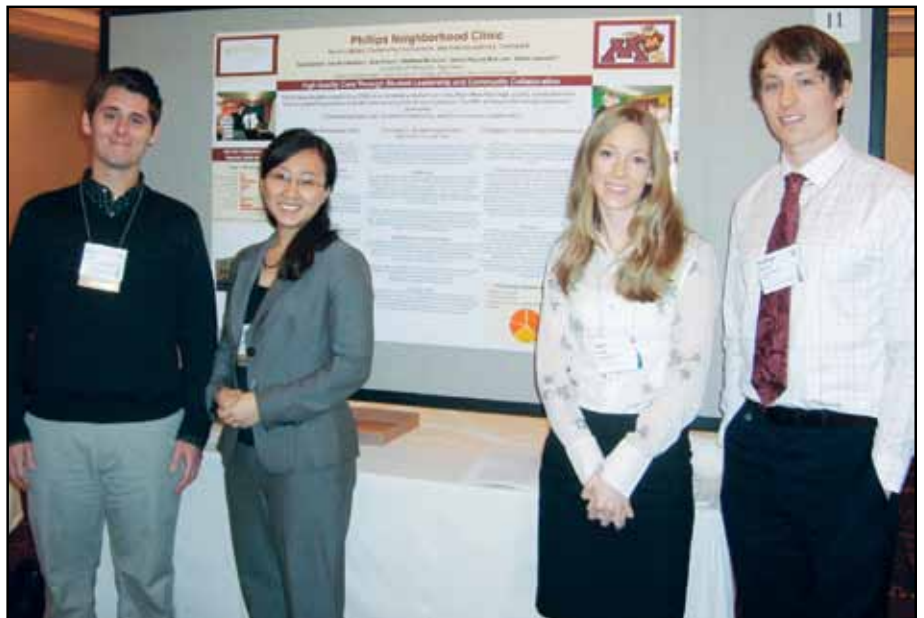
Leonard said his work at the clinic has made him aware of the need for increased access to health services and for quality health care, issues he wants to address now that he has received his graduate degrees.

For more information about Phillips Neighborhood Clinic or to volunteer to be a preceptor, visit the Web site at www.phillips.neighborhoodclinic.com.

Leonard receives honor



Adam Leonard was named M.S.W. Student of the Year by the Minnesota Chapter of the National Association of Social Workers. The award was presented at the chapter's state conference in June.



SSW student Adam Leonard, left, and three other board members presented a poster about the Phillips Neighborhood Clinic at a national conference last January.

Hollister study examines refugee housing issues, homelessness

By Sarah Gorvin, Communications Assistant

Professor David Hollister, along with Lisa Thornquist of the Hennepin County Office to End Homelessness, SSW doctoral students Hyojin Im and Jennifer Simmelink, M.S.W. student Hoa Nguyen, and FSOS undergraduate Chaltu Hassan conducted a study exploring housing issues and homelessness among Minnesota's refugees.

The study was aimed at determining what housing issues occur for refugees and immigrants, what their perceptions of social service providers are, how social capital, English fluency and mental health affect housing issues and whether there are differences in housing issues among ethnic groups.

"We wanted to gain a broad understanding of housing issues for both refugees and immigrants," Hollister said.

Following a preliminary survey of 15 refugee families conducted by Simmelink, the research team surveyed 250 refugees and immigrants from five cultural groups: Hmong, Karen, Somali, Oromo and West Africans. The surveys were conducted from fall 2008 through summer 2009. Bilingual interviewers were used to gather the data.

Refugees with more social capital are more likely to have a negative attitude toward helping behavior and have more disappointment with living in the United States. Refugees with less social capital are more likely to have a positive attitude towards helping behavior and have more trust in social service agencies.

The study examined social capital, the relationships that refugees have with friends, family and members of ethnic communities. The study found that refugees with more social capital (more social networks) are less likely to trust social service agencies, are more likely to have a negative attitude toward helping behavior and have more disappointment with living in the United States. Yet, they usually have better English skills and education and higher incomes because they have stayed in the U.S. longer than the rest of the responders.

