FIRST DSW COHORT GRADUATES
COVER STORY
Dear Friends,

What an incredible ride! It’s hard to believe that this is the last newsletter that I’ll be introducing as dean. As detailed in the following pages, the last 40 years have been an extraordinary time of growth for both our school and for me personally.

This special edition of our newsletter highlights one of the accomplishments of which I’m most proud – the graduation of our first cohort of Doctorate in Social Work students. Social work education has been not only my profession but my passion. Our DSW program, focused on education as practice, feels like the culmination of my professional work. I am extremely grateful to my colleagues and to our host universities for providing the support and flexibility to make this vision a reality. I am confident that this program will make a positive impact on social work education for decades to come. You have only to read about our graduates on pages 10-14 to know that they will have significant impact on our profession.

Further, I could not be more proud of this first class of graduates for their willingness to take the plunge with us and provide invaluable feedback that has served to further enhance the program for the cohorts that have come after them. I am especially thankful to have shared the journey of launching this DSW with my long-term friend and colleague Dr. Carol Kuechler. Three years ago, Carol agreed to delay retirement to see the program through its first full cycle. Thanks to Carol’s leadership, I know that we are leaving a program able to adapt and continue to meet the changing demands of social work higher education.
During the 1980-81 academic year, Mary Ann Brenden was hired on a short-term contract to cover for me while I was on maternity leave. Thirty-seven years later, we are both signing off at a time that marks an important milestone for our school and our professional collaboration.

This year is the 10-year anniversary of our school’s Social Work for Social Justice: Ten Principles, an initiative that Mary Ann and I shepherded and subsequently launched nationwide in 2007. On page 23, Mary Ann reflects on this process and the impact the Ten Principles continue to have on our school and how we educate for social justice. Thank you Mary Ann for your friendship and your support through all of these years.

I can’t begin to thank everyone, individually, who has contributed to our school through the years, but I do want to specifically thank Tom Dzik, Hannah McGraw Dzik and Athos Monti who created a fund to support our Military Social Work Operating Endowment. Thank you, Tom, and to all of our 2016-17 donors listed on page 30, who help us support our students with supplemental scholarships and grants. I think we all recognize the need for highly trained social workers educated to support the tenets of social justice – and our donors help make this education a reality for some of our students.

This newsletter is full of stories of achievement and professional engagement by our students, faculty, alumni and community partners. As always at the end of an academic year, I am humbled by the dedication and scholarship on display. This year is especially bittersweet as I prepare to hand the reins to Dr. Corrine Carvalho, professor of theology and most recently the executive adviser to the president at the University of St. Thomas, who will serve as interim dean for the 2017-18 academic year.

So for my final time as dean, let me congratulate our 57 BSW, 144 MSW and 18 DSW graduates in the Class of 2017. I am so proud. You are what it’s all about.

Barbara W. Shank, dean and professor
“Dean Barbara Shank has a mighty will that belies her small stature, and that can cause people to underestimate her,” said St. Kate’s – St. Thomas social work Professor Mary Ann Brenden. Brenden and her colleagues in the School of Social Work would strongly caution against that. Shank’s career has been a string of impressive accomplishments, and now that she is signing out as dean after 40 years in the SSW, she can look back with pride — especially given the low expectations others once had for her.

Her high school counselor told her, “Don’t bother to apply to college because you won’t get in,” recalled Shank. As a girl growing up in the small, northern Minnesota community of Ely, she was expected to stay near home and marry.

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“She’s been a very formidable voice in leadership in our program, in our state, and at the national and international levels,” Brenden said.

Shank was one of the first faculty members hired by the joint St. Kate’s – St. Thomas School of Social Work in 1978, and has been instrumental in growing the school from four faculty and 50 students to 30 faculty and more than 600 students. She’s been the visionary behind the largest clinical master of social work program in the region, and the first-of-its-kind online doctorate in social work focused on education as practice.

In addition, her 33-page curriculum vitae details extensive scholarship; she sits on four international and national professional association boards and committees; and she’s been honored by the profession multiple times for breaking new ground in social work education.
Beginnings
Despite her early detractors, Shank was accepted at Macalester College, which named her its Distinguished Citizen in 2000 - an award honoring outstanding alumni. There, she heard a lecture about the Elizabethan Poor Law in England passed in 1601 to formalize relief to the poor in England and Wales. From there, she was smitten by the career of social work. After earning her bachelor’s degree in 1970, she got her first job at Montgomery Ward as a counselor teaching auto mechanics and basic education to recently released prisoners. She had never fixed a car, “but I could read a manual,” she said with a defiant grin.

She had been working as a family court counselor in Ramsey County when she interviewed for an adjunct faculty position and then got a call from St. Kate’s asking if she’d like to teach full time. She took a two-year leave of absence from Ramsey County but knew “within five minutes” that teaching at St. Kate’s - St. Thomas was more than a job; it was a profession that could fulfill her innate drive to create.

Making Vision a Reality
As Shank’s leadership in the department grew so did her reputation as visionary, though she prefers the mantel of “builder” - someone who identifies gaps and fills them.

Named department chair in 1982, she saw an opportunity to provide a master’s degree in social work focused on clinical practice. The MSW was founded in 1990. Thanks to Shank, the MSW now includes three areas of emphasis providing additional networking and leadership opportunities for scholars interested in these critical areas: Aging Services, Military Practice, and Practice with Immigrants and Refugees.

Shank’s leadership and involvement as an advocate for the profession in national social work associations provide her with a birds-eye view of needs in social work education.

Fifteen years ago she set her sights on starting a doctorate in social work that built on the clinical focus of the MSW. But research showed the timing wasn’t right. In fact, DSW programs, which focus on practice, were being phased out in favor of research-intensive social work PhD programs.

Shank let the idea for a DSW percolate until she finally had an “ah-ha” moment. “I looked at social work programs and realized there were no courses on teaching and education that would have helped me to be a better faculty member and teacher,” she said. Social work programs have expanded exponentially over the past 20 years to 744. “With my cohort retiring, there aren’t enough faculty to staff all these programs,” she said. Furthermore, 60 percent of doctorally prepared social workers don’t go into higher education, leaving a gaping hole for teachers.

So the builder filled the gap. Launched in 2014, the St. Kate’s - St. Thomas DSW is the first online doctorate in social work to focus on education as practice. Because it is online, it draws students nationally - even internationally. The demand for the available 20 spots - the maximum St. Kate’s - St. Thomas is committed to accepting in each personalized cohort - always exceeds the supply. The word is out, and the groundbreaking DSW has contributed to St. Kate’s - St. Thomas’ national reputation as a premier university for social work education.

Partnership not Ownership
Although members of the school give Shank much of the credit for launching both the MSW and the DSW, Shank views all of her work as a collaboration. “I have great colleagues and have had great support from the administration. I get to do the things I love to do, which is build and create – and then I get my colleagues to do the work,” she said with a mischievous laugh.

Dr. Carol Kuechler has worked in lockstep with Shank, most recently taking charge of making Shank’s vision for the DSW a reality. “She is demanding. She expects excellence; however, it is not anything she doesn’t expect of herself,” Kuechler said of Shank. (Shank said the same of Kuechler.)

Associate Professor Mari Ann Graham added, “Barbara is fiercely loyal to us as faculty members.”

Shank is extremely proud of the strong faculty she’ll leave behind when she moves on, and convinced that it is well equipped to carry on and enrich the programs she fostered as their chief administrator.

Mission-driven
Shank’s success as an administrator stems from her big ideas and tireless drive – “It’s been a marvel to witness her energy and staunch determination,” Graham said. That drive, in turn, stems from her dedication to social justice, the reason behind the founding of both St. Kate’s and St. Thomas. “We live out the education, service and social justice missions of both universities,” Shank said. “We do the work. We don’t just talk about it.”

A champion promoter of the School of Social Work, word has it that hardly a student leaves a passionate Barbara Shank presentation without applying to a St. Kate’s - St. Thomas program.

Although she is signing out, Shank is not stepping away from the school just yet. She’ll take an administrative leave next year to build the archives for the School of Social Work. And while she turns the page on her career – one that’s intertwined with the school’s growth – she looks forward to reliving it: “I’ve loved every minute of it. If I weren’t almost 70 I could do this for another 20 years,” Shank said.

On June 1, we held a celebration to honor Dean Shank. If you were not able to attend but would like to share a “tribute” that will be shared in a collection for her, please contribute at: stthomas.edu/socialwork/deanshanktribute.
FACTOID Barbara has attended 33 of 34 Association for Baccalaureate Social Work Program Directors (BPD) annual conferences in her career, only missing the year she was named department chair.

1969 Social work major established in Sociology Department at College of St. Catherine.

1971-78 Family court counselor, Ramsey County.

1974 Combined major in social work established at the colleges of St. Catherine and St. Thomas. BSW first accredited by CSWE.

1978 Hired as temporary assistant professor at the College of St. Catherine.

1979 Major in social work established through the Weekend College at St. Kate’s to serve nontraditional women students.

1981 Hired as tenure-track assistant professor at the College of St. Thomas.

1982-96 Chair of the Social Work Department.

1984-86 Assistant to the provost, Dr. Charles Keffer, St. Thomas.

1990 Established the MSW graduate program, with a focus on clinical social work practice. At that time, it was the only clinical program in the eight-state region outside of Loyola of Chicago.

