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ON THE COVER

From left, Traci LaLiberte, Tracy Crudo, and JaeRan Kim of the Center for Advanced Studies in Child Welfare, pictured at Saint Basil’s Cathedral in Moscow.
I had no idea. No idea of the extent to which faculty and students here at SSW are involved in international endeavors—no idea at least until I took the time to generate a list. So to give you an idea, we’ve created a kind of “narrative scrapbook” (page 14) as a major feature of this issue of Outlook.

It briefly summarizes many of the efforts—individual and collective—undertaken by faculty and students in this area: everything from papers delivered at key international conferences to collaboration in research with colleagues from other countries, to progress in developing new international learning opportunities for our students.

But what’s this all about? There was nothing like this in academia back when I got my degree. Now it appears to be all the rage on campuses, big and small. Surely social work has enough challenges in this country, where one-third of those employed make $11,000 a year or less, and where we have less equality of income than the countries of Venezuela, Kenya, or Yemen. Maybe it’s all just some broad form of academic tourism (a derisive term often used to characterize short international study trips as failing to provide any authentic experience) or, heaven forbid, some kind of attempt at imperialist or neocolonialist professionalism.

Phrases like academic tourism or neocolonial professionalism—though perhaps sometimes bandied about with less than the required mental energy—provoke serious questions about international social work. (For those of you who are interested, I’ve referenced a couple of thoughtful books on the subject in the footnotes below.)

Social work values, however, ever mindful of the dignity and worth of others, also have something to say. A two-week graduate study trip to Turkey, for example, can metaphorically be a tour from a sealed, air-conditioned bus. But if well planned—as it surely will be this coming spring for our students—it can be two weeks of listening and conversations that reveal and exchange perspectives that participants never entertained before. For many students, two weeks is the only opportunity they have to travel abroad.

For others, the MSW program this summer will be launching summer-long field placements in Namibia. We are also in the process of developing experiences for our undergrad students in Youth Studies and our YDL graduate students. Over and above these matters, the more you consider this notion—international—I think that you will conclude that in this global environment all social work, even as practiced within the confines of Minnesota, is in some way international.

There are many examples of how globalism impacts daily practice, including international migration, those seeking asylum, refugees, forced marriage, cultural conflicts, terrorism; not to mention the economic and environmental impacts. Yet, I don’t mean to dwell only on the problems here. The key is that as we connect with other cultures, societies and nations, we have much opportunity to learn about the many ways human capacity has for fostering wellbeing and social justice.

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I was invited as a guest of First Lady Michelle Obama to the State of the Union in February 2013. Frankly, it is an honor that I am not sure I deserved. But who I am to say what inspires others?

It really all started a few years back. In one of the classes for the social justice minor, I had to do service learning. I chose to work with TakeAction Minnesota. At that time, they were pretty much a brand new organization. I started out doing basic data entry and organizational tasks. After my service learning was over, I stayed on and decided to join the health care arm of the larger organization. Health, health insurance, and equitable/high quality care are things near to my heart, and converge with my other interests: reproductive justice, institutional racism, and political science/history. In this nation, more than many others, it takes an intersectional lens to really understand why we have the health system and poor outcomes that we do.

TakeAction fought to keep General Assistance Medical Care (GAMC). They took on Health Management Organizations (HMO’s); specifically, their corporate profits, lack of transparency, and sometimes questionable
care. Then, there was President Obama and his promise of health reform. After that, there was the Affordable Care Act (ACA), also known as Obamacare. I was directly impacted by many provisions in the new law, which literally saved me from greater uncertainty, expense and quite frankly potential loss of life or quality of life.

I was born with a serious and rare disease called toxoplasmosis. I have been very lucky, and my parents have made enormous financial sacrifices to ensure that I had access to the very best care.

I have had complications, many surgeries, and face a lifetime of health complications—even with the highest caliber of care and access. Moreover, before ACA, I would have lost access to my parents’ plan at 21, and had nowhere to turn due to various serious “pre-existing conditions.”

I started organizing around quality, affordable care here in Minnesota. Most recently, the implementation of a Basic Health Plan (BHP), which will come into effect in 2015; it will provide better coverage to a greater number of people. Minnesota is the only state so far to accept and implement a BHP. We Minnesotans should all be proud of that progress.

When the ACA became contested after its passage, I was contacted by the U.S. Department of Health and Human Services. They had heard about me, my condition, and my work with TakeAction. I was invited to meet with Secretary Kathleen Sebelius in March of 2011, and, soon after, the department asked to make a video about me to be a part of a series of stories humanizing complex health policy. The series was called “MyCare”, and the series profiled the many different ways the law was helping Americans. I was invited to speak at the White House at a Town Hall meeting that focused on women’s health. To share a space with powerful women, many of whom had their own moving personal narratives was an incredible experience. Their genuine concern for the health of this country, and their commitment to ending the inequities in our health care system was uplifting.

Getting another call from the White House was unexpected. An invitation to the State of the Union speech was even more unexpected. I flew in on Tuesday morning very early, and met with Secretary Sebelius in her office. I had an opportunity to thank her for helping Minnesota continue to be a leader in health care.

After that, I met with policy makers and outreach coordinators in the Department of Health and Human Services (HHS). The group was all women, and they are the people who make policy happen. They are unseen, hard-working people who get none of the credit and deserve it all.

It was one of the more moving and emotional experiences I had while I was in D.C. The people in the room were excited to see me. They had been waiting anxiously to meet me; my video and work with the department apparently had been very powerful—these women were giddy… apparently I am some sort of health policy celebrity. It was humbling, emotional, but also somewhat of a relief. I had actually helped someone. I had, in some small way, made their jobs a little easier.

More importantly, the conversation eased my mind about some concerns I had about my story not addressing some of the deeper, institutional, problems with our healthcare system. I am always willing to address the press—to navigate both formal and activist political realms—and that is one of the reasons I have been successful in reaching the hearts and minds of people. My story is emotional and easy to relate to. My family is working class. I was born with a disease out of my control. I am college educated, articulate, and white. I am not a woman of color, nor...
am I living in poverty, nor do I have a disease
I could be blamed for. The conversation
reassured me that those other issues are not
being ignored.