Refugees with less social capital are more likely to have less stable housing, employment and have lower education and income levels. However, they are more likely to have a positive attitude towards helping behavior and have more trust in social service agencies. This implies that service providers' approach to resettlement services should differ according to refugees' length of residence in the U.S. and their resettlement experiences.

Findings were presented at the Council of Social Work Education meeting in San Antonio, Texas, last fall. Hollister and Im also presented other aspects of the study in Hong Kong in June.

Im will expand aspects of the study this year as part of her doctoral dissertation. She will interview 40 currently homeless and conduct five focus groups with refugee community leaders in order to gain a deeper understanding of the circumstances in which refugees become homeless.

The Center for Advanced Studies in Child Welfare, the Center for Urban and Regional Affairs and Heading Home Hennepin, a Hennepin County program to help stop homelessness, contributed support to the study.

Shannon and Family Social Science colleague Weiling developing culturally sensitive mental health screening tool for refugees

According to the Minnesota Department of Health, in 2009, 1,260 refugees from more than 20 countries resettled in Minnesota. Most of them have experienced severe forms of war trauma, including torture, rape, witnessing the murder of family members and imprisonment. Some have spent years in the harsh conditions of refugee camps. Studies indicate that refugee trauma survivors report high rates of posttraumatic stress disorder and major depression.

Patricia Shannon saw that trauma firsthand in her previous position as a psychotherapist at the Center for Victims of Torture in the Twin Cities. Now, as an assistant professor in the School of Social Work, she has partnered with Elizabeth Weiling, associate professor in the Department of Family Social Science, to develop culturally sensitive mental health screening tools and referral processes, as well as evidence-based treatment approaches for refugees affected by war trauma and torture.

The first phase of the work involved holding focus groups with four Twin Cities refugee communities—Karen from Burma, Oromo from

Ethiopia, Bhutanese, and Somali. Preliminary data revealed that all the cultures suffered traumatic experiences, and that their stress is exacerbated by the difficulty of adjusting to life in the United States.

As a result of the focus groups, Shannon and Weiling have developed a preliminary screening tool that uses simple words for mental health concerns, such as "I have too many thoughts. I can't stop my thinking," or "My feelings of fear from the past are still with me today."

Pilot measures are currently being culturally adapted in collaboration with cultural leaders from each ethnic group. Preliminary measures will be piloted at the Roselawn HealthEast primary care clinic this fall.

Shannon and Weiling are also adapting psycho-educational group curriculum for each ethnic group.

In addition, they have completed a national survey of state refugee health coordinators to understand their practices related to mental health screening of refugees. The results revealed that

about half of the states conduct some sort of screening for mental health symptoms when refugees arrive. However, almost all of the states indicated that a culturally appropriate mental health screening tool would be useful.

The Karen described depression as being an expression of worry. The Bhutanese had terms for someone who is "crazy" and for someone who is "in between" or "half minded." The Somali were very clear about their distinction between different degrees of mental health problems. The Oromo described many symptoms of mental illness as headaches in order to avoid the label of "mentally ill."



Youth Studies students take their research skills to the streets to help two S

Students in the youth studies capstone course, Youth Research and Youth Program Evaluation, “turned their classroom into a workplace” this spring after they agreed to conduct a community survey. The result was a hands-on lesson on research and an opportunity to serve a Saint Paul neighborhood and several municipal agencies.

The need for the research grew out of the Payne Maryland Facility Project. The project is a unique public/private partnership to build a multi-use facility for the Payne-Phalen neighborhood on Saint Paul’s East Side. Saint Paul Parks and Recreation and the Saint Paul Public Library are among the core partners, along with a church, a funeral home and a community service agency. Together, these diverse entities envision a common facility that will serve as a vibrant center for the community and its continued vitalization.

As part of the planning for the facility, Saint Paul Parks and Recreation and the Saint Paul Public Library wanted to survey the community. School of Social Work Youth Studies Professor Mike Baizerman thought that was a perfect task for his research class.

He explained that conducting the survey was a way to reciprocate to the Parks and Recreation department for allowing Youth Studies undergraduates to serve as volunteers in various programs. “Staff members, particularly at Dayton’s Bluff and Arlington rec centers, provide direct

supervision to our students in learning community-based youth work,” he said. “Because the community offered us so much, we wanted to give back.”