1990-96 Associate dean of the Graduate School of Education, Professional Psychology and Social Work at St. Thomas.

1993 Named Social Worker of the Year by the National Association of Social Workers-MN Chapter.

1996-2017 Dean of the St. Catherine University - University of St. Thomas School of Social Work, where she has taken her leadership seriously but never shied from a celebration – especially if it involved costumes.

2003 Established the St. Thomas Interprofessional Center for Counseling and Legal Services in collaboration with the School of Law and the Graduate Program in Professional Psychology.


stthomas.edu/socialwork/socialjustice
FACTOID

Two videos created in 2015 showcase the leadership roles women have played in the School of Social Work, thanks to a St. Thomas Women’s History Project Grant: “Two Universities – One Mission: The History of the School of Social Work” and “A Builder and a Visionary – Dean Barbara Shank” can be viewed at: stthomas.edu/socialwork/womenswork.

2009-14 Implemented MSW Areas of Emphasis in Aging (AEA), Military Practice (AEMP), and Practice with Immigrants and Refugees (AEIR) to address and enhance opportunities for students in networking, collaboration, knowledge building, research and leadership in these critical practice areas.

2009-17 Serving two terms as president of the International Consortium on Social Development (ICSD).

2013-19 Serves as board chair, Council on Social Work Education. She is the second person elected to serve two terms as chair.

2014 Launched the Doctorate in Social Work, focused on education as practice, the first online DSW program to focus on preparing social work faculty specifically for university-level teaching and leadership in higher education.

2014 Honored as the December 2014 St. Catherine University commencement speaker.

2015 Inducted into the National Association of Social Workers’ Social Work Pioneers.

2016 Honored with the Significant Lifetime Achievement Award by the Association for Baccalaureate Social Work Program Directors (BPD) and elected secretary and executive board member (2016-20) of the International Association of Schools of Social Work (IASSW).

2017 Honored with the University of St. Thomas Distinguished Service Award by President Julie Sullivan.

2017-18 Signing out as dean, Barbara will build the archives for the School of Social Work from her vast personal archives. “I’m a document hoarder,” she conceded. She’ll be working in the school through 2018.

2018 and beyond After leaving the SSW, Barbara will continue her service to the profession in her roles as CSWE board chair and secretary and board member of IASSW. Barbara plans to spend more time taking care of her grandkids and wants to volunteer at the Humane Society. She also plans to serve as a conservator, something she taught herself when she needed to know, just as she taught herself automechanics in 1970 – by putting her shoulder to the wheel.

PHOTO CAPTIONS AND COLOR KEY

Dean Barbara Shank’s Milestones
2. MSW program leadership team in 1992: Serene Thornton, Barbara Shank and Susan Cochrane.
3. In 1995 with Dr. Angie Barretta-Herman, professor and St. Thomas associate vice president for Academic Affairs.
4. SSW in Oz, Halloween 2007.
6. ICSD Asia-Pacific regional symposium in India.
7. December 2014 commencement address speaker with St. Catherine University President Andrea Lee, IHM.
8. Receiving BPD Significant Lifetime Achievement Award from DuWayne Battle, president, BPD board of directors.
9. Receiving University of St. Thomas Distinguished Service Award, graduate commencement 2017.
The first cohort of any new program is special. Like first children, first students are trailblazers. But when the first 18 St. Kate’s – St. Thomas Doctorate in Social Work (DSW) students graduated in May, they became something more. They became torchbearers for the only program of its kind in the world.

The DSW was launched in 2014 by the School of Social Work as the only online doctorate in social work to focus on education as practice. The DSW emphasizes leading-edge pedagogy to prepare scholars to teach in higher education through practice, scholarship, leadership and service.

Will Wong ’17 DSW discovered the St. Kate’s – St. Thomas DSW while he was considering PhD programs in California in order to qualify for a tenure-track position. Wong is an adjunct professor at California State University, Los Angeles. His “day job” is in the Los Angeles County Department of Family and Child Protective Services working on adoptions, but he wants to teach full time to share what he’s learned in nearly 20 years of clinical work so the next generation of social workers can thrive in a “very difficult practice.”

As a PhD candidate Wong felt he would be asked to distance himself from his clinical practice to focus on research. In contrast, he said St. Kate’s – St. Thomas’ education as practice DSW program embraced his clinical background and passion for teaching. As practitioners, he said, “We bring the voices of what’s happening in the field to students.”

Mary Tinucci ’17 DSW holds a BSW and MSW from St. Kate’s – St. Thomas, to which she now has added the doctorate. She has taught at St. Kate’s – St. Thomas and developed an arts program for children with behavioral disorders in the St. Paul schools. Tinucci had resisted going back to school for a doctorate, despite nudges from Dean Barbara Shank, but when she heard about the new DSW at her alma mater, “I got goosebumps,” she said. “I wanted to know who I could be as a teacher.”

Preparing the Next Wave of Social Work Faculty

DSW students come to the program with teaching experience in higher education – but they need a doctorate to attain tenure-track positions in higher education. As social work faculty, they share a mission of developing social workers capable of tackling critical issues.
Tinucci was originally asked to teach at St. Kate’s – St. Thomas because, she said, she was good at it. But she wasn't entirely confident. The DSW validated Tinucci's conversational style of teaching. At the same time, she learned to be more versatile. “I have to stretch myself to meet the needs of all of my students,” even if that means giving a 10-minute PowerPoint lecture – something Tinucci avoided assiduously before understanding lectures give context and reach certain students really well. Tinucci not only examined her own philosophy of teaching in the program, she wrote her dissertation on how to prepare social work educators to be the best teachers in preparing the next generation of social workers. “Although 50 percent of professors in the academy will have teaching responsibilities,” Tinucci found in her research, “few programs include coursework on how to teach.”

**Online With a Residency**
While the DSW's teaching focus has struck a chord with many social work educators, not all of them felt comfortable taking their next step online. “I was nervous to be an island in an online program,” said Michelle Gricus ’17 DSW. Fortunately, online education has become extremely interactive with video chats and virtual classrooms. Furthermore, the DSW kicks off with a required two-week residency on the University of St. Thomas campus, including orientation and a rigorous 3-credit course in the history of social work and social work education. That gave Gricus the chance to develop relationships and “get right into the rigor of the program,” she said.

Some chaffed at the idea of dorm living for two weeks, however. Being the first cohort to experience the program, they questioned why, if they lived nearby, they couldn’t go home at night. Now they wouldn’t have it any other way. In the residency students cook together, play games and share personal stories. “They love each other,” Shank said, and that’s largely because program designers insisted students get to know each other face to face.

These interpersonal connections also have professional benefits: Susan Schmidt ‘17 DSW noted that, “We developed a strong collegial network across the country and now we also have a network of professional colleagues we can turn to with questions, or to collaborate on presentations and articles.” The residency, which is annual, also gives students a chance to witness great teaching up close. Associate Professor Jessica Toft had the honor of being the program’s first teacher and her engaging style was a lesson in itself, according to Gricus and others who appreciated that Toft expected students to jump into teaching by leading class discussions and presenting material.

**Rethinking Scholarship**
Every angle of the new DSW was carefully crafted to fill a need. In addition to its focus on teaching, the practice doctorate embodies rigorous scholarship, but with a twist. Having reflected on their own mountainous dissertations that had to be reworked for publication, faculty collaborated on a distinctive three-part dissertation they call the “banded dissertation” to give students an edge in publishing their work.

Three scholarship products are distinct but unified by a topic, population or theory. Two of the three are papers, one of which is research based; the third product may be a presentation or paper. By breaking the dissertation into parts, St. Kate’s – St. Thomas doctoral students create publishable works by the time they graduate. For instance, last spring, one part of Schmidt’s dissertation was published in a leading journal on migration and human security.

The DSW has helped Schmidt meet another key goal too. Schmidt has accepted a tenure-track position at Luther College in Decorah, Iowa. She is grateful to Shank and DSW Program Director Carol Kuechler for their heavy lifting in making the DSW a reality. “Because they had the vision I now have a DSW and am on the path as a social work professor,” Schmidt said.

Wong applauds the DSW program’s willingness to push against the tide of PhD programs with the unique doctorate. He also believes the St. Kate’s – St. Thomas’ DSW is unusual among doctoral programs for its level of faculty support and accessibility. “The faculty genuinely care about the students,” Wong said.

Acknowledging that it took “grit” to enroll in the first cohort of a new program, Wong is out to prove that he made the right decision. “I am hoping I can do some really great things for our profession. I’ve been reinforced and validated by the leaders of this program. They’ve proven themselves in the social work education realm - and I am happy to be a mini-me of them,” Wong said with a smile.
Nontraditional social work students typically have life experiences that draw them to the profession. These students experience unique challenges in completing a degree when compared to their traditional counterparts. Adcock's banded dissertation explores the nontraditional social work student in three products: First, a conceptualization paper posits that the nontraditional social work student is better prepared for the field based on life experience. Next, the results of a qualitative research project are presented in which the participants were social workers that completed their degrees as nontraditional students. Finally, the presentation of the work at a national conference is reviewed.

Adcock is an associate professor in the Carver School of Social Work at Campbellsville University, where she also serves as the BSW program director. Her teaching experience includes human behavior, practice, research, policy, leadership, global issues and health care. Her practice experience is in hospice care and child behavior health therapy.