The people of the Department of Health and
Human Services know there is so much more
to be done. It will take time, enormous effort,
and an ongoing political battle to ensure we
get to where we need to be. We discussed
issues of race and gender. We discussed
sexuality, sexual identity, and orientation.
Everyone recognized that we are a long
distance from where we need to be—from
covering and accepting alternative treatments
like indigenous medicine use by First Nation
communities, from universal access, and from
greater emphasis on community centered care.

Though we have a long way to go, we are
faced with opportunity. An opportunity to
make health care more community-oriented
and culturally relative, to expand coverage,
and pave the way for a system that must be
universal and unique to the United States,
that works with our history to remedy past
injustices. I left trusting that we will move
forward.

That night I went to the northeast gate of the
White House. All of the guests got a special
tour. We bumped into the First Dog, Bo. He is
cute. We got served delicious food and fancy
desserts. Then the First Lady came down, and
met everyone. She is as beautiful, poised, and
as wonderful as everyone says. Truly, you
can tell she is a loving, compassionate, and
incredibly humble person.

We left for the Capitol in White House vehicles
escorted by Secret Service and police. They
shut down all of the side streets and roads we
were on all the way to the Capitol. Police were
everywhere, and traffic was at a standstill.
It was an odd experience to be treated as
if we were extremely important or needed
safeguarding.

For some of the guests, it was a normal
experience; for me it was not, and I doubt it
ever will be. The whole thing was surreal,
almost like a dream.

These are the people who believe that there
has to be something better—the status quo is
simply not good enough. Many were driven
to action by a tragedy or by exclusion based
on gender or sexual orientation; others by
extraordinary intelligence and fortitude.
Each believes that as long as people and
our environment are ailing, as long as
there is hatred or a corner of our galaxy left
unexplored, our work is not done. Indeed
it is not. This is not the end; it is merely the
beginning.
Field Instructor Courtney Flug began her MSW program with the intent of becoming a school social worker. During her field internship, though, she realized that she didn’t want to work exclusively with children, but she did enjoy working with programs that supported at-risk families.

When she received her MSW from the University of Wisconsin-Madison in 2001, she sought work in a nonprofit social service agency that was small enough to allow her to impact the services that were offered. That led her to her job with Interfaith Outreach & Community Partners (IOCP) in the western suburbs of Minneapolis.

IOCP responds to emergency needs of the residents of the eight communities it serves, and works with families to build long-term stability in housing, employment, childcare, transportation and community connections.

“It’s really exciting to be part of an organization like this. The leadership has done such a good job of connecting with the community that we have amazing support,” Flug said. That strong support gives staff the flexibility to respond to the community’s needs and to develop programs to meet those needs.

Two years ago, IOCP moved into a 40,000-square-foot former grocery store, where it shares space with Wayzata Public Schools Community Education and Hennepin County Human Services and Public Health. Having all the partners under one roof makes it easier for clients to access programs and services. The additional space also made it possible for IOCP to begin hosting social work interns.

Sometimes students who are investigating possible internships express doubt about whether there is a real need for the services IOCP offers in the western suburbs, which are some of the Twin Cities’ most affluent. At the spring Field Fair, an intern recruitment event sponsored collaboratively by Twin Cities metro-area MSW programs, Flug tells students that poverty isn’t just an inner city problem. IOCP served 1,700 households last year; “the need is here.”

Flug is responsible for providing field instruction to the interns, which she has done for about 10 individuals so far. She said it has been a rewarding experience.
Professor Helen Kivnick’s research into Vital Involvement Practice with the elderly offers good news for our aging population. The implementation of Vital Involvement Practice in nursing homes can allow even the most frail residents to continue to lead meaningful and fulfilling lives.

Vital Involvement is a term that Kivnick and colleagues coined after studies with older adults more than 30 years ago. It is defined as “being meaningfully engaged with the world outside the self.” Kivnick stresses the word meaningfully: not just being busy, but participating in things that are connected to a person’s core values and interests and that bring deep joy and satisfaction.

A second construct of Vital Involvement is reciprocity between the individual and the environment.
“People influence the environment in which they live, and the environment is constantly responding,” Kivnick said.

Nursing homes became interested in the concept of vital involvement in response to negative feedback about institutional regulation, such as requiring a staff person to get a certain number of people up, dressed, toileted and into the dining room by 8 a.m. “The staff member is experienced by each of those residents as the environment—but in a terribly restrictive, punitive way,” Kivnick explained.

The more physical and mental disabilities an older person has, the more they are dependent on their environment. “Precisely at a time when older people become more fragile, with less endurance, less physical strength, and with differently functioning memories and cognitive capacities, the environment narrows what they’re allowed to do in a way that doesn’t play to what they can still do or to what they want to be doing,” she said.

Sidewalk curb cuts, she pointed out, are an example of an environmental response that supports Vital Involvement. “Think of what a difference that has made for all of us, in terms of being able to take for granted that if I need to use a walker or a wheelchair, that won’t stop my life,” she said.

When a nursing home shifts to doing person-centered care, which has a great deal in common with Vital Involvement Practice, the staff and the facility become an environment that tries to promote the vitality of the residents rather than just seeing their job as accomplishing tasks for the residents that they are unable to accomplish for themselves, Kivnick said.

Older adults have a hard time in our society because it is structured to function by having younger, stronger people produce things and generate income, leaving older people without contributing roles and responsibilities. As living to old age becomes increasingly common, society is facing an increasing number of “role-less” people. Isolated, fragile, elders often determine that the only way to get somebody to talk to them is if they have a need for assistance.

“I’m not saying we shouldn’t meet people’s needs for assistance, but people also have a need to contribute and be productive,” Kivnick said.

Vital Involvement Practice involves systematically identifying the strengths and assets in a person and in their environment, and then considering those strengths alongside the deficits. Kivnick has developed a set of tools that help with doing that.

Imagine an 85-year-old woman who raised nine children on a farm and now has to move to an assisted living facility. In an intake interview, the woman is asked about the kinds of things she is good at doing. She answers, “I’ve never been particularly good at anything.” Rather than writing down a zero and going on to the next question, the interviewer follows up with more specific questions: “Tell me about raising your children.” “What was involved in every day?” “What were the high points?” “What was your marriage like?” “What did you like about being on a farm, and what did you wish for instead of being on the farm?”

Older people are often quite willing to tell stories, and, after the woman talks for a while, the interviewer points out that the woman appears to be describing an absolute unwillingness to give up. “Well everybody does that,” the woman responds. Her dismissal gives the interviewer a chance to say: “I look at that as a really big strength that you can count on. You see something through to the end, and if you have made a promise or commitment, you honor it no matter what. Those are three big strengths. It also appears that you have been very good at being a friend. Why don’t you tell me about some of those relationships?”