The students took on the task with enthusiasm. Their charge was to go into the neighborhood to learn opinions about the current recreation center and library and to ask citizens what they would like to have in the new facility.

They conducted 145 face-to-face interviews with neighborhood youth, adults and business people of all ages, genders and backgrounds. They talked to people using the recreation center and library, and went door-to-door in the neighborhood, often accompanied by library or recreation center employees. Some of the interviews were conducted in Spanish or Hmong.

The students said the project was important because it got “the community involved in something they can use for themselves,” and enabled “people to feel they have platform for expressing their opinions.”

“The fact is that when we introduced ourselves, we said we were working for Parks and Rec, but we really were working for the community,” one student explained.

Another said she thought it was important to have youth studies students do the study “because we focus on giving young people a voice.”

Four Saint Paul officials came to the class to hear the final reports about the project.

Kathy Korum, deputy director of Saint Paul Parks and Recreation, was impressed by the number of interviews and by the data they produced. “We don’t usually have access to this kind of information, gathered in this way,” she said. She explained that the survey also was important outreach for the two city agencies and for the project itself. “For many in the community, you were the first contact they had with us,” she said. Because of the personal contact the students made with residents, residents became aware of the project and are spreading the word in the neighborhood.

“I can’t tell you how much I appreciate this information,” Debbie Willms, Saint Paul Public Library administrative services manager, told the students. “As someone who’s been concentrating on what the building is going to be, this information helps me to con-



Above, Kathy Korum, deputy director of Saint Paul Parks and Recreation



Above, from left, Professor Mike Baizerman, Kari Dennison, Erica Schumacher, and Debbie Willms.

Saint Paul agencies and an East Side neighborhood

centrate on what's going on inside that space.”

Erica Schumacher, director of neighborhood initiatives for Saint Paul, said the work will be important to “informing how we plan and how we process.” This is “really, really beneficial to us.”

The students told the officials that many of the people they interviewed wanted to be kept informed about the project. “The next step is to take the information back to the neighborhood,” Professor Baizerman said.

In order to do so, the students are planning presentations for more city officials and brainstorming other ways to get the word out.

The project was more interesting than a research class is expected to be, one student said. She said she enjoyed the door knocking and “interacting with people who have the power to make these changes.”

Professor Baizerman said that “the project is just the beginning of a strong relationship among neighborhoods, city agencies, young people and the Youth Studies program.”

“We have been challenged to connect with residents in this part of the city for a variety of reasons. The fact that you were willing to take on a project that included (hundreds of) personal interviews with residents as part of your coursework this semester speaks volumes about the manner in which the Youth Studies Program at the University of Minnesota connects learning with community.”

—Excerpted from a letter from Michael Hahm, Director, Saint Paul Parks and Recreation, to Professor Mike Baizerman and the members of his research class.



Class members presented their final report to the Saint Paul officials.



Center for Advanced Studies in Child Welfare **A rich history and promising future**

This year marks the 18th year the Center for Advanced Studies in Child Welfare (CASCW) has collaborated with Minnesota's child welfare community. In the past two decades, CASCW has grown considerably in size, in outreach capacities, and in community impact. During this time, leadership has been provided by Esther Wattenberg (1992-2001), Marcie Jeffreys (2001-2007), Nancy Johnston (interim director 2007), and Traci LaLiberte (2007-present).

The roots of the center remain within the federal Title IV-E child welfare training grant. Between 1992 and 2009, CASCW awarded Title IV-E child welfare stipends to 340 University of Minnesota M.S.W. students. Currently, about 40 students are receiving the annual stipends, which typically amount to \$5,000 per semester.

For the past 17 years, an average of 50 percent of the students receiving Title IV-E stipends have come from communities traditionally referred to as "minority."

Many Title IV-E graduates are employed by the Minnesota Department of Human Services and more than 32 county social service systems in Minnesota, as well as public child welfare agencies in other states. Tribal social services also employ graduates.

In addition to funding students, CASCW provides high quality child welfare training relevant to professionals and students. At least six events are offered each year, in person, by remote location broadcast, and by webcasting. Training

resources are distributed in print and electronically and, most recently, through social networking venues.