The field of social work has historically held the tensions between the scientific grounding of knowledge and skills, and the art of practice through the disciplined use of self. Social workers are being trained from a competency-based approach and increasingly use evidenced-based practice interventions. Brennan’s research responds to the trend toward manualized treatment by focusing on the development of skilled use of practitioner wisdom. The teaching of micro practice skills using social cognitive theory (Bandura, 1997) and reflective practice (Kinsella, 2009) aided by digital taping is evaluated for skill attainment and increased self-efficacy.

Brennan, clinical professor and director of the BSW program at Seattle University, teaches undergraduate and graduate social work courses. She is a licensed clinical social worker trained in psychoanalytic psychotherapy with over 20 years of clinical experience. Research interests include evaluation of social cognitive theory and reflective practice in clinical skill development.

Bretzlaff-Holstein’s scholarship focuses on lessons social work and social work education might learn from the humane education discipline in its journey toward a more ecocentric vs. anthropocentric lens. Her first product is a conceptual article making the case for humane education in social work education by examining similarities and differences between the two disciplines. In a second, research-based article, findings from interviews with social work educators and humane educators are presented. In a third conceptual article, Bretzlaff-Holstein makes the case for humane education in social work education as an integration of the Christian faith tradition and social work.

Bretzlaff-Holstein is the department chair, BSW program director and an assistant professor of social work in the social work program at Trinity Christian College in Palos Heights, Illinois. She received her MSW from Baylor University in 2006, and is a licensed social worker in the state of Illinois.

Coleman’s research focuses on advancing a deeper understanding of the development of effective interprofessional education teams. Findings from a qualitative research project showed that interprofessional education faculty placed a high priority on collaborative planning and facilitating and evaluating interprofessional education activities. In other words, the process of interprofessional education was important. The research findings supported the development of a mutual aid conceptual model to form interprofessional teams. The mutual aid processes, typically applied to direct social work practice, were adapted to a process of creating an effective task group of interprofessional educators.

Coleman is the social work program director at the University of Saint Francis, Indiana. Her research interests are in the development of effective interprofessional education teams, specifically using mutual aid processes. Coleman has presented her work related to the use of mutual aid to develop professional groups at two social work conferences.
Interdisciplinary collaboration is necessary to address complex social issues, and barriers exist to hinder that collaboration. Migas Collins’ scholarship examined the role of interdisciplinary education at the university level in a mixed-methods study that assessed the attitudes, perceptions and knowledge of students. Results indicated that students value interdisciplinary education and collaboration, and although interdisciplinary skills were taught, students were not consistently able to identify concepts related to interdisciplinary work. This incongruence supports the research and finding that students could benefit from further interdisciplinary educational opportunities.

Migas Collins is associate professor and BSW program coordinator in the social work program at Concordia University in Mequon, Wisconsin. Her interests include child welfare, policy, global child advocacy, human trafficking, interdisciplinary studies and international social work.

In her scholarship, George-Bettisworth identifies how undergraduate social work programs are guided in providing culturally competent education. First she argues for the need to look beyond the EPAS diversity standard to the explicit incorporation of the 10 NASW Standards of Culturally Competent Social Work Practice within the curriculum. Next, a contextual analysis of the EPAS iterations since the start of accrediting undergraduate social work programs is completed to gain a better understanding of how EPAS has guided programs in providing culturally competent practice. Finally, she identifies specific ways culturally competent practice is being applied in distance education.

George-Bettisworth is clinical associate professor and chair of the Social Work Department at the University of Alaska Fairbanks. She has been in academia for eight years and is committed to providing access to quality higher education for students in rural and remote areas, and culturally relevant practice for all individuals.

Social workers are responsible for interpreting their professional code of ethics in such a way that they can provide competent services dependably. Gricus’ scholarship addresses and explores the effects of those interpretations. A systematic review of the literature revealed that social workers’ perceptions of what constitutes ethical and unethical practice are inconsistent. These inconsistencies can, at times, lead to social workers engaging in unethical or unprofessional practice. An exploratory mixed-methods study examined a group of social workers disciplined by a state licensing board for such practice and found that the experience had significant psychological and vocational impacts on their lives.

Gricus is passionate about developing learners into competent, compassionate and ethical practitioners. After a 17-year career in community mental health, she has accepted a position as an assistant professor of social work at Hood College in Frederick, Maryland.

In higher education, the perception of adjunct faculty as valued team members contradicts academia’s lack of supportive programs and educational opportunities for them. Harris’ work examines the attitudes, perceptions and behavior of adjunct faculty integrating into higher learning communities based on their experience with supportive programs and educational opportunities. She explored how institutional support enhances teacher effectiveness and academic quality, and increases the likelihood of a positive academic experience for adjunct faculty in higher learning. Results from her scholarship suggest new practices and perspectives that would both value and support adjunct faculty.

Harris is a clinical assistant professor and BSW field coordinator in the School of Social Work at Indiana University Northwest. Her teaching experience includes macro courses in community engagement, analyzing policy, field seminar and developing online courses across the undergraduate and graduate curriculum.
Hoy’s scholarship explores the social/emotional domains involved in learning with particular attention to the findings of affective neuroscience, a subgroup of brain science that provides evidence of the strong relationship between emotional engagement and motivation for learning. Hoy explored how these findings could be used to enhance educators’ classroom instruction methods, particularly in clinical practice courses. Drawing from constructivist, narrative and experiential learning theories, she describes an innovative teaching method used to teach students how to simultaneously balance affective and cognitive processes in order to create meaningful, long-lasting learning.

Hoy has been a community faculty member at the University of Minnesota School of Social Work since 2003. She has taught numerous courses including practice with families, groups, trauma and children. She serves as a consultant for Washburn Center for Children and maintains a part-time private practice.

Cindy E. Locklear’s scholarship provides a current picture of theory and available empirical data related to professional socialization and professional identity of social work students, and presents a student developmental model specific to undergraduate social work students. Within this context, she offers a model to help social work educators enhance professional identity development and professional socialization through the explicit and implicit curriculum.

Locklear is an assistant professor and MSW field director with the University of North Carolina at Pembroke. She has been a social worker serving as an administrator, case manager, advocate, clinical social worker, faculty member and supervisor in rural North Carolina for the past 12 years.

Schmidt’s scholarship gives voice to the experiences of unaccompanied Central American and Mexican children through secondary analysis of interviews conducted by the United Nations High Commissioner for Refugees (UNHCR). The analysis focuses on the children’s accounts of child maltreatment and their recommendations for how to help other children like themselves. In addition, Schmidt examines research lessons from working with a young and hard-to-access population. Policy and practice implications are included for social workers, government adjudicators, attorneys and for interdisciplinary practice, in order to assist a population that has neglected vulnerabilities and overlooked potential.

Schmidt is assistant professor of social work and field director at Luther College. In addition to teaching, she has worked for more than 20 years on programs, policies and research at the intersection of immigration and child welfare matters. She holds master’s degrees in social work and theology.
Tinucci’s scholarship focuses on the development of teacher identities, philosophies and pedagogical approaches of social work educators, and explores her own development as a postmodern teacher/researcher in social work education. In a conceptual paper, she argues it is incumbent on social work doctoral students to take initiative to prepare for teaching in higher education. Through personal narrative, she reflects on pivotal life experiences and examines the function of story on her developing pedagogy and teaching practice. Through self-study research, she examined how a constructivist teaching philosophy informed her pedagogy, and to what extent her teaching philosophy was evident in her teaching.

Tinucci brings 29 years of social work experience to her teaching as an adjunct for over 15 years. She has accepted a full-time one year faculty position as an assistant professor in the St. Catherine University - University of St. Thomas MSW program.

Van Tol’s scholarship integrates the findings from previous self-efficacy research and applies it to people who are criminal justice-involved and pursuing general education diplomas (GEDs) or college credentials. Utilizing social cognitive theory as the conceptual framework, she explores internal and external barriers these students encounter while attempting to successfully obtain a degree. The qualitative data collected for this research study indicates that positive self-efficacy plays a significant role in educational achievement. Students with high self-efficacy see barriers as difficulties to overcome, not insurmountable problems. This work enhances the understanding of students who are justice-involved and their educational experiences.

Van Tol has over 15 years of experience in the criminal justice and education fields. She currently administers a re-entry program at Western Technical College in Wisconsin focused on reducing education and employment barriers. Her scholarly interests include social welfare policy, trauma and improving outcomes for individuals who are justice-involved.

Trauma as a concept and a theoretical framework for contextualizing the human experience is becoming recognized as a foundation in contemporary academic and social service settings. Vande Berg explores the topic of trauma as it has evolved as an overarching lens in the social work profession and social work education. Specifically, her scholarship covered the following dimensions: the extent and methods used to introduce bachelor’s level social work students to trauma concepts; the lived experience of social work educators with integrating trauma content into their curriculum; and applications of a trauma-informed perspective to the university classroom.

Vande Berg teaches in the BSW program at Winona State University, Winona, Minnesota, where she also serves as the field director. She teaches field and policy courses, and is involved in several community-engaged scholarship initiatives around her practice interests of interprofessional education, school social work and teaching about trauma.