Those types of questions are very different from the typical, “How many of your children live in the city?” and “Is there somebody who can come by if you fall?” or “Who is going to take care of you when you get released from the hospital?”

Continued on next page
At a residents’ meeting at one facility that billed itself as having implemented Vital Involvement, a new resident asked about the possibility of the dining room offering deserts with less sugar, like baked apples. A few staff members rolled their eyes, and one told the woman that if she wanted a baked apple she should get one from the dining room, take it up to her apartment and bake it.

Kivnick said when she uses this example in doing Vital Involvement training, workers often get defensive and point out that they can’t give every resident everything they want. Kivnick agrees, but says the incident could have been used to engage the good parts of the woman’s question: concern for her own well-being, and a desire to participate and to air her views in order to become part of the community. If most residents agreed that healthier desserts were important, they might decide to rotate wiping off the tables after meals in order to free time for staff dessert making. Or the facility might decide that the potential health benefits were worth paying for the extra time to make them.

Kivnick said that many of her projects are “action research.” She is invited into a facility to examine what they do related to Vital Involvement and to make suggestions for improvements or additions.

“As along the way we are learning that, in a person-centered nursing home, people who are extremely physically disabled, and really need to be in a nursing home, can nonetheless be enormously vitally involved,” she said. Vital Involvement, however, should not be limited to elder care facilities. Communities should get into the act, providing more opportunities and support for Vital Involvement for elders so they are enabled to give support back to the community.

As the next step in her work, Kivnick is developing an evaluation tool that will help measure Vital Involvement’s effectiveness. A project she is just beginning will help to provide data for the tool. She is working with a nationwide subsidized-housing corporation that manages 86 apartment buildings for low-income disabled and elderly people. Kivnick will train the buildings’ service coordinators to promote Vital Involvement among residents; she, in turn, will receive monthly reports about how staff promoted and residents demonstrated Vital Involvement.

Kivnick came to the realization when she was researching her PhD dissertation and working as a psychotherapist that Vital Involvement Practice was the as-yet-nameless path she wanted her career to take. Her dissertation topic was what it means to be a grandparent, and when she interviewed grandparents, they talked about deeply enriching and joyful experiences. In her therapy practice, however, the discussions were about the things that made people the most unhappy and miserable.

Rather than “the one by one remediation I thought I was going to spend my life doing,” she decided it had to be possible to integrate therapy and Vital Involvement “in such a way that what I do professionally enables me to optimize growth, satisfaction, deep joy and community contribution in the people that I’m working with.”

Helen Kivnick
continued from previous page

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“Along the way we are learning that, in a person-
SSW’s 2013 Alumni of the Year is Libby Bergman, director of the Family Enhancement Center in Minneapolis. The school honored her for her more than 25 years of working with families and children to prevent child abuse and neglect or to promote healing from it.

Her career has included work at Face to Face Health and Counseling Services in St. Paul, where she developed a sexual abuse treatment program for teen victims of sexual abuse and their families. She also worked on the development of a hospital-based child abuse and neglect program for the Minneapolis Children’s Medical Center.

She co-founded the Family Enhancement Center in 1993, and has served as the executive director since 2000.

The center has grown to be an important resource for families with children who have suffered from, or are at risk for, abuse and neglect. She is particularly gifted at speaking plainly about the realities involved in these tough issues.

SSW teaching specialist Stacy Remke said that Bergman has “flown under the radar” throughout her career: “She has quietly and effectively, often with little recognition, created a safe haven and effective center for therapy for kids and families who often fall through the cracks.”

Sue Abderholden, executive director of the National Alliance on Mental Illness (NAMI) of Minnesota, received the 2013 SSW Distinguished Service Award. The award recognizes that, for more than 25 years, Abderholden has fought to change laws and attitudes that affect people with disabilities and their families. She was on the White House lawn when the Americans with Disabilities Act was signed into law.

She has successfully advocated for community and family supports and for laws that enable people with disabilities to fully participate in society.

She has devoted herself to empowering people to come together to create change, and has presented at national conferences and to numerous groups in Minnesota on grassroots lobbying and coalition building.
ALAN AND RENE SCHWARTZ FELLOWSHIP

$2 million scholarship fund aimed at students who return to school to earn social work PhD, MSW

The School of Social Work is pleased to announce the establishment of the Alan and Rene Schwartz Fellowship. The fund, a gift from the estate of Alan and Rene Schwartz, is intended to provide financial support to working adults who return to school to earn an MSW or a PhD in social work. When the estate is finalized, the gift is expected to be worth $2 million.

Alan and Rene Schwartz earned their undergraduate degrees at the University of Minnesota, and both also earned master’s degrees from the School of Social Work.

Alan was a veteran of World War II, and the GI Bill and other scholarship aid enabled him to complete his two degrees. He earned a bachelor’s degree in social work in 1958, and an MSW in 1960 at the age of 40. He began his career helping handicapped adults find employment, but he spent the majority of it working for the St. Paul Public Schools. According to close friend Merle Fossum, Alan loved working for the schools, particularly with students who were unable to succeed in a traditional high school setting. He probably got along so well with teenagers, Fossum said, because he was an “iconoclast” and “a bit of a rebel.”

Rene received a bachelor’s degree in 1948 and an MSW in 1952. While working at the Wilder Child Guidance Center in St. Paul, she became very interested in a new model of clinical practice called “family therapy.” In 1969, she left Wilder for private practice, and she and Fossum founded the Family Therapy Institute in St. Paul. The institute offered an extensive family therapy training program for social workers, psychologists and psychiatrists, and quickly became a success. Fossum said Rene was “a wise and very insightful woman” and he enjoyed her quick wit.

“This gift is one of the largest in the history of the School of Social Work and will support dozens of social work students because of the generosity of these two alumni,” Jean Quam, dean of the College of Education and Human Development and former director of the School of Social Work, noted.