In 2004, CASCW began to coordinate a Title IV-E child welfare training grant for five Minnesota public university undergraduate social work programs—Bemidji, Mankato, Moorhead, St. Cloud, and Winona. Since then, the consortium has provided Title IV-E stipends, worth \$1,900 per semester, to 171 students.

CASCW activities are largely supported through funds from the University of Minnesota and from the federal Title IV-E program facilitated through Minnesota's Division of Child Safety and Permanency. Grants and contributions are another source of funding.

CASCW collaborates with Minnesota's child welfare community through outreach and policy activities; professional education and training opportunities, and evaluation. A significant amount of CASCW's work relates to the Title IV-E child welfare training grant, and other similar centers and schools in the Midwest see CASCW as a leader. CASCW staff are planning a variety of activities and projects for the 2010-2011 academic year, including:

- Conferences and publications—including *CW360°: The Uses of Technology in Child Welfare*
- American Indian enrichment experiences—an all-day community retreat for M.S.W. students

- More than 12 online learning modules about child welfare developed by SSW faculty
- Adoption certificate—a 15-session intensive training for adoption professionals
- Supervisor initiative—working with the Minnesota Department of Human Services and county representatives to create strategic planning around child welfare supervision in Minnesota
- Center for Early Education and Development (CEED)—a NEW collaboration with CASCW to produce training resources for child welfare professionals on early education and development needs of children in (or at imminent risk of) out-of-home placement
- Center for Excellence in Children's Mental Health—continuing collaborations on training resources, including the *eReview* publication and *Lessons from the Field* series, for professionals working with issues of children's mental health.

See CASCW's Web site at <http://www.cehd.umn.edu/ssw/cascw/> for details.

MINCAVA, U.S. Department of Justice launch Web site

The Minnesota Center Against Violence and Abuse and the U. S. Department of Justice's Office on Violence Against Women launched a new web site this spring. The site (www.vaw.umn.edu) contains more than 250 articles that provide the latest in research and promising practices regarding issues on violence against women. It is designed for use by the general public, researchers, criminal justice practitioners, advocates, and social service professionals.

Restorative Justice Center hosts peacebuilding workshop

This spring, Professor Mark Umbreit facilitated a five-day workshop on peacebuilding through restorative dialogue. The 30 participants represented 27 countries, including Iraq, Jordan, Syria, Pakistan, Afghanistan, Bangladesh, Mongolia, Bahrain, Egypt, China, Nepal, Laos, Serbia, Brazil, Liberia, Kenya, Honduras, and the Philippines. They included three judges; a leading politician in Kurdistan/Iraq; a school principal from Bahrain; a police officer from Egypt; several lawyers; a doctor and Sufi mystic from Afghanistan; social workers, and other government officials. Cofacilitators were former Wisconsin State Supreme Court Justice Janine Geske and International Justice Initiative Program Associate Ahmed Sirleaf.

IDVAAC presents forum on universities partnering with communities for social justice

The Institute on Domestic Violence in the African American Community this winter co-hosted a forum, "University-Community Partnerships for Diversity and Social Justice." Two accomplished Latino scholars, Etiony Aldarondo, Ph.D., University of Miami, and Julia L. Perilla, Ph.D., Georgia State University, discussed how they have used the talents and resources of their institutions to promote the human rights and well-being of underserved minorities.

Hee Lee named Fesler-Lampert Chair in Aging Studies

Hee Lee, Ph.D., assistant professor in the School of Social Work, has been named the 2010-2011 Fesler-Lampert Chair in Aging Studies at the University of Minnesota Center on Aging.

The endowed chair funds researchers and scholars who want to pursue projects that will further knowledge and understanding about aging and its effects on people. Dr. Lee has been studying aging for more than 20 years, focusing on elderly immigrants' and refugees' quality of life and care.

Holding the chair will give her the opportunity to pursue a community-based participatory research project that will examine health literacy—

specifically cancer literacy and pertinent screening behaviors—among elders in the Hmong community in the Twin Cities area. The long-term goal of the project is to create effective, culturally competent, and community-based interventions that increase cancer screening and ultimately improve the health and well-being of elder Hmong refugees.

