Clinical Research Supporting Our Annual Theme

Justice for Children, Youth and Families

Dukassa Lemu
MSW '15

Danielle N. Lee
MSW '15

Naomi Pitlick
MSW '15

Elizabeth Soung
MSW '15
From the Dean

Dear Friends:

This year the School of Social Work’s annual theme has been Justice for Children, Youth, and Families. You’ll see this theme highlighted throughout this edition of Perspectives, from our annual Justice Lecture, to examples of our MSW student research projects that relate to justice for children and families. Faculty, student, and alumni work connected to this theme is showcased throughout the newsletter in addition to our other school news and events. As always, it’s been a busy semester!

On a personal note, I’d like to highlight a related effort that one of our international colleagues has been pursuing for the past 15 years. Earlier this year, my role as president of the International Consortium for Social Development (ICSD) had me traveling to India for the Asia-Pacific regional symposium. The highlight of my trip was my visit to New Light Kolkata with its founder/trustee, Urmi Basu (I’m pictured with her, above.) New Light operates deep inside the red-light district of Kolkata and “provides more than 200 children of sex workers with education, healthcare and nutritional support, as well as the opportunity to live free of abuse, violence and stigma.” (www.newlightindia.org). New Light and several girls from Kolkata were included in the book and PBS Documentary, Half the Sky: Turning Oppression into Opportunity for Women Worldwide. [In 2013, St. Catherine University’s Women Against Domestic Violence organization screened this documentary at the Voices of the Voiceless event under the leadership of two then-junior social work students, Nora Smyth and Helen Garcia.]

For me, the important work that Urmi and her colleagues are doing in India underscores the link between justice for children, youth and families, and the fight for gender equality and efforts to combat gender-based violence. I hope to introduce Urmi to our regional social work community in the near future. In the meantime, our Field Practice Institute’s Annual Summit on Aug. 4 (see page 23) will focus on Trafficking in Minnesota: Micro, Mezzo, and Macro Perspectives.

Additionally, I would like to highlight an exceptional TEDx talk by my colleague, Dr. Anna Scheyett, dean of the College of Social Work at the University of South Carolina. Search “Social workers as super-heroes” on YouTube and share it with others. This is a message that the world needs to hear – let’s help it go viral!

Let me conclude by saying how proud I am of our 35 BSW and 142 MSW graduates this year. I know they are prepared to do great good in the world and I look forward to seeing their work highlighted in future editions of our newsletter. I expect to see ALL of you – students, alumni, colleagues and community members – at our Milestones Celebration on October 2 to commemorate our shared successes and accomplishments!

Have a wonderful summer.

Barbara W. Shank
Dean and Professor
The Face of Poverty Today: The Widow, the Orphan and the Stranger
By Rebecca Mariscal '15

Rev. Larry Snyder discussed three common faces of poverty today (women, children and immigrants) during the seventh annual School of Social Work Justice Lecture on March 25.

Snyder said certain groups of people suffer poverty more frequently than others, including children, families led by women, and minorities. For example, he shared that one in five children live in poverty in the United States, adding up to more than 16 million kids.

"Poverty is not an equal opportunity employer," Snyder explained.

Though many may be familiar with the issue of poverty in America, Snyder posed the key question of why. "Why should we care?" he asked. "This is where Americans get stuck."

Snyder argued that Americans have three main reasons to care about their neighbors in poverty. First, as citizens, it is a duty to look after others. "It is caring for our own," Snyder said. "Our fate is interconnected as a country."

Second, as social workers, Snyder said caring for those in poverty is an occupational requirement. He referred to the School of Social Work mission statement and its requirement for social workers to acknowledge the intrinsic value of all humankind. "If you take your mission statement seriously, then you have no choice," Snyder stated.

Finally, Snyder said as people of faith, any faith, Americans are required to think of the common good. "We are people of many faiths, but as people of faith we see the connection between our neighbor, to our brother, to our sister," he explained.

More than just caring about those in poverty, Snyder said Americans need to take the further step of trying to solve the problem. Snyder offered a three-part response to the question of poverty.

First, he said our social service delivery system needs to be changed. Snyder said the design of the system is flawed. "It is like one size fits all, poverty in a box," he said. "The think tanks in Washington decide ‘this is who should be eligible.’ Frequently they don’t consult with the practitioners."

Second, Snyder said it is important to engage corporate America in the fight against poverty in a new way. "Corporate America is very generous but I think there are other ways we can look to them," he said. Snyder emphasized that corporations should bring in their business expertise, research and development capabilities, and creativity to the social service field.

Third, Snyder advocated for work that is results-driven. It is important to focus not only on temporary help but also on long-term results. "If our goal is to shelter people, we’re going to keep building more shelters," Snyder said. "If our goal is to get people out of poverty, we’re going to need to redesign those programs."

Most importantly, Snyder said Americans have to hold themselves accountable for helping those in poverty. He quoted Archbishop John Ireland saying, "As we will it, so shall the future be."

Americans have to hold themselves accountable for helping those in poverty. Snyder quoted Archbishop John Ireland saying, "As we will it, so shall the future be."
Danielle Lee, MSW '15. Research Chair: Jessica Toft, MSW, PhD, LISW

As someone who has always enjoyed working with children, Danielle Lee decided to focus her clinical research project on the national school lunch program and how it's been represented in the media. Lee had heard a bit about the program from her mother, a teacher, and wanted to look more closely, focusing her research specifically on the 1960s, 1980s and 2000s.