Clinical social workers place a high value on personal relationships, and in this context Vizina-Roubal addresses questions about the efficacy of technology-mediated therapy. A common concern with technology-mediated practice is the lack of body language that could impede the formation of a therapeutic alliance. Personal relationships are also valued in the educational environment. The Community of Inquiry (COI) framework conveys the ideal online educational experience through the concepts of a social, cognitive and teaching presence. She explored the transference of these COI concepts from online teaching to online therapy. Furthermore, perceptions of technology-mediated role-plays were explored utilizing a mixed-methods study.

Vizina-Roubal’s recent professional focus includes technology-mediated social work practice. She has been called upon to present this work at national and international conferences. Vizina-Roubal teaches primarily in the MSW program at Ferris State University in Michigan.
AMY LARY WHITE, MN
BS, Bethel College
MSW, College of St. Catherine - University of St. Thomas

Banded Dissertation: Supporting the Development of Racial Identity and Cultural Humility in Higher Education

Lary White utilizes Critical Race Theory (CRT) as a lens for understanding the needs of students of color in predominantly white, faith-based institutions. In both her scholarship and teaching, she has addressed the importance of understanding institutional racism in higher education; strategies for implementing a more inclusive learning environment for all students; support for the development of racial identity; and the effectiveness of intergroup dialogue in the development of cultural humility and increased engagement across race.

Lary White is associate professor of social work and faculty diversity liaison in the College of Arts and Sciences at Bethel University in St. Paul, Minnesota. Her 25 years of social work practice in mental health, adoption and community-based practice inform her teaching and research interests.

WILLIAM C. WONG, CA
BA, University of Illinois at Urbana-Champaign
MSW, California State University, Los Angeles

Banded Dissertation: Terraforming Public Child Welfare Practice – Enhancing Worker Retention Through Intentional Resiliency

Wong's scholarship work addresses sustainability needs of social work practice in public child welfare (PCW). A conceptual article calls for expanded content to include resiliency competencies in social work education. A systematic review using the ecological model as a framework synthesized current literature to identify research gaps that examine organizational factors influencing turnover among PCW workers. Finally, at a conference presentation at the Child Welfare League of America’s national conference in Washington, D.C., Wong delivered evidence-informed strategies for public child welfare workforce retention to stakeholders. He concluded with policy and practice implications for practitioners, agency leaders, policymakers and social work educators.

Wong is an adjunct professor at California State University, Los Angeles, teaching foundation and practice courses in social work. He also is a social worker in public child welfare. His scholarship focuses on child welfare practice, ethics and resiliency in social work practice.

FROM THE PROGRAM DIRECTOR
By Carol Kuechler, DSW Program Director (through August 2017)

In addition to the accolades going out to Cohort 1, DSW Class of 2017, we would be remiss if we didn’t acknowledge the scholarship and participation of all of our doctoral students. A dozen of our DSW students from Cohorts 1, 2 and 3 attended the Baccalaureate Program Directors annual meeting in New Orleans in March, many of them sharing research related to their banded dissertations. Watch for DSW student publications and other scholarship-related news now being posted on our DSW current student news web page.

As you’ve read, my message for this edition marks several milestones and a major transition. In July, I will have the honor of welcoming our fourth DSW cohort, which will join Cohorts 2 and 3 on campus at the University of St. Thomas for Residency 2017. We also will have celebrated the graduation of our very first cohort. These 18 DSW graduates have been energetic, engaged and enthusiastic pioneers. They have been guided, nurtured and taught by an equally dedicated group of faculty and staff. We have taken this program from proposal and draft status to a lively curriculum grounded in our teaching philosophy and competencies that support the education of transformative teachers, scholar practitioners and community leaders.

A very special thank you to the Class of 2017 for their generous DSW class gift to the Barbara W. Shank Endowed Scholarship in Social Work, which will provide scholarship support for doctoral social work students from underrepresented/diverse backgrounds.

As I launch into retirement at the end of the summer 2017 session, I am confident in the continued success of the program. Beginning with the 2017-18 academic year, Dr. Catherine Marrs Fuchsel will take on the position of DSW program director and, along with our dedicated faculty and engaged students, will lead the next stage of development for our St. Kate’s – St. Thomas DSW program.

So I wish you the fortitude, persistence and vision that will sustain you in living your values and attaining your goals. Keep in mind the Susan B. Anthony mantra: “Failure is impossible.”

DID YOU KNOW?

• Two DSW grads are now “trifecta” alumnae, earning their BSW, MSW and DSW from the St. Kate’s – St. Thomas School of Social Work. Congratulations Mary Tinucci and Judy Hoy!
“Carol Kuechler is like a lighthouse,” said Hiyana Xiong, academic online program manager for the Doctorate in Social Work. She’s both a “beacon and a safe harbor,” explained Xiong, who works closely with Kuechler and has seen her develop trusting relationships with students and faculty as director of the DSW program.

Kuechler will retire from the School of Social Work in August, following the DSW program’s fourth on-campus residency in July. She’s worked in the school for 21 years, having started as a faculty member teaching research in 1996.

Kuechler served as the MSW program director for seven years before joining the DSW program in 2014. “She’s the most respectful, collaborative, process-oriented colleague you could have,” said Dean Barbara Shank.

Developing the DSW was just the challenge she needed to keep her from retiring years earlier. The energy, engagement and challenge within the committee planning the DSW inspired her, as did the contribution she felt the DSW could make to social work and social work education.

Shank handed her a blueprint for the DSW and tasked her with giving it structure. “Carol is a master at conception and detail,” Shank said. Kuechler attributed the success of building the program on the wide-ranging engagement and commitment of the DSW program committee. “No one builds a program alone,” she noted.

While planning may be a key strength of hers, Kuechler’s career didn’t adhere to her plan. “At one time I thought I was going to be a family therapist,” she said. Still, she feels she is serving clients. She’s helped faculty translate their worldview into curriculum that, in turn, shapes the views and builds the skills of social work students who will go into practice. For example, she’s helped MSW students get inspired to conduct research they didn’t recognize was relevant to their lives as practitioners.

“What’s been most meaningful to me have been the relationships I’ve developed with students, particularly when you transition from the role of teacher to the role of mentor and engage with them in the process of professional development,” Kuechler said. As a faculty member, she has been nurtured by her engagement with new faculty, and by engaging with colleagues over the years in multiple scholarship endeavors. “Carol was extremely supportive and held us all to a high standard,” said clinical faculty member and former student Jane Hurley-Johncox.

“Shank was extremely supportive and held us all to a high standard,” said clinical faculty member and former student Jane Hurley-Johncox. “She is very big picture; she looks at the end result,” said Associate Professor Catherine Marrs Fuchsel. “She told me it was her job to make sure I got tenure. I did get tenure and I am working toward professor.”

Kuechler is a leader known for creating a balance between allowing for conversation and achieving goals to move initiatives forward. As she prepares to move forward in her own life she’s excited for the chance to be a mentor again – this time to her 5 1/2-year-old grandson who has captured considerable space on her office walls, and more so in her heart.
CONGRATULATIONS GRADUATES

BSW Graduates
Fall 2016 and Spring 2017
Alecia Adney-Hernandez
Sarah Benson
Catherine Bergler
Leah Bonine
Emily Bovy
Kim Brinkoetter
Lisa Bursch
Amanda Cao
Nikki DiVirgilio
Ann Duevel
Graci Enerson
Lindsey Erdmann
Helen Garcia
Natalie Hagle
Nicole Hart
Deeqo Hashi
Anna Hatgidakis
Shoua Her
Annalyssa Hinds
Ashley Hipp
Breanna Hofmeister
Joshua Holmes
Nicole Hughes
Matthew Jadlowski
Shaunequa James
Erica Janssen
Kishkalena Johnson
Maya Johnson
Alissa Jones
Jayme Jones
Ryan Jones
Ikrar Koliso
Johanna Lang
Maileee Lee
Jaimee Leibfried
Hamida Mahamed
Kristin Martin
Monica Maves
Marissa Melby
Carlene Mendel
Jennifer Metzger
Alexandra Millo
Ann Moylan
Jenifer Multhauf
Lelsey Perez-Rodriguez
Katherine Perla
Skyler Peterson
Chantel Randle
Angela Rouch
Hannah Rudkin
Margaret Sheats
Brooke Soller
Kelly Sonnek
Lyndsay Testa
Natalie Thoresen
Pamala Thao
Abigail Thebault-Spieker
Keetha Vue
Elizabeth Walter
Sheila Wilcox
Brigit Wingert
Kablia Xiong
Gao Yang
Sarah Fox
Melissa Frankowiak
Melissa Franzen
Heather Fretty
Karlie Gams
Megan Gauer-Kloos
Lauren Gavin
Amanda Geldert
Johanna Geurkink
Jana Gorman
Scott Graham
Scott Grandt
Lilli Gray
Sarah Green
Rebecca Gulstad
Alyssa Haggerty
Brianna Heilman
Rachel Henkel
Shannon Henry
Jennifer Hintz
Lindsay Hjermstad
Danae Hoffman
Matthew Holkup
Lisa Holliday
Sarah Huiskes
Andrea Jennings
Andrea Jensen
Breanna Johannsen
Jackie Johnson
Judith Johnson
Jaclyn Jones
Heather Karson
Alison Keth
Bryssa Koppie
Rachel Koubal
Casey Larson
Melissa Larson
Kelly Lemm
Sara Lemon
Stacey Lilbebo
Briana Lindsey
Karren Lockerby
Taylor Logeais
Janice Loscheider
Gabrielle Lottie
Katherine Mackin
Jessica Martinez
Rebecca McCoy
Christine McDonough
Saoirse McMahon
Sarah McMahan
Sarah Mergens
Amalia Mongiat
Ian Morris
Katherine Morsch
Mai Yang Moua
Nichole Nelson
Rebecca Nixon
Ryan Normandin
Rebecca Nosbusch
Jennifer Novalny
Michael Olson
Trinity Parker-Grew
Jennifer Peace
Jennifer Perez
Heather Peterson
Terra Pingley
Alexandra Pray
Kelly Premnyman
Lisa Rawlins
Haidee Reff
Kayla Richards
Maria Rios
Krista Ripley
Alison Roberts
Sarah Rogers
Aubrie Raley
Katie Rubischko
Katherine Ryg
Michael Sadowsky
Rachel Samuelson
Daniella Schulz
Molly Schuneman
Matthew Schwer
Elizabeth Senne
Brittani Senser
Mallori Sheik
Rebekah Simpson
Nicole Sintler
Nora Smyth
Jessie Sorvaag Marg
Eric Spagenski
Jessica Staples
Kelsey Taylor
Xia Thao
Angela Trenna
Mai La Vue
Brianne Wallgren
Kesha Weiss
Brittany Werre
Tami Wesselink
Lynn Whitfield
Natia Wilcek
Deborah Williams
Christine Wills
Darcy Winsor
Arielle Yahnke