SSW faculty members attend White House briefing on social work, health law

Pictured at a White House briefing for social workers in Washington, DC, last September were faculty members Elizabeth Lighfoot, left, Stacy Remke and Joseph Merighi. At right is Marilyn Luptak, who earned her PhD at the University of Minnesota and is now an associate professor at the University of Utah College of Social Work. The briefing consisted of four panels that addressed the opportunities social workers have to play a key role in healthcare and the Affordable Care Act. The University of Minnesota Academic Health Center and the School of Social Work are playing key roles in the development of models of interdisciplinary practice in healthcare.
School of Social Work Assistant Professor Amy Krentzman’s first social work internship at a chemical dependency treatment center for men transformed her professional life.

Walking down the halls for the first time, she saw men with shirts and ties, carrying clipboards, and took them to be staff members. Later she learned the men were patients who had done well enough in the program to supervise others and oversee day to day programming.

“The program gave men dignity,” Krentzman said.

That was 1994. Krentzman spent the first part of her career as chemical dependency clinician, then directed programs in higher education before receiving her PhD at Case Western Reserve University in 2008. Her research focuses on how chemical dependency treatment works. Krentzman said the primary question is how those struggling with addiction can “build a sober life worth maintaining.”

When School of Social Work Associate Professor Joseph Merighi started his social work career at St. Mary’s Hospital in San Francisco, he quickly realized that many members of the medical staff didn’t fully understand his job or his professional training.

“People had a general understanding of how we helped patients connect with a variety of services and community resources, but they didn’t understand how social workers were trained to intervene in psychosocial issues,” he said.

Over the years, his research has evolved to focus on renal social workers’ roles in health care settings, specifically, end-stage renal disease. It’s an area of practice for which Medicare regulations require a social worker with a master’s degree.

Merighi aims to affect practice by educating the public and the health care community about the specialized knowledge and skills social workers bring to an interdisciplinary care team.

Although her early career focused on treatment of chemical dependency and of adolescents with emotional and behavioral disorders, incoming Associate Professor Lynette M. Renner said she couldn’t ignore the prevalence of family violence in her clients’ backgrounds.

“Early on in my social work education and practice, I was drawn to aspects of family violence. Even though I primarily worked in mental health settings, I could not ignore the substantial numbers of people I worked with who had histories of family violence. I wanted to better understand the myriad of ways that people had been affected by different types of family violence—and how they had coped with experiences of victimization and persevered.”

That led Renner to a research path that focused on violence, and, eventually, to her new job as director of the Minnesota Center Against Violence and Abuse, housed in the School of Social Work.
Above, Stacy Remke (second from right) and employees of the Department of Social Welfare and Development in Tapaz, a city on the island of Panay in the Philippines. Remke was part of a small Project Hope advance planning team that responded to help the country after it was devastated by a typhoon last November. The people in Tapaz, though exhausted, were very generous and kind, Remke said.

Below, the MSW students participating in the study abroad trip to Norway last May enjoyed some sunshine between visits to universities and social welfare providers.
As Professor Reinardy explained in his Director’s Note on page 3, the impact of globalization means that all social work, even that within the borders of this state or country, is in some way international. The following pages provide a narrative scrapbook of SSW’s efforts—individual and collective—to respond to that reality.

Priscilla Gibson, right, worked with MSW students at the Free International University of Moldova in Chisinau, Moldova, in June.
Belgium
Professor Jane Gilgun presented a paper and a poster at the 9th International Congress on Violence in Psychiatry held in Ghent, Belgium, in October. The paper is titled, “A Research-Based Model on the Meanings of Violence to Perpetrators.” The poster is titled, “Patterns of Disclosure in Forensic Interviewing of Children Thought to Have Been Sexually Abused.” The first author of the poster is Wendy Anderson, PhD candidate.

Burkina Faso
The Institute on Domestic Violence in the African American Community (IDVAAC) has partnered with the West African country of Burkina Faso to learn about their success in using domestic violence prevention programs in the military.

Canada
PhD student Tanya Bailey gave a keynote and two-day workshop on Animal-Assisted Interactions (AAI) in London, Ontario, which wants to establish AAI programming and academic partnerships in the community.

Cuba
Associate Professor Priscilla Gibson was a member of the first delegation of academic social workers that was sent to Cuba by the Council on Social Work Education in the summer of 2012. The visit was aimed at learning about social work education and practice and establishing professional contacts for future collaboration.

Ghana
Professor Wendy Haight, and Rose Korang-Okrah, assistant professor, Western Kentucky University, submitted the first in a series of papers stemming from their ethnographic research with women and children in two cities and two villages in Ghana. The report explores the interaction of national inheritance laws and local culture in the lives of Ghanaian (Akan) women widows, many of whom lose their possessions and are evicted from their homes and land. Although official statutes have banned such practices for nearly three decades, local laws have constrained the national laws’ implementation. The research found that property rights violations come at great cost to the continued social development of Ghana. Haight and Korang-Okrah discuss the role of ethnographic research in international social work, especially developing an understanding of local challenges and resources that are key to designing and implementing effective, culturally sensitive, policies and interventions.

Hong Kong
Professor Elizabeth Lightfoot is collaborating with former SSW faculty member Terry Lum at the University of Hong Kong on cross-national disability determination.

Ireland
Professor Dale Blyth presented a paper in Ireland to a meeting of the Director Generals for Youth Work of all 27 member states of the European Union. The presentation was entitled “Making the Personal, Social and Economic Impact of Youth Work More Visible: An American Perspective on the Use of Evidence.” This is part of a series of meetings by the European Union officials to set new

Japan
Misa Kayama, Gamble-Skogmo post-doctoral associate, and Professor Wendy Haight, Gamble-Skogmo chair in child welfare and youth policy, recently published a book with Oxford University Press, Disability, Culture, and Development: A case study of Japanese children at school. The book takes advantage of a watershed moment in the history of how disabilities are understood in Japan: In 2007, children with mild cognitive and behavioral disabilities, such as learning disabilities, ADHD, and high-functioning autism, formerly seen as slow learners, became children with “disabilities,” and strategies were invented to support their development. The research describes how educators, parents and children caused
and then adapted to changes, weaving new policy-generated perspectives of disabilities into traditional Japanese cultural beliefs and practices. Through this glimpse into the experiences of these Japanese families and professionals, the authors highlight the widespread challenges faced by individuals with disabilities and generate fresh insights for U.S. contexts.