The Fesler-Lampert chair was created in 1999 by the Center on Aging with support from the University of Minnesota Graduate School and the generosity of David and Elizabeth Fesler.



Faculty updates

Associate Professor **Terry Lum** received the 60th Anniversary Distinguished Alumni Award from the Department of Social Work and Social Administration at the University of Hong Kong.

He also was appointed to the National Program Advisory Committee of the Hartford Doctoral Fellows program.



Associate Professor **Lisa Albrecht** received the "Outstanding Partners in Engagement" award from the University of Minnesota Campus Community Coordinators Alliance this spring. The award is given in recognition of her work as a highly engaged faculty member partnering with the community through the social justice minor.



Associate Professor **Linda Jones** was co-chair of Beyond the Baby Blues, the Fifth Annual Conference on Motherhood, Mood Disorders and Anxiety. The event drew about 150 professionals and families interested in exploring diagnosis, treatment and support when a woman experiences depression and anxiety before, during and after pregnancy. The School of Social Work and Center for Advanced Studies in Child Welfare in the School of Social Work were co-sponsors.



School of Social Work Director **James Reinardy** was selected as one of 10 representatives of the National Association of Deans and Directors at the April 2010 Social Work Congress in Washington D.C.

Student updates

Teresa Michelle Mamanche Obrero, a social work dual degree student, won a University of Minnesota President's Student Leadership and Service Award in May. The award is given to approximately one-half of 1 percent of the student body for exceptional leadership and service to the University of Minnesota and the surrounding community. Obrero is a master's degree candidate in social work and public policy.



The School of Social Work in May celebrated the **graduation** of 18 Youth Studies undergraduates, and nearly 100 M.S.W. and Ph.D. students.

Ph.D. student **Hyojim Im** and M.S.W. student **Hoa Nguyen** received \$2,000 awards from the Women's Philanthropic Leadership Circle in June. The circle supports women's leadership by using its financial resources to provide educational scholarships and opportunities and to raise the visibility of women leaders in education and human development.



Hyojim Im

Hoa Nguyen

SSW students in the social justice minor, in photo below, posed with **Raul Ramos**, front row, and **Lisa Albrecht** and **Dr. Eddie Moore Jr.**, back row, at the White Privilege Conference in LaCrosse, Wisconsin, in April. Dr. Moore is the founder of White Privilege Conference. Dr. Albrecht and Ramos will cochair next year's conference, which will be held in the Twin Cities.



See presentations from Beyond the Baby Blues V

The National Alliance on Mental Illness of Minnesota, the University of Minnesota School of Social Work, and the Center for Advanced Studies in Child Welfare partnered to present this full day conference on maternal depression and anxiety before and after pregnancy.

You can view the keynote speech by Wendy N. Davis, Ph.D., program director of Postpartum Support International; a presentation overviewing postpartum mood and anxiety disorders, and a panel discussion on difficult birth and postpartum distress at <http://z.umn.edu/babyblues>.



Amelia Franck Meyer named 2010 Alumni of the Year

The School of Social Work's 2010 Alumni of the Year is Amelia Franck Meyer, CEO of Anu Family Services in Hudson, Wisconsin.

Meyer earned her master's of social work degree at the University of Minnesota in 2001. She is an advanced practice social worker in Wisconsin and a licensed independent social worker in Minnesota. She also has a master's degree in sociology/marriage and family from Illinois State University, and a graduate Certificate in Disability Policies and Services from the University of Minnesota.

Meyer has spent her 20-year career working with and dedicated to meeting the needs of children and their families in the areas of out-of-home care, family-based services and disability services. Before coming to Anu Family Services in 2001, she worked for four years in Minnesota in a community-based and residential training center with children, adolescents and adults who were deaf-blind. She has conversational American Sign Language skills. She also worked for eight years in Illinois in the areas of out-of-home care and domestic violence.

She recently ended a six-year term on the national Foster Family-based Treatment Association's (FFTA) board of directors serving in the roles of president, Public Policy Committee co-chair, convener and moderator of the FFTA Public Policy Institute—an annual panel of national experts in child welfare in Washing-

ton, D.C. —Research Committee co-chair, and treasurer. She is currently serving as the FFTA's Wisconsin State Legislative liaison.