“The media can be so powerful in a good way, and sometimes in a negative way,” Lee explained. “So it was looking at how this influence can, perhaps, change people’s perceptions or thoughts about this particular program.”

For Lee, it was important to further investigate the program because it focuses on children, one of the more vulnerable populations in our society. “They often can’t speak for themselves and don’t necessarily know much about the services that they’re getting or the opportunities that they have,” Lee said. “So the idea was to look at people’s perceptions and how that might play a role in the services that they’re able to receive.”

Though Lee recognized the hard work needed to complete her research project, she said it enhanced her experience as a social work student and allowed her to learn more about a topic that interests her.

“In the end you get something that you can be proud of and that you’ve worked really hard for,” Lee said. “You definitely learn a lot about the population you’re researching and about yourself.”

Naomi Pitlick, MSW ’15. Research Chair: Jessica Toft, MSW, PhD, LISW

For her clinical research project, Naomi Pitlick focused on zero tolerance policies and their effect on students in kindergarten through 12th grade, doing a systematic literature review of previous research. The research looks specifically at how these policies discriminate against minorities, and explores possible alternatives to the policies some schools have begun to use.

Pitlick said she found that zero tolerance policies have not been effective in reducing school violence and have disproportionately hurt male students of color. These policies are also part of the problem contributing to the school-to-prison pipeline. “Students of color are being funneled from school to prison,” Pitlick explained. “Zero tolerance policies are indirectly (and directly in some cases) sending kids into the criminal justice system through exclusionary discipline, instead of receiving interventions or restorative work that could help them succeed in school.”

Already interested in the topic of institutional racism and the adolescent age group, Pitlick said she wanted to learn more about this topic. “I wanted to pick a topic that was new to me but still focused around my interests,” she explained.

Pitlick said undertaking a project such as this has enhanced her other social work experience. “It’s really helped me grow,” she said. “The project allowed me to focus on this area of interest and has given me confidence that I know a little bit about the subject. I am more interested in policies surrounding the topic because of this project.”
**Academic Achievement Gap: The Case of Children of Immigrants**

Dukassa Lemu, MSW ’15. Research Chair: Karen Carlson, MSE, MSSW, PhD, LICSW

After learning about the achievement gap among immigrant children, Dukassa Lemu decided to focus his research project on the causes of the gap. “Due attention is not given to this issue,” he said. He chose this topic to come up with possible solutions, and he completed a qualitative research process, interviewing social workers, teachers and parents of immigrant children.

The findings indicated four major factors in the achievement gap:
1) School environment: lack of bilingual and multicultural teachers; standardized tests without exception; age-based placement; lack of role model teachers and school staff members.
2) Neighborhood environment: poor neighborhoods with poor safety conditions and poor schools with poor academic outcomes.
3) Family factors: low socioeconomic status, educational level and school involvement.
4) Challenges of integration into the school system because of poor English skills that contribute to low comprehension. In addition, the fear of failing in school is found to be exposing immigrant children to mental and behavioral health problems.

To combat these causes and the gap as a whole, Lemu said professionals need to develop strategies and consider the long-term effects. He said if the proper support is given, students could achieve their goals and close the gap. “Though the students are struggling to succeed, they are very strong and so resilient,” he said. “Their families want their children to succeed.”

Lemu said this project has exposed him to new facets of social work. “This gave me very good experience in how to interview people and how to be an independent researcher,” he said.

**Bride Wealth and its Implications for Hmong Women**

Elizabeth Soung, MSW ’15. Research Chair: PaDer Vang, MSW, LICSW

The focus of Elizabeth Soung’s research project was the practice of bride wealth in the Hmong community and how Hmong women felt it affected their marriages. She interviewed Hmong women to get their reactions to the culture’s practice, whether they had married a Hmong man or someone outside the culture.

Soung found that many of the Hmong women she interviewed felt the bride price objectified them. “It makes them feel that a Hmong woman is worth X amount of dollars,” she said. However, Soung shared that a few women saw bride wealth as a respected tradition among the families of the bride and groom. “It was kind of an expected thing,” she explained. “If we look back at the underlying cultural significance of it, it wasn’t ever about money.”

Soung felt the practice of bride wealth was an important topic to research because it is a common Hmong tradition that centers on a big step in someone’s life. “Marriage is an extremely important milestone in the Hmong culture and in anyone’s life,” she said. Soung picked this topic because she wanted to know how fellow Hmong women viewed the practice. “I have my own opinions on what bride wealth means to me and my cultural identity, I was interested to see what other women thought.”

For Soung, the project was a rich experience that benefited her as a social worker. “As social workers, we need to be more culturally competent,” she said. “The profession calls on us to try to understand culture from the clients’ perspectives.”
One aspect of my work as an adolescent policy specialist at the Minnesota Department of Human Services (DHS) is to administer the Healthy Transitions and Homeless Prevention grant. This grant contracts with nonprofit agencies to provide transition services to youth ages 16-21 currently in foster care or who have left foster care. The grantees are trained in trauma-informed practice, which is crucial since the youth they work with have often experienced or witnessed violence and abuse, often multiple times. I attended an event at St. Catherine University that immediately informed and positively affected my work at DHS.

On April 8 the St. Kate’s – St. Thomas School of Social Work and the Department of English at St. Catherine University, co-sponsored a presentation by Richard Gold, author of “Writing with At-risk Youth: The Pongo Teen Writing Method.”