MSW Graduates
Spring and Summer 2017
Brittany Abdallah
Laura Abrass
Kaitlin Adams
Emily Aller
Ana Anderson
Kimberly Anderson
Nicole Arndt-Wenger
Jonathan Arnold
Kaitlin Bach
Dayne Bartlett
Brooke Benson
Amanda Berg
Lena Bessas
Elizabeth Boegeman
Laura Byer
Sarah Callahan
Laura Carpenter
Rae Chase
Kayla Christensen
Dustin Cobb
Lindsey Crawford
Kiah Dahlquist
Kelsi Dankey
Rachel Dean
Susanne Desmond
Melissa Dow
Tricia Downing
Elizabeth Drews
Katie Ducklow
Bryan Ellingson
Nicole Engen
Krystle Englund
Carla Evans
Logan Evenson
Rahma Farah
Whitney Farr
Margaret Fischer
Tiffany Foley
Brooke Soller
Kelly Sonnek
Lyndsay Testa
Natalie Thoresen
Pamala Thao
Abigail Thebault-Spieker
Keetha Vue
Elizabeth Walter
Sheila Wilcox
Brigit Wingert
Kablia Xiong
Gao Yang
Sarah Fox
Melissa Frankowiak
Melissa Franzen
Heather Fretty
Karlie Gams
Megan Gauer-Kloos
Lauren Gavin
Amanda Geldert
Johanna Geurkink
Jana Gorman
Scott Graham
Scott Grandt
Lilli Gray
Sarah Green
Rebecca Gulstad
Alyssa Haggerty
Brianna Heilman
Rachel Henkel
Shannon Henry
Jennifer Hintz
Lindsay Hjermstad
Danae Hoffman
Matthew Holkup
Lisa Holliday
Sarah Huiskes
Andrea Jennings
Andrea Jensen
Breanna Johannsen
Jackie Johnson
Judith Johnson
Jaclyn Jones
Heather Karson
Alison Keth
Bryssa Koppie
Rachel Koubal
Casey Larson
Melissa Larson
Kelly Lemm
Sara Lemon
Stacey Lilbebo
Briana Lindsey
Karren Lockerby
Taylor Logeais
Janice Loscheider
Gabrielle Lottie
Katherine Mackin
Jessica Martinez
Rebecca McCoy
Christine McDonough
Saoirse McMahon
Sarah McMahan
Sarah Mergens
Amalia Mongiat
Ian Morris
Katherine Morsch
Mai Yang Moua
Nichole Nelson
Rebecca Nixon
Ryan Normandin
Rebecca Nosbusch
Jennifer Novalny
Michael Olson
Trinity Parker-Grew
Jennifer Peace
Jennifer Perez
Heather Peterson
Terra Pingley
Alexandra Pray
Kelly Premnyman
Lisa Rawlins
Haidee Reff
Kayla Richards
Maria Rios
Krista Ripley
Alison Roberts
Sarah Rogers
Aubrie Raley
Katie Rubischko
Katherine Ryg
Michael Sadowsky
Rachel Samuelson
Daniella Schulz
Molly Schuneman
Matthew Schwer
Elizabeth Senne
Brittani Senser
Mallori Sheik
Rebekah Simpson
Nicole Sintler
Nora Smyth
Jessie Sorvaag Marg
Eric Spagenski
Jessica Staples
Kelsey Taylor
Xia Thao
Angela Trenna
Mai La Vue
Brianne Wallgren
Kesha Weiss
Brittany Werre
Tami Wesselink
Lynn Whitfield
Natia Wilcek
Deborah Williams
Christine Wills
Darcy Winsor
Arielle Yahnke
BSW AND MSW AWARDS

Mary E. McCahill Memorial Award:
Ikram Koliso

St. Catherine University Top Ten:
Ann Duevel
Ikram Koliso
Jaimee Leibfried

Thomas More Award:
Shaunequa James

Abigail Quigley McCarthy Center for Women Collaborative Leadership Award:
Vishana Jaipat

Abigail Quigley McCarthy Center for Women Student Leadership Award:
Ikram Koliso

Antonian Scholars and Senior Honors Project Award:
Ikram Koliso

Mary Jane Young Scholarship:
Karolyn Britton

BSW Senior Celebration:
Jaimee Leibfried, Matthew Jadlowski and Nikki DiVirgilio – speakers

Kappa Gamma Pi - Leadership:
Alecia Adney-Hernandez
Ikram Koliso
Jaimee Leibfried
Abigail Thebault-Spieker

Janice Andrews Schenk Scholarship - MSW:
Lauren Abdill
Jamie Herman

Noel Ryan Endowed Scholarship - MSW:
Jordyn Hubin
Angela Miller

LATIN HONORS

Cum Laude:
Lindsey Erdmann
Ashley Hipp
Joshua Holmes
Matthew Jadlowski
Angela Rouch

Magna Cum Laude:
Alecia Adney-Hernandez
Shoua Her
Maya Johnson
Marissa Melby
Carlene Mendel
Jennifer Metzger
Alexandra Millo
Ann Moylan
Hannah Rudkin
Margaret Sheats
Kelly Sonnek
Lyndsay Testa
Abigail Thebault-Spieker
Natalie Thoresen

Summa Cum Laude:
Catherine Bergler
Lisa Bursch
Ann Duevel
Breanna Hofmeister
Erica Janssen
Jayme Jones
Ikram Koliso
Jaimee Leibfried
Kristin Martin
Skylar Peterson
Brooke Soller
Gao Yang

NASW – BSW Student of the Year Nominee:
Lezly Perez-Rodriquez

NASW – MSW Student of the Year Winner:
Susanne Desmond

Bachelor of Social Work Student Leadership Award:
Marissa Melby with Dr. Laurel Bidwell

Master of Social Work Student Leadership Award:
Rachel Dean with Jane Hurley-Johncox
The School of Social Work was proud to facilitate the 2017 St. Catherine University Bonnie Jean Kelly and Joan Kelly Distinguished Visiting Scholar in Residence program featuring nationally acclaimed anti-sex-trafficking advocate Rachel Lloyd. Each year the Bonnie Jean Kelly and Joan Kelly Distinguished Visiting Scholar Fund brings a nationally known scholar to St. Kate’s for seminars, classroom discussions and a public lecture.

This year’s planning committee (pictured) was led by social work Associate Professor Mary Ann Brenden, who encouraged a high level of student involvement. Students on the committee were the primary impetus for many of the activities surrounding Lloyd’s lecture. These included a student-led screening and discussion of Lloyd’s documentary, “Very Young Girls;” an anti-trafficking resource fair to connect lecture attendees with agencies providing services related to trafficking; and a call-to-action in which audience members were asked to personalize postcards in their programs asking state leaders for increased funding to Safe Harbor for Minnesota’s sexually exploited youth. By the end of Lloyd’s evening address, collection boxes overflowed with over 2,700 postcards, which were delivered to Minnesota legislators the next day.

For Brenden, who retired at the end of this school year, the residency was a fitting capstone to a 37-year-career at St. Kate’s.

“St. Kate’s students collected and delivered over 2,700 postcards to the Minnesota Legislature.”

VISITING SCHOLAR RACHEL LLOYD

Rachel Lloyd made the case for looking at sexual trafficking as a consequence of the cycle of poverty that spans generations in her talk, “A World for Girls: Commercial Sexual Exploitation and Social Justice.” A survivor of trafficking herself, Lloyd helped pass New York’s Safe Harbor for Sexually Exploited Children Act of 2008. “We have to move beyond the paradigm and recognize the issues that make individuals vulnerable to sexual trafficking,” she said.