**Japan, South Korea, Taiwan, U.S.**

Kayama, Haight, Associate Professor Hee Yun Lee, PhD student Min Hae Cho, and Professor Mary Ku of Fu Jen Catholic University in Taiwan are collaborating in research exploring concepts and practices surrounding children’s relatively mild cognitive and behavioral disabilities in public elementary schools in Japan, South Korea, Taiwan and the United States. As part of the project, Kayama presented U.S. data at the annual conference of the Japanese Association for the Study of Developmental Disabilities in Tokyo. A common issue addressed both in Japan and the United States is a need for more support for educators and practitioners at school, for example, through continuing education programs.

**Kenya**

**Gender-based violence**

The Institute on Domestic Violence in the African American Community (IDVAAC) is continuing to expand its work in Africa. In the spring, IDVAAC hosted two events: a lecture by Kenyatta University Professor Grace Mose on gender-based violence affecting East African women in the United States and Kenya, and a domestic violence roundtable discussion by women from 16 African countries. During the summer, a group of IDVAAC steering committee members went Kenya to explore the challenges related to gender-based violence there.

**IDVAAC co-director Professor Oliver Williams** provided a lecture for Kenyatta University officials, department heads, faculty and students. The IDVAAC team also interviewed Nairobi men and women about their experiences of and attitudes toward domestic violence. Williams and project co-leaders Mose and Tameka Gillum of the University of Massachusetts are trying to find solutions for gender-based violence in an urban Kenyan community. Future work will include connecting U.S. clergy members with Kenyan ministers to help the Kenyans integrate domestic violence prevention in their faith work.

**HIV study**

Assistant Professor Colleen Fisher is conducting a multi-year study, “HIV, Gender, and Social Development in Kenya,” in collaboration with Health Education Africa Resource Team (HEART) in Nairobi. The project examines the impact of social development factors on health and well-being among HIV-positive women living in eight rural villages and urban slums across Kenya. The first phase of data collection involving qualitative and focus group interviews with HIV-positive women concluded in August 2013, and the second phase, which includes training of local.

Peter Dimock and David Hollister befriended a worker at a outdoor cafe in Istanbul last December. Also in the picture was “Flat Goldy,” a sign created by the College of Education and Human Development (CEHD) as part of a campaign to have faculty and staff members share their international experiences in photos.
program staff and implementation of a multi-site evaluation, will begin in 2014.

**New service-learning-based course**

With several community partners in Kenya, Fisher has developed a service-learning-based study abroad course for MSW students, which is tentatively scheduled to be offered in 2015. She is also working with a colleague at Central Michigan University to develop a version of this course for undergraduate social work students to be piloted the same summer.

**Laos**

Professor Michael Baizerman and Associate Professor Ross Velure Roholt are working on an agreement between the University of Minnesota College of Education and Human Development and the National University of Laos to support research on youth issues in Laos.

**Moldova**

Associate Professor Priscilla Gibson helped to establish a master’s degree of social work program at the Free International University of Moldova (ULIM) in the Republic of Moldova. The collaboration was led by staff and board members of Project Casa Mare, which aims to promote the professionalization of social work in countries with transitional economies. Gibson helped to train faculty members for the new MSW program. She also presented a course on trauma and resilience, and accompanied students on visits to agencies being developed as internship sponsors. In addition, Gibson co-presented on values, ethics, and cultural diversity in the social work profession at a conference to officially open the International Center for Advancement of Social Work in Countries with Transition Economies.

**Namibia**

Professor Elizabeth Lightfoot will be coordinating and leading the school’s international MSW field placement program, which will begin this summer in Windhoek, Namibia. The program is a collaboration between the School of Social Work at the University of Minnesota and the University of Namibia, where Lightfoot was a Fulbright Faculty Scholar several years ago. As part of the exchange, faculty and/or students from the University of Namibia will be visiting the University of Minnesota.

**Northern Ireland**

**Youth civic education**

Professor Michael Baizerman is working with Public Achievement, a youth-focused civic education organization in Northern Ireland, to study the relationship between the WHIMPS (Where Is My Public Servant?) program and the police service.

**Early intervention**

Jerry Stein, Youth Leadership Development program director, addressed the Northern Ireland Policing Board about the benefits of early intervention when tackling the root cause of social problems. Stein used his Learning Dreams project as an example of a successful intervention. The project began after school officials asked him to help deal with an acute issue of school truancy. He chose to work with the school’s parents, helping to connect them with their own learning aspirations, and, within two years, he had succeeded in addressing truancy problem.

**Norway**

In the spring of 2013, MSW program director Megan Morrissey and admissions director Kate Walthour traveled with MSW students to Oslo, Bergen and Trondheim, Norway. In each city, the group met with faculty members from universities to learn about social provision and specific types of services in Norway.

In addition, the group visited social welfare agencies to examine whether Norway’s generous commitment to social provision, particularly to newcomers,
was eroding two decades after significant immigration from Africa, the Middle East and Eastern Europe. While it has not eroded, there is a strong preference for newcomers to adopt Norwegian cultural values and language.

**The Philippines**

After Typhoon Yolanda (aka Typhoon Haiyan) devastated the Philippines last November, teaching specialist Stacy Remke responded to a request for volunteers with a bereavement background. With colleagues from Project Hope (projecthope.org), she was sent to Tapaz on the island of Panay two weeks after the storm. She and her colleagues were the first NGO to visit the town, which was likely to lack electricity for at least another month. It quickly became apparent to the volunteers that the town’s health care system was damaged and overtaxed and its citizens experiencing significant traumatic stress. Remke and colleagues began preparations for the waves of volunteers who had signed up to come, planning for food, housing, water, and tasks to support the health system there. Remke wrote: “As a social worker and mental health specialist, my focus was on the traumatic stress. I met with district service workers and town leaders, sharing information about what they could expect to unfold over the next weeks and months, and also provided some opportunities for these staff people who had been working nonstop since the storm to talk about their experiences and concerns. I was also able to leave recommendations for the coming volunteers on how they could support the local people. One fascinating part of the experience was observing the different NGOs work together. I sat in on the Child Protection Sub-Cluster and heard about plans by UNICEF, Save the Children, the United Nations and others to prepare Child and Family Safe Spaces; to engage teens so that sex trafficking would be less likely to gain a foothold, and to provide stress management assistance for families. It was a wonderful experience, and one that confirmed for me how much social workers have to offer in such challenging circumstances. I am very grateful for the support of colleagues at the School of Social Work, too, which made it possible for me to go.