Meyer serves the Association of Social Work Boards (ASWB) as a subject matter expert on the Practice Analysis Task Force in the area of macro practice and has also been invited to participate in the ASWB Advanced Generalist Passing Score Study in April 2010. In addition, Meyer is the co-founder and former secretary of AMPSW (Association of Macro Practice Social Workers), a group designed to further the training, networking, and public policy needs of macro social workers. Meyer has been an active mentor of social workers, providing formal and informal mentoring relationships through the initiation of social work licensing groups, the National Association of Social Workers' mentor program, acceptance of interns, speaking at social work classes, and many informal mentorship relationships with new or developing social workers. She has also presented nationally and internationally on topics in social work leadership, management, and supervision.

Meyer is also a strong advocate for children and families, and a significant part of her career has been in legislative advocacy efforts. She has taught social policy course work at the University of Minnesota and Augsburg College, as well as a variety of other social work, sociology, and psychology classes at community colleges. She has been invited to serve on the Council on Ac-

creditation (COA) Social Policy Standards Revisions Committee. She is currently serving as the state leader for Wisconsin for the Child Welfare League of America's Public Policy Committee. She was invited to serve on the 2010 State of Wisconsin Department of Children and Families Rate Regulation Committee, formed to facilitate the State of Wisconsin out-of-home care redesign, and to present to the Wisconsin State Legislature's Legislative Council on Outcomes in Treatment Foster Care.

The College of Education and Human Development recently named Meyer an emerging leader for achieving "early distinction" in her career. In 2001, she was named M.S.W. Student of the Year by the Minnesota Chapter of the National Association of Social Workers. Meyer has consulted with the University of Minnesota School of Social Work and served in various community representative roles including the M.S.W. Advisory Committee, review of curriculum standards for Human Service Management, and authoring an April 2010 article for the Center for Advanced Studies in Child Welfare publication *CW360*.



Miriam Pew Ferguson given Lifetime Achievement Award



Miriam Pew Ferguson (M.S.W. 1969) received the Lifetime Achievement Award from the National Association of Social Workers Minnesota Chapter at the group's 20th annual conference in June.

Janet Bystrom honored

Janet Bystrom (M.S.W. 2005) received a Distinguished Service Award from the School of Social Work this spring. The award recognized her work with RECLAIM, which she, along with the support of many clients, volunteers and donors, established in 2009 to provide accessible therapy to LGBT youth.

Employment news

Rosemary Link (Ph.D. 1986) is the Associate Vice President of Academic Affairs at Simpson College in Des Moines, Iowa. Previously, she was a professor in the Social Work Department at Augsburg College in Minneapolis.

Einat Peled (Ph.D. 1993) was promoted to Associate Professor at the Bob Shappel School of Social Work at the University of Tel Aviv, Israel.

Lisa Quinn-Lee (Ph.D. 2009) has joined the faculty of the Department of Social Work at the University of Wisconsin-Eau Claire.

Matthew D Bogenschutz (Ph.D., 2010) is a research fellow at the University of Minnesota Institute on Community Integration.

Ph.D. candidate **Charissa Eaton** has accepted a position in the social work program at Winona State University.

Ph.D. candidate **Kelly Knochel** has accepted a position in the Department of Social Work at Augsburg College in Minneapolis.

Ngoh-Tiong Tan receives Distinguished Leadership Award for Internationals

The University of Minnesota's Office of International Programs named **Dr. Ngoh-Tiong Tan** (Ph.D. 1988) as a recipient of the Distinguished Leadership Award for Internationals. The award is for alumni, former students and friends of the University who have distinguished themselves in their post-university work as leaders in their professional careers.

Dr. Tan is a leading social work scholar in the Asia-Pacific region. Since his return to Singapore in 1988 he has held a tenured faculty position at two Singaporean and one American universities and held numerous leadership positions in Asian and international social work organizations. He is currently the dean of the School of Human Development and Social Services at Singapore Institute of Management University in Singapore.



Thank you, donors for your generosity and support!