Lloyd is the author of Girls Like Us (Harper Collins, 2011) and co-produced the documentary “Very Young Girls.” At age 23, she founded the nonprofit Girls Educational and Mentoring Services (GEMS), a child anti-sex-trafficking advocacy organization, and today is an international changemaker in shifting public perception on sexually exploited girls and young women.

Find links to two articles (4/7 and 4/18) about Lloyd’s lecture and visit to St. Kate’s: stthomas.edu/socialwork/news

“‘It was an honor to work with such an engaged group of students and community members from across the university,’” she said.
Mary Ann Brenden - professor emerita. Brenden joined the social work faculty in 1980 and primarily has taught policy courses at the BSW level. She also taught in the Master of Arts in Organizational Leadership and CORE curriculum at St. Catherine.

Brenden was the initial developer/author of the Integrative Model of Social Work Practice, which serves as the school’s generalist model of social work practice. While on the faculty she also served as assistant to the St. Catherine president and Board of Trustees (1986-90), co-director of Minnesota-Russia Women’s Leadership Program (1990-94), project director of Social Work for Social Justice: Strengthening Social Work Practice through the Integration of Catholic Social Teaching (2006-10) and as a board member of NETWORK: A National Catholic Social Justice Lobby in Washington, D.C. (2008-11). (Read about her work on social work for social justice on page 23.)

Among her many honors, Brenden received the St. Catherine Faculty of the Year Award (2006) and The Myser Award for Teaching Excellence (2007). In addition to her numerous publications and presentations, last fall she published Our Lady of Victory Chapel: A Monument, Mystery, Mission about the historic chapel at St. Kate’s:
stkate.edu/participate/olv-chapel-book

During her retirement, Brenden looks forward to continuing her service on the Justice Commission of the Sisters of St. Joseph, achieving consistency in her piano and yoga practices, traveling with her husband, and having new adventures with her son, daughter and grandchildren here and abroad.

Kathy Erb Caron - clinical faculty and weekend cohort field coordinator. Caron joined the MSW faculty full time in 2006. For 10 years prior, Caron was an adjunct professor of field education in both the BSW and MSW programs. During her years with the school, Caron used her combined experience as a field student and field instructor, and knowledge of field curriculum and pedagogy, to develop and deliver education to students and field instructors across Minnesota and the Upper Midwest region. Caron’s passion for student development and field instructor training informed her work as an educator for over 20 years. In addition to field education, Caron served on numerous clinical research paper committees, was an adviser to weekend cohort students, co-directed the Group Work Institute and Field Practice Institute, was the developer and editor of the Field Matters Newsletter, and served on numerous committees in the school and St. Kate’s community. Caron leaves the school to further her direct social work practice in the Twin Cities community.

“I will deeply miss the students and colleagues I have had the privilege of working with over the years, and have appreciated all that I have gained from the opportunity to practice in social work higher education. That is the beauty of field education; you bridge the two contexts of education and direct practice. It has been a blessing, and I look forward to crossing paths with you in the community,” Caron said. Read Caron’s farewell published in the spring Field Matters newsletter:
stthomas.edu/socialwork/fieldmattersspring17

Sarah Ferguson - associate professor and MSW program director. Ferguson joined the faculty in 2006 and taught in both the undergraduate and graduate programs, including Introduction to Social Work, Human Behavior in the Social Environment, Social Policy and Planning, Supervision and Program Management, and Social Work Practice Research. She served as MSW weekend cohort director from 2007-08, BSW program director from 2009-15 and MSW program director from 2015-17. Ferguson served as the faculty speaker (2014-16), and member of the president search committee (2015-16) at St. Catherine University. Ferguson provided service to the social work profession as a founding member, former president and policy committee chair of the Association of Macro Practice Social Workers. She has published articles on macro practice social work and authored a chapter on clinical supervision in Child Welfare Supervision: A Practical Guide for Supervisors, Manager, and Administrators.

Ferguson has taken the position of associate vice president of academic affairs and academic dean for the Schools of Graduate and Professional Programs at Saint Mary’s University of Minnesota, Twin Cities. She shares that she will miss the School of Social Work, its faculty and staff, and both universities’ commitment to social justice.
AREA OF EMPHASIS IN PRACTICE WITH IMMIGRANTS AND REFUGEES (AEIR) SCHOLARS

AEIR Scholars Experience Immigration Court During January and February, all 12 of the AEIR Scholars participated in the Minnesota Children and Family Immigration Court Project. This project is a joint effort between the Immigrant Law Center of MN, Mid-Minnesota Legal Aid and The Advocates for Human Rights. The project was created to help assist the increased number of unaccompanied minors and other Central American refugees who are being placed in removal proceedings and facing deportation.

Over the course of four days, the scholars partnered with Advocates for Human Rights to serve as courtroom observers. Their role was to document whether immigrant respondents were offered their full rights in the courtroom. Scholars gained a better understanding of the immigration legal process, including the lived experience of appearing before an immigration judge.

On Feb. 8, the AEIR Scholars hosted a screening of the documentary, “The Journey,” a documentary that follows the difficult path of some of the first families from Syria into Europe. The screening drew a large audience of students and community members who participated in a post-viewing discussion facilitated by AEIR Scholars Rebekah Simpson and Malory Giraldo. Perspectives from students and community members included those who work with immigrant populations, as well as those who are immigrants and/or refugees themselves. Participants discussed ideas of how to make our communities more welcoming to refugees, how to share more accurate and accessible information about the refugee resettlement process with the general public, and ways to foster more positive sentiment toward immigrants in the U.S.

Attendees were encouraged to collect a variety of applicable resources compiled by AEIR to continue the dialogue and information gathering beyond the documentary screening. You can access these resources at: stthomas.edu/socialwork/thejourney.

AREA OF EMPHASIS IN MILITARY PRACTICE (AEMP) SCHOLARS

AEMP Scholars Hosted “Suicide Prevention in the Military and Veteran Population” This Area of Emphasis in Military Practice (AEMP) event was held on April 24 and was attended by students, AEMP Scholars, Veteran Service Officers, probation officers, therapists, current National Guard members and veterans. A productive discussion was held on current efforts to prevent suicide in the National Guard population, as well as within the veteran population.

The event began with a personal account from a post-9/11 Marine veteran. The veteran discussed his personal story of struggle with suicidal ideation and the support he receives from people he served with, other veterans and his care team at the Minneapolis VA. The speakers from the National Guard identified that their participants have a high rate of suicide, and identified difficulty in assessing the service members due to only being in contact with them one weekend a month.

An overall theme of needing more services for service members who do not qualify for VA benefits was identified. Because Minnesota has a high number of National Guard members, many of the members do not qualify for VA benefits because they have not been deployed for a minimum of 24 months. The Minneapolis VA discussed current efforts for the veterans in their care, and veterans who contact the Veteran’s Crisis Line.

SCHOOL OF SOCIAL WORK NEWS: AREAS OF EMPHASIS SCHOLARS IN ACTION

stthomas.edu/socialwork
SCHOOL OF SOCIAL WORK NEWS: AREAS OF EMPHASIS SCHOLARS IN ACTION

AREA OF EMPHASIS IN AGING (AEA) SCHOLARS

AEA Scholars host Gay and Gray On Feb. 17, the Area of Emphasis in Aging (AEA) Scholars hosted Marsha Berry from Training to Serve, offering this “lunch-and-learn” continuing education focused on the unique needs of LGBT older adults.

AEA Scholar Rachelle Henkel ’17 MSW presented her poster, “Alternate Endings: Insights into Alternative End of Life Care Options,” at the Minnesota Gerontological Society’s 2017 Conference on April 28. Henkel’s qualitative research focused on exploring end-of-life options such as green burials, death doulas, death midwives and home funerals.

2017 AEA alumni social event

CONGRATULATIONS

Lezly Perez-Rodriguez ’17 BSW is the 2017 Judith Gorman Krieger Scholarship recipient. The St. Catherine University Abigail Quigley McCarthy Center for Women coordinates this scholarship annually, awarding $10,000 to a deserving student in her senior year who has been particularly generous with her time in helping others. Perez-Rodriguez was recognized for her work with men from the Latino community on anger management and domestic abuse topics. The scholarship is to be a gift to allow her more opportunity to share time with and show compassion to others.

Karolyn Britton ’18 BSW won the O’Leary McCarthy Scholarship for Excellence in Undergraduate Writing at St. Kate’s. Britton’s paper, titled “The Divided States of America,” started as a course assignment for her Human Behavior and the Social Environment undergraduate course and grew into a thoughtful reflection and analysis of the human divide that Britton saw happening around her during the 2017 presidential election.

Marissa Melby ’17 BSW completed a four-month teaching assistantship (TA) with Dr. Laurel Bidwell. Melby and Bidwell worked together as members of the Assistantship Mentoring Program (AMP) at St. Kate’s. This program allows students and faculty to collaborate within the context of the wider St. Kate’s intellectual scholarship community. Melby brought her enthusiasm, leadership and knowledge to Introduction to Social Work and presented her experience at the Community Work and Learning Final Symposium on May 5.

Dr. Jessica Toft, associate professor, is chair-elect of the University of St. Thomas faculty. This will be the first time a social work faculty member has held this important office at St. Thomas.

Dr. David Roseborough, associate professor, has received the University of Minnesota College of Education and Human Development Rising Alumni Award.