**Russia**

In September, Traci LaLiberte, Tracy Crudo, and JaeRan Kim of the School of Social Work’s Center for Advanced Studies in Child Welfare (CASCW) were among the delegation of 16 Americans invited to Russia for the third annual Russian-American Child Welfare Forum. Organizers of the event included the Russian Federation president’s office; the American Professional Society on the Abuse of Children; the U.S. Department of Justice, and the Russian National Foundation for Prevention of Cruelty to Children. The forum was designed to pair local child welfare service providers with Russian and American specialists to tackle the most serious issues facing the child protection and the welfare field today. Traci LaLiberte, director of CASCW, presented on the topic of permanency in the U.S. child welfare system, with special attention to the unique needs of children and parents with disabilities. To learn more, see the blog at http://mncascwrussia.blogspot.com/

**Singapore**

Tan Tiong, alumni of our PhD program and the dean of the School of Human Development and Social Sciences at Singapore Institute of Management University, is starting a Global Institute on Social Work, which will offer accessible social work training worldwide. SSW Director James Reinardy is on the board of the organization, and Professors David Hollister and Elizabeth Lightfoot will be involved as trainers.
South Korea

Associate Professor Hee Yun Lee is working on several research projects in the South Korea. The topics involve health literacy and health disparity in vulnerable populations, including older adults, immigrants, and people with disabilities. These projects were funded by the Korean Ministry of Health and Welfare and Korea Health Promotion Foundation.

Turkey

Victim-offender mediation

Professor Mark Umbreit, director of the Center for Restorative Justice & Peacemaking, recently conducted a video conference with more than 200 participants from 12 countries at an international conference on victim-offender mediation in Istanbul, Turkey. Umbreit gave the keynote address at an International Conference on Restorative Justice in Istanbul, Turkey, in March 2012. The Turkish Parliament is working on legislation to implement victim offender mediation and civil court mediation throughout the country. Umbreit and colleagues from Brazil, Spain, Italy, Austria, Finland, Norway, Belgium, Scotland, and the United States are organizing an international panel of experts to travel to Turkey. He is also helping to organize a study tour for Turkish legislative leaders and policy makers to meet with national leaders in the mediation field in Washington, D.C., New York, and Milwaukee.

Assisting Ministry of Justice

Umbreit will also be providing extensive technical assistance, training, and research over the next year as the Turkish Ministry of Justice attempts to more thoroughly implement and assess the practice of victim offender mediation and alternative dispute resolution policies and practices. Umbreit and the Center for Restorative Justice & Peacemaking have been involved in building understanding and support between Islam and the global restorative justice movement. The work in Turkey, as a large democratic Muslim country, will significantly expand this initiative.

MSW May Session in Turkey

In May 2014, teaching specialist Peter Dimock and Professor David Hollister will be taking about 20 MSW students to Turkey in May 2014 for a two-week study tour to observe social work, social policy, and social development strategies in that country. After their return to Minnesota, students will write and present a paper at a half-day conference. Hollister and Dimock are working with the University of Minnesota Istanbul Center and Arel University in Istanbul.

Uganda

International conference

Twelve scholars from the University of Minnesota School of Social Work traveled to Kampala, Uganda, last summer to participate in the 18th biennial conference of the International Consortium of Social Development.

The SSW group shared their work on emerging issues in social development and visited agencies and organizations in a nation that faces major challenges—extensive poverty, HIV-AIDS, malaria, accelerating population growth with inadequate infrastructure, and vast unemployment.

Faculty members Michael Baizerman, David Hollister, Elizabeth Lightfoot, James
PhD grads receive tenure-track positions

We are proud of these recent PhD graduates who have accepted tenure-track assistant professor positions.

Matthew Bogenschutz (PhD ’10), School of Social Work, Virginia Commonwealth University.

Juliana Carlson (PhD ’13), School of Social Welfare, University of Kansas.

Kofi Danso, Social Work, Minnesota State University, Mankato.

Hyojim Im (PhD ’11), School of Social Work, Virginia Commonwealth University.

Annette Semanchin Jones (PhD ’13), School of Social Work, University at Buffalo, State University of New York.

Seok Won Jin (PhD ’13), School of Social Work, Virginia Commonwealth University.

Reinardy, Priscilla Gibson, Hee Yun Lee, Ross VeLure Roholt, Colleen Fisher, and Peter Dimock, and PhD students Juliana Carlson, Alex Fink, Hoa Nguyen presented papers at the conference. Their topics included global youth development, strategies for health accessibility, refugee housing, community-based participation in social development, study abroad and transformational learning, and theories of social development.

Professors from the University of Minnesota helped to found the consortium. Professor David Hollister is a charter member.

Developing partnerships

Professor Mike Baizerman, Associate Professor Ross VeLure Roholt and PhD student Alex Fink are working to develop a partnership with colleagues in Uganda at Makerere University and the Youth Social Work Association. They are developing a model for training young people to evaluate youth programs as a beginning step toward understanding and enhancing the role of evaluation in international funding of community based youth programs, projects and services.

Vietnam

PhD student Hoa Nguyen is working on USAID funded program that helps in developing undergraduate social work programs for eight universities in Vietnam.

Dissertation Themes

PhD candidate Eveline “Ndii” Kalomo’s dissertation is a study that stemmed from her extensive work with families and children affected and/or infected with HIV/AIDS in Namibia. Her study investigates supports and depression of elderly caregivers raising children affected by HIV/AIDS. She is examining which supports (i.e. financial, social, or informational) are associated with symptoms of depression among elderly HIV/AIDS caregivers. The title of her dissertation is “Coping Strategies of Caregivers ‘Omufilishisho’ Raising Orphans and Vulnerable Children in Sub-Saharan Africa.”

Other dissertations with international themes include JaeRan Kim’s “Placement Stability for Intercountry Adoptees with Disabilities” and Kathy Lytle’s “The Resettlement Experience of the Karen Refugees in St. Paul, Minnesota.”

“Frontline Youth Work with Street Children and Youth in Nepal: Edge Work, Boundary Work, Hard Work.”

Jennifer Simmelink, PhD program graduate, completed a cross-national dissertation in which she explored Karen refugees’ understandings of substance use and abuse both in refugee camps in Thailand as well as in resettled refugee communities in Minnesota. The Karen refugees are natives of Burma.

PhD candidate Sheetal Rana’s dissertation topic was street children in Kathmandu, Nepal:
Elizabeth Lightfoot was promoted to full professor and Ross VeLure Roholt to associate professor.