This list includes donors from July 2009 through June 2010 who gave at least \$50 to the School of Social Work.

Individuals and Families

Geoffrey T Abbott
Mrs Jean E Alexander
Mrs Jane S Angrist
Dr Marilyn R Armour
Janice M & David J Baune
Ms Bernadette C Benner
Ms Lynda V Bennett
Mary T Benson Gajewski
Mr Stephen J Benton
Lynne M & Herbert Benz
Ms Dorothy L Berger
Ms Sydney L Berris
Dr Donald F Bibeau
Pamela R Bidelman
Orval J Bloom
Dr Richard E Boettcher
Prof Richard S Bolan & Nancy J Johnston
Mr Willard J Botko
Steven E Bowland
Carolyn Brusseau
Drs Susan K Bullerdick and Jane Macy
Dr Thomas A & Rena J Bumgardner
John J & Angela L Bursch
Velmer Burton Jr
John M & Charlene K Carlotto
Mr David A Coats
Rebecca Marie Connell
Dr Michael P Connelly
Mr John G Couchman
Ms Rosemary Cyr
Ms Karen P Dahl
Ida Jerome Davies Estate
Dr Eunice A Davis
Ms Abigail C Dawkins
Mrs Haddie Derechin
Anita K Dinerstein
Ms Jan Dropik Dorn
E Josephine Drummond
Beverly J Dumas & James B Cysewski
Mr James M Dwyer
Amanda L Ellerton
Lars J & Linda Eriksson
Dr Hans G Eriksson
James A Faber & Joyce Y Miyamoto
Margo & David Fox
Mrs Charlotte J Frerichs
Leola E Furman
E Caroline Gale
Miss Marcia P Gans
Mr Charles Garetz
Mrs Hilde Fromm Gasiorowicz
Laura G Gaskins Estate
Miss Megan George
Ms Jeanette Mielke Gerritz
Mrs Patricia E Gilbertson

Dr Jane F Gilgun
Ms Cathy L Gitter
Mrs Josephine Glover
Eleida M Gomez
Bengta & K Gunnar Gotestam
Mr John D Grace
Mr John H Graf
Annice L Gregerson
Ms Jean I Greseth Kirschner
Mrs Dorothy C Guilford
Frances P Guzie
Mr Michael E Haedike
Ms Shirley A Harper
Dr W David Harrison III
Ms Gretchen R Harry
Howard A Hartstein & Mary Kay Ruhoff
Mr Howard A Hass
Mrs Vernell Haugen
Mr Lawrence W Hendricks
Mr Fletcher W Hinds Jr
Coralee M Hobbins
Merl C Hokenstad Jr
Dr James A Holey
Ms Mabel A Huber
Mrs Mary M Hutson
Mr Gene A Hysjulien
Ms Ora M Jackson
Miss Elaine R Jalonen
Janice M Johnson
Lucy Rosenberry Jones
Nan L Kalke
Ms Kathleen A Kanatz
Ms Elisabeth A Keefe
Ms Harriet B Kenworthy
Sara J Kettering
Robert & Courtney Kiernat
Ms Debra L Klein
Maria I Kluwe
Doreen R Kruzich
Dr Carol Ku
Ms Mary E Kubiak
Ms Christine M Kwak
Mr Mark E La Chapelle
Mrs Linda G Laden
Ms Theresa S Land
Dr David L & Glenda Laney
Mrs Rollie H Langer
Mr Mark J Lasoff
Mrs Helen E Law
Ms Judith K Lee
Ms Sharon Hawkins Leyden
Christine A & Calvin L Litsey
Mrs Mary Lou Loud
Ms Vonnie L Lowman
Mr Stuart A Lucks
Louise T Lue
Ms Kristen A Lund