Dr. Lisa Kiesel and a group of fearless MSW students have joined together for a project titled “Mapping Social Justice.” They are targeting relevant policy, community action and election information to MSW students based on their home electoral districts as well as their current courses and field placements. The group seeks to provide quick and effective means for increasing MSW students’ participation in political activism through email (and print) action alerts and sharing advocacy opportunities on their Facebook page.

Like us on Facebook @SSWMAPPINGSJ

MSW ALUMNA SHARES FELLOWSHIP RESEARCH

My name is Florence Wright and I was a 2015 MSW grad and AEA Scholar. I am currently working as the Palliative Care Clinical Social Work Fellow at the University of Minnesota Medical Center / Fairview. I am pictured at the Social Work Hospice and Palliative Care Network (SWHPN) national conference that was held in Scottsdale, Arizona, in February, where I presented a poster titled “I Can’t Pull the Plug: Supporting Surrogate Decision-Makers in the Medical Setting.”

Surrogate decision-makers are often placed in the position of communicating what can be life-or-death decisions, which can ultimately lead to lasting distress. My presentation reviewed the experience of surrogate decision-makers who are put in to the role of communicating medical decisions in the context of emotions that may include stress, frustration, anxiety, guilt and grief. As a part of my fellowship, I developed and published (in collaboration with Fairview Health Services) a patient and family educational booklet titled “Support for Surrogate Decision-Makers,” which was created in order to provide support to surrogates in the medical setting. My colleague and I also presented a breakout session at SWHPN titled “Caring for the Interdisciplinary Team: Simple but Critical Changes During Times of Transition.”

UST Collaborative Inquiry Grant recipient Lindsey Erdmann presented her research at the Inquiry at UST poster session on May 9. Her project, “Supporting Caregivers of Chronically Ill Family Members: The Impact of Free Healthy Meals on Stress,” was done with community partner Open Arms of Minnesota, in collaboration with faculty mentor Ande Nesmith.

Dr. Pa Der Vang, associate professor, was nominated by Hmong National Development, headquartered in Washington, D.C., for a national award for the work she’s doing for Hmong women and girls. Vang has published several articles about Hmong women’s experiences and acculturation among Hmong immigrants.

Her nomination also recognized her 17-plus years of volunteering for a nonprofit organization serving Hmong women and girls, including her work with the Minnesota Hmong Social Worker’s Coalition and Hnub Tshiab: Hmong Women Achieving Together which hosted a career conference at St. Kate’s on May 20.
Social Work for Social Justice: Teaching to Mission

In 2006, the School of Social Work responded to a call to action from the presidents of both our host institutions, St. Catherine University and the University of St. Thomas, to articulate how the missions of our universities uniquely inform how we educate students. In response to this challenge, faculty and students studied how major faith traditions address social justice and found Catholic social teaching to be the “most systematic framework offered by a religious faith to articulate a commitment to justice.” This discovery led to a comprehensive examination of the intersection between the NASW Code of Ethics and Catholic social teaching and resulted in the development of Social Work for Social Justice: Ten Principles.

Our Social Work for Social Justice initiative was recognized as trail-blazing by Catholic-sponsored social work education programs nationally, and many institutions adopted our Ten Justice Principles to enrich their own programs. Likewise, other disciplines at St. Kate’s and St. Thomas were eager to learn of our work and used it as a guide to examine and enrich their own programs.

The synergy and interest generated by Social Work for Social Justice culminated in a national conference hosted by our School of Social Work in June 2007. Over 120 faculty and administrators representing 37 of the 64 Catholic social work education programs in the U.S. participated in the conference, which featured the publication of Social Work for Social Justice: A Resource Guide. This resource guide offers over 70 instructional modules, developed by our faculty and by conference participants, which demonstrate the integration of social justice content into social work curriculum.

Many faculty continue to integrate the Ten Principles in their courses today. Students often express appreciation for the way in which the Ten Principles deepen their personal commitment to justice and prepare them to more effectively pursue social justice as social work practitioners. I am extremely proud of the leadership provided by our school and the important contribution Social Work for Social Justice made to St. Kate’s, St. Thomas and to social work education nationally. This focus on social justice responds to the missions of both of our universities, the mission of our profession, and to the challenges of these contemporary times in our country and world to advance human dignity and promote community and the common good. I hope that the School of Social Work will continue to advance social work education that demonstrates a strong commitment to social justice and wish the faculty and students well as they build on our pioneering work and continue to provide leadership within our institutions, our profession, our community and to social work education nationally!

stthomas.edu/socialwork/socialjustice

ADVOCACY 101

In winter 2017, Dr. Katharine Hill began to facilitate casual but focused one-hour conversations in peoples’ homes and community spaces to help others figure out how to advocate effectively with their elected officials and make their voices heard. She walks through questions such as, how do you figure out who represents you; how can you engage with them; how can you learn more about what they are doing; and, what are some good resources for advocacy? She found that these small, intimate gatherings were an extremely effective way to help people make the move “from anger to advocacy,” with concrete steps and live examples (such as making a group conference call to a legislator). Hill has been amazed at the community interest in this type of training; since January, she estimates she’s done nine or 10 of these sessions.

On March 30, Hill, along with Dr. Lisa Kiesel and Dr. Sarah Ferguson, led a “Train-the-Trainer: Advocacy 101” session aimed at helping participants prepare to host these mini-salon sessions in their own communities. Find some of their advocacy resources at: stthomas.edu/socialwork/advocacy.
Congratulations to our MSW Field Instructor of the Year, True Thao of The Family Partnership, and our BSW Field Instructor of the Year, Bula Atomssa of Hennepin County - Office of Multicultural Services.

The awards were presented at our annual Field Education Spring Workshop and Luncheon on May 5, which celebrated the dedicated service of field instructors, and the graduation of BSW senior and MSW clinical students. The Field Practice Institute thanks Sandra Laski, M.Ed., MSW, LICSW, LADC, and Connie Tanner, MS, MSW, LGSW, for leading the workshop The Conundrum of Social Work Practice with Mental Health and Substance Use, Abuse, and Addiction: Perspectives from the Field. Many thanks to all of our field instructors for the teaching, mentorship, support and guidance they've provide in co-creating valuable learning experiences with students this year.

MSW CLINICAL RESEARCH PRESENTATION DAY

On May 15, 124 MSW students participated in this annual event, presenting their research papers to faculty, alumni, family, field supervisors and others within the St. Kate’s – St. Thomas School of Social Work community. Clinical research papers provide an opportunity for students to bring their passion for a topic, population group, practice field or service delivery area to life while working with a community research committee and faculty chair. Clinical research papers and abstracts from 2017 will be available online this fall: stthomas.edu/socialwork/mswresearch

INTERNATIONAL WOMEN’S DAY

March 8

Social work students and faculty were proud to wear red for International Women’s Day 2017 to celebrate the social, economic, cultural and political achievements of women.
BSW FIELD EDUCATION POSTER SESSIONS
During Social Work Month on March 7 and 9, BSW students held field poster sessions on both campuses to showcase the diversity of the profession as experienced during their 600 hours of field education. stthomas.edu/socialwork/bswfieldposters

SOCIAL WORK DAY AT THE CAPITOL 2017
St. Kate’s - St. Thomas had record-breaking participation at this year’s day of education and advocacy: 220 of our BSW and MSW students and faculty participated in the 21st annual NASW-Minnesota Day at the Capitol event on April 3.

2017 JUSTICE LECTURE
“Act as if failure is impossible.” The School of Social Work’s eighth annual Justice Lecture, Participatory Justice: Engaging the Diversity of Our Communities, featured Abdi Warsame, Minneapolis Ward 6 - council member.

Warsame spoke to a packed house about his journey as a Somali refugee in the United Kingdom to community leader in the Cedar-Riverside neighborhood of Minneapolis. He shared the story of his greatest accomplishment, founding the Citizen’s Committee for Fair Redistricting, and changing the map of Minneapolis. He led the effort to create two new minority opportunity districts, including his own Ward 6, which includes the largest East African population in the U.S. He attributes the success to the elders of his community who came out in force to actively participate and vote in every phase of the process.
Dr. Kingsley Chigbu, assistant professor, granted an interview on the United Nations to UT Arlington’s Shorthorn News and was highlighted in the article, “UN: More than 20M facing starvation, famine.” READ MORE

BSW STUDENT RECEIVES ST. CATHERINE UNIVERSITY’S MOST PRESTIGIOUS AWARD

Mary E. McCahill Award winner Ikram Koliso ’17 with President ReBecca Koenig Roloff ’76.

Long recognized as St. Catherine University’s most prestigious award, the Mary E. McCahill Award is presented to a senior who has consistently demonstrated outstanding leadership, academic excellence, loyalty and service to the university throughout her years at St. Kate’s. This year’s award was presented to Ikram Koliso ’17, a double major in social work and public health.

“Ikram is a scholar and deeply engaged member of the St. Catherine community. Amazingly, she received 12 nominations for this award,” said St. Kate’s President ReBecca Koenig Roloff.

A staff nominator noted: “She wants to see students around her succeed in extravagant ways, and to be successful in college, even when they don’t believe in themselves.” One of Koliso’s professors described her as “precisely the type of individual St. Kate’s strives to send into the world: a transformative leader, committed to social justice, and [one] who deeply loves and cares for the dear neighbor.”