Gold, a former managing editor of Microsoft Press, founded the nonprofit Pongo Teen Writing Project, which works with Seattle teens who are leading difficult lives. Trained volunteers help youth express themselves through writing poetry about childhood trauma such as abuse, neglect, abandonment and a parent’s addiction. Gold described Pongo’s work, methods and outcomes; and offered resources to guide others who want to use poetry as a way to work with disenfranchised youth.

Among the outcomes Pongo teen writers have experienced are:

- 75% reported they wrote about things they didn’t normally talk about and felt they learned something about themselves
- 82% reported that writing about things that bothered them helped them feel better
- 91% felt they might write during times when life was difficult
- 98% reported enjoying this writing experience
- 100% were proud of their Pongo writing

Program organizers Mary Tinucci (School of Social Work) and Geri Chavis (English Department) moderated a panel discussion. Joining Gold on the panel was Glo Martin, program coordinator for New Lens Urban Mentoring in St. Paul and former Creative Arts Specialist at The LAB in St. Paul Public Schools, and Janna Krawscyk – writing teacher at the LOFT and The Art of Life and Writing.

The panel discussed how they have used creative writing, poetry and journaling as a way of supporting self-expression and healthy coping strategies for disenfranchised youth.

Pongo publishes anthologies of youth’s work. To read youth’s poetry, to find free writing activities, and to learn more about the Pongo Teen Writing Method visit www.pongoteenwriting.org.
DSW Student Will Wong Puts Child Advocacy Front-and-Center in his Work With Wednesday’s Child

Over the last 12 years, I’ve had the privilege of coordinating a media-based adoption recruitment program called Wednesday’s Child. The program focuses on finding adoptive families for children in foster care who are categorized as the hardest to place (older children, sibling sets or children with specialized developmental and/or medical needs). Each media segment is tailored specifically to the needs of each child or sibling set. A critical part of this process involves depicting the youth filmed in a therapeutic environment that promotes their strengths.

Depending on the needs of the children, a typical shoot can simply be visiting a soda fountain for a root beer float. For a child interested in federal law enforcement, perhaps a day with the FBI might be in order or a flight on the Good Year Blimp for a kid who wants to be a pilot when he/she grows up. Because each shoot is tailored for the specific needs of a child, it has relevance for them and our efforts send them an important message that they matter.

For a 16-year-old Latina in foster care, being in the system had unintended consequences — she missed her Quinceañera, an important cultural rite of passage. For her Wednesday’s Child taping, we organized a belated Quinceañera including many of the cultural and spiritual elements associated with this milestone. As a result, our agency had the opportunity to collaborate with local political leaders and the community to hold a group Quinceañera for six Latinas in foster care, with the promise that this will be an annual event.

Our communities want to engage and help but sometimes they need permission and examples to follow. In addition to hundreds of successful adoptions for this harder to place population, our larger community has stepped forward with offers to sponsor a photo shoot, to provide donations to our foster children and to request opportunities to mentor our children while they wait for a forever family. The Wednesday’s Child program has led to donations that directly benefit our local foster children. It’s also responsible for more than 1/3 of the overall recruitment of prospective foster-adoptive parents in our region.

For more about Will’s story, go to www.stthomas.edu/socialwork/news

Sarah M. (Jensen) Johnson, BSW ’12, has a book coming out in August 2015. Life is Beautiful: How a Lost Girl Became a True, Confident Child of God takes the reader on a full journey of trauma, loss and, finally, resilience. Johnson is currently pursuing her master’s degree and plans to open a private practice office and guide those who are seeking their own self-discoveries of love and happiness. http://lifeisbeautifulbook.com

Christy McCoy, MSW ’03, was elected to the School Social Work Association national board as secretary. She also serves as the recognition chair for the Midwest School Social Work Council. She will end her presidency of MSSWA (Minnesota School Social Workers Association) June 1, and continue as Legislative Chair for MSSWA. Christy is a school social worker at Agape High School.

Will Wong and news anchor, Christine Devine of KTTV-Los Angeles FOX 11 News

Will Wong, a DSW student at St. Kate’s - St. Thomas, works as a child protective services social worker/program coordinator in Los Angeles and is an adjunct faculty member at the California State University, Los Angeles School of Social Work.
Faculty Research Related to Our Theme of Justice for Children, Youth and Families

The Disability Child Welfare Collaborative
By Rebecca Mariscal ’15

Since its creation in 2011, BSW Professor Katharine Hill has served as a member of the Disability Child Welfare Collaborative, a group that works to improve services offered to children with disabilities who are also in the child welfare system. The group is made up of professionals from disability services, child welfare and education who work together to bridge the gap between child welfare and disability services.

"Initially we came together because we all had our own areas of interest and we couldn’t, individually, figure out what to do," she explained. One of the main focuses of the group was cross training, teaching disability service professionals about child welfare and vice versa. "We brought all of our skills together," Hill said.

Hill first became interested in the topic when she was working in special education, focusing on the transitional period from high school to adulthood. She said after working in this field for a few years, she started to wonder how the transition worked for children who did not have parents to support them. "I started looking into it thinking it would be a pretty easy question to answer," Hill reflects. "That was ten plus years ago and I still am trying to figure this out."

Her work with the collaborative has allowed her to take on the question herself, helping children who are at risk. "The outcomes for both of these populations of kids are pretty bad," she explained. But by connecting the two fields, Hill and the collaborative can help better serve these children. "I’m constantly looking for ways to bring them together," Hill said.