Dr Marilyn K & Duane J Luptak
Mr Paul D Lussenhop
Ms Dorion M Macek
Ms Gloria D E MacRae
Dr Dada M Maglajlic
Mary & Archie Magnuson
Ms Diana M Mann
Ms Constance A Mc Gee
Mrs Catherine E McAvoy
Alexandra E Melcher
Colleen A Michaelson
Mr William A Milbrath
Ms Julia K Moen
Barbara J Mohr
Mr Jerome D Molumby
Dr Megan Morrissey & Mary Doyle
NAMI Minnesota
Mr John O Neikirk Jr
Mrs Elizabeth C Nelson-Sather
Mrs Carol A O'Brien
Ms Cindy A Olthoff
Walter M & Lois E Ortman
Ms Julie E Oswald
Catherine & Curt Paulsen
Elizabeth J Pennock Estate
Mr George C Petros
Miss Ruth A Porisch
Mr Clifford E Price
Dean Jean K Quam
Ms Rita A Quigley
Ms Gladys M Randle
Terry J & Connie T Reyes
Scott W & Patricia A Richardson
Dr Susan P Robbins
Ms Melissa M Roberts
Dr Glenda D & Ronald H Rooney
Ms Barbara J Rudolph
Mr Michael J Sarafolean
Dr Rosemary C Sarri
Ms Suzanne M Serbus
Mr Philip Seyd
Jole R & Frankie B Shackelford
Larry C Shelton
Ms Sarah R Shriver
Anne D Simpson
Ms Deborah J Snouffer
Mr Steven S Solbrack
Eileen Spellacy-Leir & Richard Leir
Clarice A Staff
Mr Warren D Stortroen
Mary L Strong
Mrs Diane W Stuebner
Mrs Susan D Sullivan
Mrs Laura A Tanz
Dr Ruth B Teeter
Roger W & Marlys A Toogood
Dr James C Toole

James M Tougas
Mr Gerald F Tyrrell
Dr Mark S Umbreit
Peter & Lee Vandermark
Richard V VanWagner & Mary T Becker
Segundo M & Joan E Velasquez
Mrs Kristina T VonRosenvinge
Mary Carlinne Voss
Ms Carolyn L Wall
Ms Marsanne D Wallace
Ms Barbara Wallace
Ms Mary K Weck
Mr Lewis A Weiner
Mrs Pamela J Weisdorf
Mrs May E Werner
Mary E Wilkening
Jamie Williams
Edward F & Barbara J Wink
Mr Kenneth R Young
Margaret S Youngdale
Ms Song X Zhang

Corporations and Foundations

CCP Foundation
Compass Institute
Greater Twin Cities United Way
Jay and Rose Phillips Family Foundation
John Wiley & Sons Inc
Medica
Nami Minnesota
Oswald Family Foundation
Peter & Lee Vandermark Fund-Fidelity Charitable Gift Fund
Pratt Community Resource Center
Robins Kaplan Miller & Ciresi LLP Charitable Foundation
Verizon Wireless
W K Kellogg Foundation

We have made every effort to accurately reflect contributions made through June 2010. If you find an error, please contact Jill Beaudette, 612-624-4243.

Please consider making a gift to the School of Social Work!

University of Minnesota Foundation
McNamara Alumni Center
200 Oak Street SE, Suite 500
Minneapolis, MN 55455-2010
Phone: 612-624-3333 or 800-775-2187
www.giving.umn.edu

Outlook

School of Social Work
University of Minnesota
105 Peters Hall
1404 Gortner Avenue
St. Paul, MN 55108

Nonprofit Org.
U.S. Postage
PAID
Minneapolis, MN
Permit No. 155

COLLEGE OF EDUCATION + HUMAN DEVELOPMENT

UNIVERSITY OF MINNESOTA
Driven to DiscoverSM

International trips are powerful learning experiences

The School of Work encourages all students to pursue an international experience. This spring and summer, the school offered two trips: a Northern Ireland course that focused on work with youth in divided societies, and a Namibian experience that focused on the social development approach to social work.

To share in these educational adventures, you can read the Northern Ireland (<http://www.northernirelandyouthresearch.blogspot.com/>) and Namibia (<http://minnesotanamibia.blogspot.com/>) blogs.

At right, an M.S.W. student meets a village elder in Namibia.



Below, Youth Studies students talk with a new Irish friend.



Alumni and friends, please keep in touch

Send us updates on yourself, your work, your family and your honors. We would love to publish your news. E-mail Jill Beaudette at jbeaudet@umn.edu.



Connect with us on Facebook.
Search for University of Minnesota
School of Social Work