Koliso was also St. Kate’s 2017 student commencement speaker. READ MORE

CONGRATULATIONS TO SHAUNEQUA JAMES ’17 BSW, who was one of two St. Kate’s students selected for the Minnesota Capitol Pathways internship, aimed at diversifying state policymaking. The social work major was paired with NAMI-MN for the internship. READ MORE

TERRI KLEMM ’18 DSW, associate professor of social work and BSW Program Director at Centenary University

Terri Klemm ’18 DSW, associate professor of social work and BSW program director at Centenary University, presented at the 34th annual Social Work Day at the United Nations in support of the day’s theme, Promoting Community & Environmental Sustainability.

Klemm has become increasingly engaged as a community activist in support of environmental justice and has been active (and even arrested) in planned, nonviolent direct action related to the planned CPV (fracking) power plant in the Hudson Valley of New York. Her UN comments primarily focused on social workers’ role in promoting environmental justice.

Environmental degradation poses the greatest risk to disadvantaged groups. Environmental justice contends that everyone has the right to clean water, clean air and a healthy environment. Klemm shares ideas for action and underlines that activism can be a form of both continuing education and self-care. Environmental issues demand a collective response and “democracy is not a spectator sport.” READ MORE

CONGRATULATIONS CARMEANN FOSTER ’12 MSW/JD, the 2017 recipient of St. Catherine University’s prestigious Rising Star Award. READ MORE

DWN STUDENT SPEAKS AT SOCIAL WORK DAY AT THE UNITED NATIONS

Mary E. McCahill Award winner Ikram Koliso ’17 with President ReBecca Koenig Roloff ’76.

Terri Klemm ’18 DSW, associate professor of social work and BSW Program Director at Centenary University

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2017 PHI ALPHA BETA EPSILON INDUCTION CEREMONY

Congratulations to the 23 BSW students who were inducted as new members of the Beta Epsilon chapter of the Phi Alpha National Social Work Honor Society in a ceremony at the Our Lady of Victory Chapel at St. Catherine University on Feb. 12. READ MORE»

For their spring event, Beta Epsilon hosted A Social Worker’s Response to Adult Homelessness, screening a portion of the documentary “Without A Home” followed by a panel discussion with faculty and representatives from St. Stephen’s Human Services. Thank you to all of the student organizers for bringing this important conversation about adult homelessness to our community!

CONGRATULATIONS

Randy Herman, professor emeritus, was named as Social Worker of the Year for Volusia and Flagler Counties at an awards dinner March 31, 2017. He has been a practitioner, administrator, educator and researcher for nearly 50 years. READ MORE»

SOCIAL WORK HEALS SCHOLARS IN WASHINGTON, D.C.

Nearly 40 Social Work Health Care Education and Leadership Scholars (HEALS) from 10 schools around the country gathered in Washington, D.C., in March. The HEALS Policy Summit was hosted by the National Association of Social Workers (NASW) and Council on Social Work Education (CSWE). Our four social work HEALS scholars, Lyndsay Testa ’17 BSW, Taylor Logeais ’17 MSW, Shannon Henry ’17 MSW and Ikram Koliso ’17 BSW are pictured here with Sen. Al Franken. READ MORE»

On April 21, the scholars shared their experience with our community, hosting From Affordable Care to American Health Care – What do social workers need to know? featuring a panel of regional experts and engaging dialogue about health policy, specifically as it relates to social work clients. stthomas.edu/socialwork/2017heals

READ MORE» stthomas.edu/socialwork/news


Chigbu, K. (2017, February). Effective teamwork and exceptional care. Training/workshop presented to the behavioral/psychiatric staff of the University of Minnesota Medical Center, Fairview.


Hill, K. (2017, February). Moving from anger to advocacy: concrete steps for making your voice heard (and not losing your mind). Presentation to the Social Work Department, Beth-Israel Deaconess Medical Center, Boston, MA.


**Carol Kuechler, Hiyana Xiong and Barbara Shank:** Kuechler, C. F., Xiong, H., & Shank, B. W. (2017, April). Orientation: Bridging the journey from applicant to graduate. For presentation at Elevating Social Justice Through Distance Education, Third Annual Social Work Distance Education Conference, San Antonio, TX.


**Lisa Richardson:** Buxell, L., McGill, R., Richardson, L., Anderson, C., & Rovick, L. (2017, April). Framing the value of clinical and field education. Poster session presented at the Interprofessional Education Summit, St. Catherine University, St. Paul, MN.


**Eva Solomonson:** Solomonson, E., & Schuchman, D. (2017). Collaborating with Language Interpreters to Serve English Language Learners. Two-part workshop series sponsored by Minnesota Literacy Council, St. Paul, MN.


Toft, J. (7, 2017 March). History of NASW. NASW-MN St. Cloud member meeting, St. Cloud, MN.


**Carey Winkler:** Winkler, C. (2017, March). Field liaison and field seminar. Presented as part of the New Field Directors Pre-Conference Workshop presented at the 2017 Annual Conference of the Association of Baccalaureate Social Work Program Directors, New Orleans, LA.

SAVE THE DATE!
FIELD PRACTICE INSTITUTE SIXTH ANNUAL
SUMMIT ON EMERGING ISSUES IN
SOCIAL WORK PRACTICE

“Diversifying the Workforce: Social Work as a Case Study”

Tuesday, August 8, 9 a.m.-noon
St. Catherine University,
Coeur de Catherine, Rauenhorst Ballroom

For more information on this and other upcoming events, visit:
stthomas.edu/socialwork/events.
WELCOME NEW LEADERS
The St. Catherine University - University of St. Thomas School of Social Work is pleased to announce the appointment of our incoming program leadership team effective in the 2017-18 academic year. Join us in congratulating our incoming faculty leaders:

BSW Program Director
Associate Professor
Katharine Hill
MPP, MSW, PhD, LISW

MSW Program Director*
Associate Professor
Kari Fletcher
MSW, PhD, LICSW

DSW Program Director
Associate Professor
Catherine Marrs Fuchsel
MSW, PhD, LCSW, LICSW

Interim Dean, 2017-18
Professor
Corrine Carvalho
MA, PhD

*Dr. Fletcher will assume the program director position following her fall sabbatical. Dr. Mari Ann Graham will be the interim MSW program director for the fall 2017 semester.

WE VALUE YOUR REFERRALS!
Once again, alumni, student and colleague referrals top the list of how our incoming MSW students first learned of our program. Thank you!

Know of others considering an MSW?
Email mswinfo@stthomas.edu with their preferred contact information and we’ll make sure they get the information they’re looking for. Plus, we’ll enter you into a monthly drawing for a School of Social Work T-shirt!

More importantly, if your referral decides to move forward with an application, we’ll waive the application fee.

The 2018 MSW application deadline is January 10.

STAY CONNECTED!
Check out the School of Social Work website: stthomas.edu/socialwork
Update us: stthomas.edu/socialwork/alumni
Contact us: stthomas.edu/socialwork/about/contact
School of Social Work news: stthomas.edu/socialwork/news
Events: stthomas.edu/socialwork/events

SCHOOL OF SOCIAL WORK JOB BOARD:
Includes resources for job seekers and employers - check it out!
stthomas.edu/socialwork/jobs

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JOIN US ON LINKEDIN
SCU-UST School of Social Work Student/Alumni group

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THE ST. KATE’S - ST. THOMAS SCHOOL OF SOCIAL WORK

Full-time faculty 2016-17
Barbara Shank, dean and professor
Sarah Ferguson, MSW program director
Carol Kuechler, DSW program director
Carey Winkler, BSW field education director
Lisa Richardson, MSW field education director
Kathy Caron, MSW field weekend cohort coordinator
George Baboila, Director, Social Work Services, Interprofessional Center for Counseling and Legal Services
Laurel Bidwell
Mary Ann Brenden
Kingsley Chigbu
Michael Chovanec
Kari Fletcher
Kendra Garrett
Mari Ann Graham
Renee Hepperlen
Katharine Hill
Colin Hollidge
Jane Hurley Johncox
Stacy Husebo
Miriam Itzkowitz
Lisa Kiesel
Melissa Lundquist
Catherine Mars Fuchsel
Ande Nesmith
Lance Peterson
Tanya Rand
David Roseborough
Eva Solomonson
Jessica Toft
Pa Der Vang
Robin Whitebird
Samantha Kleven
Fran Kominkiewicz
Elaine Korsch
Brianna Loop
David McGraw-Schuchman
Theresa McPartlin
Rajean Moone
Susie Morgan
Krista Nelson
Mary Nienow
Catrice O’Neal
Lynn Overvoodde
Mary Pederson
Jessica Peterson
Rebecca Prust
Shelly Rottenberg
Maureen Rubin
Paul Schnell
Stephanie Spandl
Jim Stolz
Lisa Thomas
Amanda Theoft
Serene Thornton
Mary Tinucci
Merra Young

STAFF
Christa Bobick
Tricia Burns
Lisa Dalsin
Kelly Fox
Pam Kilpatrick
John Kupris
Cindy Lorah
Hiyana Xiong

ADJUNCT FACULTY 2016-17
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Angie Barretta-Herman
Jacob Blumberg
Michele Braley
Marcy Buckner
Anne Cartman
Tim Eiesland
Kathleen Fargione
Teresa George
Michelle Gricus
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