Experience of Hmong in Work and School

Dr. Pa Der Vang presented her study “Experience of Hmong in work and school across two generations,” at the Hmong Studies Consortium conference in Madison, Wisc. April 11, 2015. In the study, 20 Hmong respondents participated in face-to-face interviews.

The study included ten participants who identified as first generation Hmong immigrants and ten participants who identified as second generation.

Participants were given the same set of questions which asked them to share their experiences in education and employment in the United States. Examples of questions include “What has been helpful to you when looking for work in the United States?” “What struggles did you face?” “What helped you as a student?” “What struggles did you face as a student?”

Two themes that surfaced from interviews with first-generation Hmong respondents were “Grappling with Two Cultures” and “Poverty.” Respondents from the first-generation group reported concerns about the clashing of American and Hmong cultures, and continued concerns over poverty and the future of their children. A main theme from the second-generation immigrants was “Identity as Hmong.” A subtheme was second-generation respondents’ strong desires to succeed in school and employment. Overall they simply expected to be employed and obtain their educations.

By Miriam Itzkowitz

The William Mitchell College of Law Child Protection Clinic provides direct legal representation to parents in the child protection system in Ramsey County. Its primary mission is to promote legal system reform on behalf of children and families through education and training, research, interdisciplinary collaboration, and the development of best practices in child protection. This year the Child Protection Clinic has launched a new initiative to incorporate social work services into its holistic model of parent representation, and I was honored to be a part of it.

Research suggests that the best model of practice for parents’ attorneys involves a team comprised of a lawyer, a parent mentor (someone who has been through the system and succeeded as a guide to parents), and a social worker. Using this framework, the clinic employs a holistic model of legal practice focused on helping parents reunify with their children as soon as possible. When reunification is not possible, the clinic seeks to ensure that parents have an important role in whatever decisions are made about their children. During the 2014-15 academic year the clinic was a field practice site for one MSW student, whom I supervised, with plans for two students in 2015-16.

Crossover Youth Practice Model
By Laurel Bidwell

For the past three years, in collaboration with Wendy Haight, Gamble-Skogmo chair at the University of Minnesota, School of Social Work, I have been working on a mixed methods evaluation of the Crossover Youth Practice Model (CYPM). The CYPM is a conceptual model and guide to systems change. An overarching goal of the CYPM is to minimize maltreated youths’ involvement in the juvenile justice system through strengthened collaborations between child welfare and juvenile justice systems/professionals, earlier and more appropriate intervention and increased family engagement.

In September of 2011, The Center for Juvenile Justice Reform at Georgetown University, the Juvenile Justice Coalition of Minnesota and Casey Family Programs partnered in training five Minnesota counties to implement the CYPM. Since 2012, we have been studying the process of the CYPM implementation, capturing the experiences of the youth and families themselves and most recently examining outcomes for youth one-year after the CYPM was introduced. We’ve had the pleasure of being a part of CYPM trainings, observing and interviewing child welfare workers, probation officers, county attorneys, county administrators as well as the youth and families themselves. These qualitative components of our research really give us an understanding of what this practice model looks like on the ground. We are able to use our qualitative findings to gain an invaluable perspective going into our quantitative analysis of youth outcomes. We are in the process of analyzing our first set of outcomes right now and as soon as they are ready, we will be excited to share them.
Seniors Lauren Olson, Claire Smart and Alison Paz were the last group to work on Dr. Ande Nesmith’s three-year research study on youth transitioning out of foster care. Olson said while they worked on it, she could feel the pieces coming together – not only on the study but also on the culmination of their social work education.

“At the beginning, it seemed daunting to do research. It seemed like this kind of shadowy, monstrous thing, which it really wasn’t,” Olson said. “It was certainly challenging and difficult … (but) seeing the impact of it was really cool. (I saw) myself really grow and change along the way, too.”

Nesmith led seven students (including Kaitlin Christophersen BSW ’14, Danielle Kuka MSW ’13, Ruth Patton MSW ’14 and Jessica Skilling) on a study that explored how effective the “Transitions” framework was in helping youths age out of foster care. Transitions, created by William Bridges, was intended originally for businesses going through change. It was adapted to help foster care children develop tools to manage and understand the changes they’re going through and the resulting emotions, particularly grief and loss. These tools should then help them live independently after leaving foster care.

“We can’t just let youths exit the foster care system and say, ‘our time with you is done,’” Nesmith said. “It is our job as a state or county system to say we’re going to take you in and parent you, and parents don’t just abandon their children when they’re young adults. We need to pay attention to what happens as they leave and enter young adulthood.”

Studying the impact of Transitions

The study was for a private, nonprofit foster care agency. The agency held Transitions training for their staff, foster parents and the young adults who would age out of the system.

Nesmith’s teams collected data, including interviews used for qualitative data, information collected by the agency and quantitative information. Data was gathered from foster youth, foster parents, and social workers.

Olson, Smart and Paz, who joined in spring 2014, were responsible for analyzing everything the previous groups collected. The results were compiled and returned to the agency in a report that highlighted what the program did well and where improvements could be made.

“One of (the themes) was emotional clarity and awareness,” Olson said. “A lot of the youth talked about being able to recognize and understand their emotions better, and themselves in relation to other people. … We all react differently and in different ways.”