Lightfoot has been elected to a three-year term as secretary of the board of the Society for Social Work and Research (SSWR). She was also elected to serve on the Steering Committee of the Group for the Advancement for Doctoral Education (GADE).

Traci LaLiberte, director of the Center for Advanced Studies in Child Welfare (CASCW) and Lightfoot co-edited a special double issue for the Journal of Public Child Welfare. The publication focuses on disability in child welfare and includes seven articles about children with disabilities and five articles about parents with disabilities. The highly anticipated issue provides some linkages between the fields of disabilities and child welfare.

Kristine Piescher, Traci LaLiberte and Saahoon Hong of CASCW were awarded $489,119 from the National Science Foundation. The grant will allow the center to expand the Minn-LInK data project by integrating additional statewide administrative data and developing ready-to-use datasets and tools. It will also fund creation and piloting of the Minn-LInK Fellowship Program, which will prepare scholars for cross-system research on child well-being.

Piescher, CASCW’s director of research and evaluation, also was selected as the Center for Juvenile Justice Reform’s Featured Fellow.

Associate Professor Lisa Albrecht and three undergraduate social justice minor students, Jennifer Wang, Tori Hong and Leah Prudent, presented a workshop, “Truth-telling in Social Justice Classrooms,” at the Overcoming Racism conference in November.

Associate Professor Priscilla Gibson, was chosen as a fellow in the Committee on Institutional Cooperation’s Academic Leadership Program. The program develops leadership and managerial skills of faculty members who have demonstrated exceptional ability and academic promise. Gibson is serving her first year as director of graduate studies in SSW. She also was selected to be an administrative fellow at the University of Minnesota Institute for Equity, Diversity, and Advocacy.

Professor Mark Umbreit, director of SSW’s Center for Restorative Justice & Peacemaking, was elected president of the new National Association for Community and Restorative Justice, at the National Restorative Conference in Toledo, Ohio.

A research paper by Umbreit and Marilyn Armour (PhD ’00), professor at the University of Texas at Austin, entitled “Assessing the Impact of the Ultimate Penal Sanction on Homicide Survivors: A Two State Comparison” received the best paper award in an all-university competition at the University of Texas at Austin.

Juavah Lee, who teaches in the youth studies program, received the University of Minnesota President’s Award for Outstanding Service. Lee is assistant director for K-12 outreach and civic engagement in the Multicultural Center for Academic Excellence at the University.

Assistant Professor Colleen Fisher and Associate Professor Lynette Renner were awarded a grant through the Children, Youth & Family Consortium (CYFC) at the University of Minnesota. The program selects a small cohort of researchers every four years to conduct significant research projects related to the intersection of Pediatric Oncology Social Work. She was also invited to participate on a panel to review grant applications submitted to the National Center for Chronic Disease Prevention & Health Promotion of the Centers for Disease Control and Prevention.

Professor Dale Blyth received the Minnesota School-Age Care Alliance Award of Excellence. He helped create the University of Minnesota’s Youth Work Institute, which reaches more than 4,000 youth workers annually, and oversaw the Minnesota 4-H program reaching 130,000 youth annually.

He was also named an endowed chair by the Minnesota 4-H Foundation Howland Family Endowment for Youth Leadership Development. In that role, he is creating an initiative to broaden the understanding of socio-emotional factors in learning and development of young people.
of educational and health disparities. Renner and Fisher will receive $60,000 over four years to support their study, “Victimization Experiences of LGBTQ Youth in Minnesota: Uncovering Youth-directed Pathways to Intervention.”


Professor Mark Umbreit’s newest book is Dancing With the Energy of Conflict & Trauma: Letting Go, Finding Peace in Families, Communities, and Nations. Umbreit shares stories of healing from conflict and trauma in his own life and from the lives of people in more than 20 countries. Umbreit also produced a 27-minute film, Being with the Energy of Forgiveness that can be viewed on YouTube.

Associate Professor Ross VeLure Roholt and Professor Michael Baizerman and University of Minnesota PhD graduate, Roudy W. Hildreth have written a new book, Civic Youth Work: Cocreating Democratic Youth Spaces. The book introduces the concept of cocreation as a way to better organize and support youth in their contribution to public life.

MSW student Danielle Kasprzak and PhD student Courtney Wells received Women’s Philanthropic Leadership Circle 2013 awards.

Doctoral candidate Wendy Anderson was awarded the extremely competitive University of Minnesota Doctoral Dissertation Fellowship.

Doctoral student Michael Lee was awarded the University of Minnesota’s Steven J. Schochet Endowment Academic Award for Excellence in GLBT Studies in Health, Policy and Practice.

Xue Xiong, youth studies student, was selected as a speaker at the 2013 College of Education and Human Development Commencement Ceremony.

These PhD candidates successfully defended their dissertations in 2012-13:


Seok Won Jin: “Disconnected Marriage, Connected Internet: Exploring the Relationship Between Problematic Internet Use, Acculturative Stress, and Marital Quality among Korean Married Couples in the U.S.”


Lisa R. Kiesel: “An Exploration of the Relationship Between Children in Treatment Foster Care and Their Foster Caregivers.”


Kathryn J. McKinley: “Experiencing Co-Occurring Mental Health and Substance Misuse Disorders: The Voices of Rural Older Adults.”


Jennifer Simmelink: “An Exploration of Alcohol Use after Conflict-Related Displacement in Karen Refugee Communities.”


Three graduates of SSW programs received the College of Education and Human Development’s 2013 Rising Alumni Award in November. They are Simone Gbolo (MEd ’12, youth development leadership), Jenny Javitch (MSW ’09), and Marcus Pope (MEd ’12, youth development leadership). Gbolo is program coordinator for the North Star STEM Alliance in the College of Science and Engineering at the University of Minnesota. Javitch is director of education and enrichment for the Big Brothers Big Sisters of the Greater Twin Cities. Pope is director of strategic initiatives and outreach for Youthprise, a Twin Cities nonprofit group that aims to link learning inside and beyond the classroom.

Lindsay Walz (MEd 2013, youth development leadership) received an Honoring the Next Generation Award from the Arts & Healing Network. Walz was injured in the I-35W bridge collapse in 2007, and discovered that creating art helped her heal physically and emotionally. Because she was a youth worker, she decided to use that experience to found courageous heARTS, an organization that empowers youth through expressive arts. To learn more, visit the web site at http://www.courageous-hearts.org.