“Another was realizing their feelings are normal,” Smart added. “Other kids are going through similar situations, like anger, grief. … They were glad to know they weren’t the only ones.”

Nesmith said all of this is important because everyone goes through external changes that we don’t have control of, but we can make sense of the internal experience. This is particularly important for foster care children who have gone through trauma.

“Frankly, these kids were desperate for some way to understand why they felt the way they did,” Nesmith said. “They were desperate to understand why they’re supposed to be feeling good now that they’re not in an abusive home anymore, and yet they don’t feel good at all.”

The importance of research

Nesmith emphasized how important it is for students to do research as undergraduates, pointing out that it is one way to scientifically substantiate the value of social work practice models. She strives to bring her students to the point where they’re comfortable doing research, which includes conducting interviews, collecting information, writing research proposals and critically evaluating their results.

Nesmith particularly praised the group for questioning results.

“(They would say,) ‘This result doesn’t seem right, we better go back and check the data, because these numbers don’t make sense,’” Nesmith said. “That’s how I want them to be as researchers and just in general as practitioners.”

Christophersen, who now works at HIRED, a Twin Cities-based organization that helps the unemployed overcome barriers to find employment, said she uses the analytical skills she gained from doing research every day. “I could not be more thankful I went to St. Thomas,” Christophersen said. “I feel I should email this professor or that and thank them for teaching me. … I got my full-time job and I was ready to go.”

Read the full article at: www.stthomas.edu/news/putting-pieces-together

This spring Professor Ande Nesmith was awarded a Partnership-in-Learning Grant to support her research. She was also awarded a Faculty Research Grant for summer research, Text-based Crisis Counseling for Youth and Young Adults.
Scholars Spotlight

AEIR Scholars
The four students in the inaugural Area of Emphasis in Practice with Immigrants and Refugees (AEIR) Scholars program were busy this spring. They hosted two well-attended events for our campus communities:

“What is International Social Work?”
By Natalya Paulsen, AEIR Scholar

On February 10, 2015, the AEIR Scholars hosted a presentation titled, “What is International Social Work?” The informational event was led by Lauren Bienkowski, a gender-based violence and protection technical advisor with the American Refugee Committee (ARC) in Minneapolis. Lauren has managed protection programs specific to gender-based violence with the American Refugee Committee, International Rescue Committee, and UNICEF in Uganda, Sudan (Darfur), South Sudan, Thailand, and Liberia for the past eight years. She emphasized the ARC’s International social work efforts, including: aspects of collaboration, client-centered interventions, case management strategies, increasing psychosocial supports, sustainability, and cultural competencies in emergency settings. Lauren also touched on volunteer and internship opportunities available through the ARC for individuals who are interested in on-the-ground, hands-on social work overseas. For more information about the American Refugee Committee and available volunteer and internship opportunities, visit www.arcrelief.org.

AEIR Scholars Host Screening of “Documented” and Discussion Facilitated by Mesa Latina
By Abby Voigt, AEIR Scholar

Documented: A Film by an Undocumented American drew a large audience interested in learning about the life of an undocumented immigrant and the many difficulties associated with the lack of immigration status and the absence of a clear path for attaining status. The documentary shows the life of Pulitzer prize-winning journalist, Jose Antonio Vargas, who outed himself as an undocumented immigrant in the New York Times in 2011.

The video showed his personal journey from the Philippines to growing up in America, as well as the difficulties and controversies of the immigration system in America. It also highlighted the impact that current policy can have on immigrant families and communities. The viewing was followed by a discussion with Felipe Illescas, a representative from Mesa Latina, a local advocacy organization. Illescas described one of Mesa Latina’s current initiatives, working to make driver’s licenses available to immigrants in Minnesota regardless of their immigration status. For more information regarding Mesa Latina’s work and how to get involved, please visit www.mnmesalatina.org.

Look for a Scholars Spotlight on the Area of Emphasis in Military Practice this fall!

To learn more about the AE Scholars programs, visit www.stthomas.edu/socialwork/AEscholars
Reflections on Social Work Day at the Capitol
By Laurel Bidwell

This was my first year attending the Social Work Day at the Capitol (DAC) as a faculty member in the St. Kate’s - St. Thomas School of Social Work. Our students really shined among an impressive group of almost 800 students and faculty from schools of social work throughout Minnesota and Wisconsin. I really couldn’t have been more impressed as I watched our students move into action. They had worked hard to prepare for the day: They engaged in research on a number of important social issues (e.g. drivers licenses for undocumented immigrants and affordable housing for impoverished families), they made appointments to meet with legislators, and they prepared elevator speeches and facts sheets to guide their meetings. During the morning assembly and afterward at the Capitol, I was struck by their level of enthusiasm, their professional demeanor, the amount of support that they showed one another, and their overall level of engagement in the DAC events. Late in the afternoon, I met up with a number of students who shared that they had been nervous going into this new experience, but that they returned exhilarated and empowered.

“\[I left my home on April 13th\] hoping to make an impact on social justice issues. I spent the day hearing about social injustices that are happening in my state right now, introducing myself to my representative and learning so much from my dear classmates. I came home that night feeling more energized and excited than I have in a long time. I discovered that I enjoy advocacy, that I have a voice that needs to be heard, and that I can make a difference.”

Among our students, I see future social work advocates and leaders who will promote social justice for vulnerable individuals, families, groups and communities. I look forward to the results of their tireless work and I’m already looking forward to participating in the DAC events again next year!

School of Social Work Awarded Healthcare Education and Leadership Scholars Grant

We are proud to announce that the School of Social Work has been selected as one of just 10 schools in the nation to participate in the Social Work Healthcare Education and Leadership Scholars (HEALS) program. This five year grant will support up to 20 BSW and MSW students with $110,000 in funding. Awarded by the Council on Social Work Education, the program aims to develop the next generation of social work leaders who will lead efforts to address system-level changes, heighten awareness of prevention and wellness, and address the issues of structural racism that are embedded in social institutions. Social work students selected to participate in the HEALS program will have the opportunity to experience robust healthcare education and training, connect with peers, advocate for policy issues, and practice as members of interprofessional healthcare teams.

Learn more:
www.cswe.org/80853.aspx
BSW and MSW Graduates Spring 2015

BSW Graduates:
Lena Bessas
Anna Cenaro
Danielle DeRose
Kayle Dietrich
Comfort Dondo
Melissa Dzuk
Ruth Eilts
Nicole Ferrell
Annika Grafstrom
Natalie Heggan
Nikki Hendricks
Parker Holmboe
Dana Johnson
Johnna Krantz
Andrea Laedike
Mai Lee
Julia Lerner
Abigal Malley
Sarah Mergens
Cortney Moore
Shakela Murrell
Annie Myers
Vivienne Namujuzi
Lauren Olson
Alison Paz
Terra Pingley
Ryan Sheats
Nicole Sintler
Claire Smart
Maineng Thao

MSW Graduates:
Linda Vang
Ka Blia Vue
Kathryn Driscoll
Samatha Drusch
Courtney DuVick
Rebekah Elling
Kacie Ervasti
Amy Fogel
Erin Foss
Maureen Foster
Kelly Freeburg
Brieanne Gallaway
Leah Ghali
Michelle Goar
Lyndsay Gomos
Ashley Grahek
Andrea Grey
Tiffany Groskreutz
Leigh Hartenberg
Johanna Hauck
Renée Hauwiler
Gina Hemmesch
Danielle Hernandez
Nora Hewson-Stech
Halaina Howard
Julia Hutchinson
Rebecca Jobour
Karen James
Emily Johnson
Carol Johnson
Sara Johnson

Ellie Jones
Charles Kalogo
Alisa Kanuit
Aryn Karstens
Amanda Kepler
Brianna Klatt
Kelsey Knutson
Jennfer Kronenberg
Karina Krosbakken
Marcus Kuboy
Kassia Kulaszewicz
Lindsey Landgraf
Megan Lee
Danielle Lee
Dukassa Lemu
Julie Lochen
Amanda Logan
Brianna Lorenz
Timothy Markgraf
Stephanie Marshall
Bradley Martin
Marya Dumke
Janet Mason
Adam McConnaughey
Morgan McDowell
Erin McLaughlin
Megan McTeague
Heather Micke
Scott Muer
Kyle Murray
Kelly Mwei
Lisa Nafziger

Debbie Nelson
Robert Nguyen
Katelyn Nichols
Cheryl Nickelson
Claire Niessen-Derry
Proscovia Ojambo
Sheila Oliver
Amanda Palmer
Shannon Perry
Larissa Peyton
Naomi Pittlick
Trista Pohlmans
Justin Potter
Kimberly Quamme
Christa Reader
Jennifer Regan
Lacey Reiersen
Tara Reopelle
Katelyn Retaskie
Jessica Rosendahl
Ali Shireh
Devon Siegel
Maja Smedberg
Michelle Smith
Tonia Smith
Daryl Smith
Kathleen Soltau
Terra Sorg

Elizabeth Soung
John Spieker
Kayla Sprenger
Haylee Spronk
Amber Statz
Kelsey Stewart
Rachel Takazawa
Rebekah Taylor
Erin Taylor
Elizabeth Theodora
Emily Tibbetts
Olivia Tise
Jenna Trumbower
Marnie Tuenge
Shannon Uhl
Frances Vang
Carly Vaplon
Lindsay Walker
Kasey Weber
Kristin Weeker
Kelly Williams
Heather Wilmes
William Wilson, Jr.
Florence Wright
Mallory Xurven

MSW Class of 2015 students and faculty
Congratulations Award Winners

BSW Awards Spring 2015

Dean of Students Award nominees – St. Kate’s
Abigail Malley
Barbara Jungbauer

Mary Alice Muellerleile Student Leadership Award nominees – St. Kate’s
Kamara Bauman
Barbara Jungbauer
Terra Pingley

Thomas More Award nominees – St. Kate’s
Parker Holmboe
Barbara Jungbauer
Keetha Vue

Bachelor of Social Work Student Leadership Award
Lena Bessas

Senior Celebration Speakers
Comfort Dondo, St. Kate’s
Ruth Eilts, St. Kate’s

Latin Honors:

Cum Laude
Johanna Krantz, St. Kate’s
Alison Waid, UST

Magna Cum Laude
Danielle DeRose, UST
Andrea Laedtke, UST
Abigail Malley, St. Kate’s
Lauren Olson, UST
Alison Paz, UST
Claire Smart, UST

Summa Cum Laude
Natalie Heggen, UST
Dana Johnson, St. Kate’s
Annie Myers, UST
Brittany Wilson, St. Kate’s