Jessi Tebben (MEd ’07, youth development leadership) had the Out4Good Scholarship named after her for work in making Minneapolis Public Schools a national model for LGBTQ inclusiveness.

Nathan Whittaker (MEd ’06, youth development leadership) was named 2013 recipient of the Josie R. Johnson Human Rights and Social Justice Award. The award honors University of Minnesota faculty, staff, and students who exemplify Dr. Johnson’s standard of excellence in creating respectful and inclusive living, learning, and working environments. Whittaker is an advisor in the TRiO educational opportunity program, and has long been an advocate for low-income, underrepresented, and disabled people.

Rachel Seppi (MSW ’04) completed a 2,650-mile thru hike on the Pacific Crest Trail this fall. She and a friend took 165 days to complete the entire trail, which runs from Mexico to Canada through California, Oregon and Washington. Seppi quit her counseling job and sold her house in order to undertake the adventure. She explained why she decided to commit to the hike: “As a counselor I’ve talked to many people about working through fears, living their lives instead of trying to fit the expectations someone else set for them and to question those naysaying, negative thoughts...I guess I had to try that out for myself too!” For more information, read her blog at http://irunhikecamp.wordpress.com.

Marilyn Armour (PhD ’00) was promoted to full professor of social work by the University of Texas at Austin. She and SSW Professor Mark Umbreit also won a best research paper award. [See Faculty Updates on previous page.]

Marvin Davis (MSW ’97) received the CEHD Alumni Society Award of Excellence in November 2013. He was honored for demonstrating exceptional leadership in his social work career, during which he has held several important positions at the Minnesota Department of Human Services. Currently, he coordinates the development and delivery of child welfare training systems designed for county and tribal supervisors, social workers, and resource families.
In Memoriam

We extend our sympathies to the families of these SSW alumni who died in the past year.

**Annette Gerten** (PhD ’96) Social Work professor at Augsburg College in Minneapolis, died at the age of 52. She was a valued and innovative teacher, a tireless collaborator, and an incurable knitter, according to her colleagues at Augsburg, where she had worked since 1997. She was also a loving wife and mother and is survived by her husband and three children.

**Bruce W. McManus** (MSW ’69) of Mendota Heights, Minnesota, died at the age of 79. He was a veteran of the U.S. Coast Guard. After receiving his MSW, he served as warden of the Minnesota Correctional Facility at Stillwater and as deputy commissioner of the Minnesota Department of Corrections.

**John Finbarr Jones** (PhD ’68) died in Denver, Colorado, at the age of 83. He was dean emeritus and research professor at the University of Denver’s Graduate School of Social Work (GSSW). He was dean of GSSW from 1987 until 1996. He also served as head of the Social Work Department at the Chinese University of Hong Kong (1976-1987), and charter dean of the School of Social Development at the University of Minnesota/Duluth (1971-1976).

**Rene Schwartz** (MSW ’52) of Minneapolis died in December 2012 at the age of 85. She was a clinical social worker and family therapist, and co-founder of the Family Therapy Institute in St. Paul. She and her husband, Alan, left a $2 million legacy to establish a scholarship fund for social work graduate students. (See article on page 12.)
Field instructor Courtney Flug  Continued from page 7

“It is such a benefit to me as a professional, to our team of casework managers and to the community to have interns here,” she said. Because they often are new to the field and haven’t been immersed in the day to day routine, “interns offer a fresh perspective… an opportunity to reflect on the services that we provide and maybe question what we are doing.”

For the students, an internship at IOCP is an opportunity to become grounded in general social work: doing intake; connecting people with resources, and collaborating with partners like Hennepin County and schools. They work with clients of all ages and from diverse cultures. IOCP serves a growing number of Somali and Russian immigrants, and students have the opportunity to work with these groups.

Flug enjoys talking with the interns about things they are learning in class, and watching them apply that knowledge in their work. Recently, she and one of the interns were talking about reflective and active listening. The intern “had her textbook out, and we were looking at it and saying, ‘OK, have you tried this?’ or ‘How would this work in an appointment with a client?’” Flug recounted.

She said that requiring University of Minnesota MSW students take an advanced social work evaluation class concurrently with their field placement has helped to broaden their learning. Analyzing board structure and interviewing development directors and leadership staff helps the students realize the impact those positions have on client services. The students’ fresh perspective also helps organizations identify things that could be done differently.

Flug said she also appreciates the opportunity to attend the continuing education workshops offered at a discount to field supervisors. “They are a great way to learn and enhance what we do.”

Working with the University’s MSW Field Team has been a partnership, Flug said. “They have done everything they could to help us and our students do well.”

All of the interns have been eager to learn and to try things out. “That enthusiasm is contagious to me and to our team” she said. “It’s been a joy to have them here.”

She recalled talking with one intern after a meeting with some clients who had to live in their car. The intern’s shock served as a poignant reaffirmation of Flug’s career choice.

“I think there is something about seeing for the first time someone who is literally homeless… It’s not right. It’s not OK, and we need to do whatever we can to see that people aren’t homeless,” she explained. “It’s about social justice. It reminds me why I became a social worker.”
Thank You, Donors

FOR YOUR GENEROSITY AND SUPPORT!

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COMING EVENTS

► Supervision, Clinical Practice Series
Workshops/short courses spring and summer
University of Minnesota St. Paul campus
Earn continuing education credits.
See http://z.umn.edu/swsce for info and to register.

► African American Wellness Institute
February 18, 5-7 p.m., Peters Hall
Learn about African American Family Services’ 40-year history
of providing culturally specific chemical and mental health services.
RSVP to cutt0022@umn.edu

► Dr. Robert Fuller: Civility and Rankism in the Academic Environment
March 27, 1-2 p.m., St. Paul campus, room TBD
Rankism is the exploitation or humiliation of those with less power or lower status. Dr. Fuller will discuss its misuse, as well as how it can be used properly. RSVP to cutt0022@umn.edu

► SSW Recognition Ceremony
Sunday, May 11, 4 p.m., Ted Mann Concert Hall
This special ceremony maintains our tradition of recognizing our PhD and MSW students.

► CEHD Commencement Ceremonies
May 15, Mariucci Arena
Graduate ceremony: 12:30-3 p.m.
Undergraduate ceremony: 5-7:30 p.m.

PLEASE KEEP IN TOUCH!

Alumni and Friends:
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