NASW – BSW Student of the Year
Danielle DeRose

MSW Awards Spring 2015

Master of Social Work Student Leadership Award
Nicole Dahl

Janice Andrews Schenk Scholarship
Megan Gauer

Noel Ryan Endowed Scholarship
Whitney Farr
Lena Bessas

NASW – MSW Student of the Year
Marcus Kuboy

NASW-MN Students of the Year:
BSW: Danielle DeRose
MSW: Marcus Kuboy

MSW Student Leadership Award:
Nicole Dahl and her Field Supervisors, Theresa McPartlin and George Baboila

Latin Honors:

Cum Laude
Johnna Krantz, St. Kate’s
Alison Waid, UST

Magna Cum Laude
Danielle DeRose, UST
Andrea Laedtke, UST
Abigail Malley, St. Kate’s
Lauren Olson, UST
Alison Paz, UST
Claire Smart, UST

Summa Cum Laude
Natalie Heggen, UST
Dana Johnson, St. Kate’s
Annie Myers, UST
Brittany Wilson, St. Kate’s

NASW – MSW Student of the Year
Marcus Kuboy
Beta Epsilon Chapter of the Phi Alpha Honor Society Welcomes 2015 Initiates

By Rebecca Mariscal ’15

The Beta Epsilon Chapter of the Phi Alpha National Social Work Honor Society welcomed 18 new members in a ceremony on February 15. The undergraduate social work students were selected based on their service and academic achievements. The honor society “recognizes and encourages superior academic achievement among undergraduate social work students, service to the community, advancement in scholarship and social justice while promoting humanitarian goals and ideals.” The keynote speaker, Sia Her, Executive Director of the Council on Asian Pacific Minnesotans, discussed the importance of addressing issues within the Asian Pacific community.

Field Instructor Workshop and Appreciation Luncheon

This year’s Field Instructor Workshop and Appreciation Luncheon on May 1 was a huge success with over 260 people in attendance!

The workshop, Trauma Informed Care: A Paradigm for Social Workers and their Practice, was presented by Krista M. Nelson, AM, LICSW, LMFT. Krista is the project coordinator for the Wilder Foundation’s Attachment and Trauma Training Program, which provides attachment and trauma-informed consultation and training to child welfare agencies, mental health professionals and families of children and youth with complex trauma histories, both within the Wilder Foundation and in the greater community.

The workshop provided a broad perspective on integrating a trauma-informed lens to practice in a variety of settings and included consideration of what constitutes a trauma-informed organization, from informing the use of space to the structure of various roles and responsibilities.

Congratulations to the supervisory team Ann Deis and Karyn Samuels of Hennepin County Juvenile Probation – Restorative Services who received our BSW Field Instructor of the Year and our MSW Field Instructor of the Year awardee, Denise Morcomb of St. Croix Hospice. Many thanks go out to all of the field instructors for the teaching, mentorship, support, and guidance they’ve provided in co-creating valuable learning experiences with students this year.

– The Field Practice Institute co-chairs: Kathy Caron, Lisa Richardson and Carey Winkler.
2015 BSW Poster Sessions Highlight the Diversity and Impact of Field Education Placements

On March 10 and 11, a representation of juniors and seniors showcased their field education experiences for our campus communities at St. Kate’s and St. Thomas. Seven students showcased their placements in our 2015 poster sessions, representing a children’s hospital, child protection services, an alternative public high school, a prenatal clinic, an adult intensive outpatient clinic, an adult mental health agency, and an interprofessional center for counseling and legal services.

To learn more about the highlights of these experiences and how their placements informed and shaped their professional development, visit www.stthomas.edu/socialwork/BSWfieldposters

Fontbonne Hall gets a facelift and a whole new annex!

Social work faculty, staff and students survived the Fontbonne Hall construction/renovation project and are now enjoying the beautiful new spaces in our building at St. Kate’s. As part of this project, eight new large classrooms were added (five in Fontbonne and three in the new Fontbonne Annex); public gathering spaces were reconfigured and renovated; and the building now flows into the newly renovated Butler Center athletic complex.

Many social work classes are once again scheduled in Fontbonne and the students and faculty are making good use of the updated classroom spaces and technology. It was worth the wait!
The MSW Student Association (MSWSA) and faculty advisors Jane Hurley Johncox and George Baboila have been extremely busy this semester, especially with professional development and career/licensure preparation for spring graduates. One of the goals of the MSWSA is to provide programming and support to ensure graduates feel well-prepared for post-graduation careers, licensure, and ongoing professional development.

In February two test review sessions were offered for MSW graduating students to gain a better understanding of the LGSW licensing exam. Together, students reviewed 170 sample test questions, explored rationale, and engaged in critical thinking. Both sessions were facilitated by Jane Hurley Johncox, who reported that students indicated a much-reduced level of anxiety about the licensure test after completing the review. Of note, our MSW students’ pass rates on the LGSW graduate exam have averaged more than 25 percent higher than the national average over the past 10 years!

On May 8 the MSWSA hosted Transitioning from Grad School to a Career: Tips for going beyond “getting a job” to “finding your calling,” with Luke Spiegelhoff, the clinical director of Family, Adolescents, and Children Therapy Services (FACTS-MN). The seminar was geared toward facilitating students’ understanding of the characteristics that help new graduates negotiate the transition to post-graduate career. Particular emphasis was given to strategies for helping new grads foster passion and engagement in their work and with the clients they serve. The seminar also covered what it takes to be a great therapist, based on Barry Duncan’s work of what makes therapy more effective.
The MSW Student Justice Initiative (SJI) has had a busy year collaborating with Take Action MN on Justice 4 All’s Restore the Vote initiative to re-enfranchise previously incarcerated people who have been denied the right to vote! SJI members were among the 200 volunteers who made 21,000 phone calls, engaged in 5,677 conversations and made 654 transfers to legislators; all in support of restoring voting rights for 47,000 contributing Minnesotans currently without a democratic voice. On campus, SJI members spoke to all of our MSW Social Policy classes, reaching over 300 students with our efforts. SJI members joined J4A at the State Capitol, participating in rallies and soapboxing efforts; spending countless hours waiting to be seen/heard by legislators; and watching the Restore the Vote bill make it into committee for voting.

Unfortunately, during this round, Restore the Vote was ultimately dismissed and will either resurface for a special meeting or be pushed to next year’s agenda. However, SJI saw more legal movement on this bill than has been seen in Restore the Vote’s decade of advocacy. We are reminded that change is slow but constant, and there is more work to be done. Voting rights empower individuals to take part in active citizenship.

Please join SJI in the pursuit of giving citizens back their voices; together we can make decisions that improve life in Minnesota for us all. Learn more at: www.takeactionminnesota.org/work/criminal-justice-reform

MSW students Lyndsay Gomos and Wendy Lorenz-Walraven at the Justice 4 All Rally on April 16

Making an Impact: MSW Student Justice Initiative (SJI)
By Wendy Lorenz-Walraven, SJI leadership committee

The MSW Student Justice Initiative (SJI) has had a busy year collaborating with Take Action MN on Justice 4 All’s (J4A) Restore the Vote initiative to re-enfranchise previously incarcerated people who have been denied the right to vote! SJI members were among the 200 volunteers who made 21,000 phone calls, engaged in 5,677 conversations and made 654 transfers to legislators; all in support of restoring voting rights for 47,000 contributing Minnesotans currently without a democratic voice. On campus, SJI members spoke to all of our MSW Social Policy classes, reaching over 300 students with our efforts. SJI members joined J4A at the State Capitol, participating in rallies and soapboxing efforts; spending countless hours waiting to be seen/heard by legislators; and watching the Restore the Vote bill make it into committee for voting.

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MSWSA Focus on Service
On April 13 the MSWSA supported an event hosted by Annika Grafstrom, a BSW student who was recently accepted to the MSW program with an emphasis on aging. Annika organized an event for senior residents at The Gables at Bourwell's Landing Care Facility in Oak Park Heights. MSWSA members spent the afternoon providing manicures and exchanging stories with the residents.

On May 9 the MSWSA once again supported the 3rd annual Dash-it for Baskets: Moving Forward for Mental Health 5k, at Trapp Farm Park in Eagan. Students with their friends and families had a morning of inspiration and volunteerism, assisting with registration, water distribution, course signage set-up and directing runners along the course route.

Professor Lance Peterson takes 4th place

Other students and faculty participated in the 5k race. The event supports Open Baskets, a nonprofit group that “fills the hearts, minds and souls of our neighbors who live with mental illness by creating and sending winter holiday gift baskets.”

In the fall, the MSWSA helped assemble the holiday baskets, which are often the only gifts these neighbors receive each year. Learn more at http://openbaskets.org.

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In April, Dean Shank and I traveled to Indianapolis to participate in the Social Work Distance Education Conference, hosted by Indiana University. We presented an e-poster and a workshop (see Professional Notes), sharing pedagogy and “lessons learned” with colleagues from around the world. Even more exciting however, was the presentation by five of our DSW students from Cohort 1 who presented their experiences of building a supportive online learning community. DSW student presenters represented Indiana, North Carolina, Wisconsin, Alaska and Michigan. We applaud their teamwork in developing an engaging, theoretically and experientially based presentation that incorporated team introductions using Adobe Connect, and closed with input from their classmates using Voice Thread. They presented a comprehensive picture of their residency experience and their implementation of, and engagement in, a vibrant and supportive learning community. We are so proud!!

Welcome DSW Cohort 2!
The St. Kate’s – St. Thomas Doctorate in Social Work: Education as Practice program is proud to welcome its second cohort this summer. The 20 DSW students in Cohort 2, from 13 states, will arrive July 17 for a three-day orientation at Oak Ridge Conference Center in Chaska, Minn. After orientation they will begin their first of three on-campus residencies with a two-week course, The History of Social Work and Social Work Education, while housed at St. Thomas. The members of Cohort 2 represent an accomplished group of teachers and practitioners with a shared desire to teach and lead as social work educators committed to service and leadership in the academy and the community.

UST Partnership-in-Learning Grant
Lauren Olson, BSW ’15, and Professor Katharine Hill were awarded a UST Partnership-in-Learning grant for spring 2015. They are working on a research project examining the impact of adoption on older youth who have been in foster care’s school experiences.

Professor Pa Der Vang Testimony
On February 25, Professor Pa Der Vang testified at the Senate State and Local Government Committee in support of Senate File 310, which is moving through the legislature this session. SF 310 is an appropriation bill seeking to establish and fund a working group to gather data about gender-based violence in the Asian Pacific Minnesota community. The bill passed the Senate State and Local Government Committee.

Congratulations to BSW faculty Sarah Ferguson, Kendra Garrett, Miriam Itzkowitz and Felicia Sy, who were each recognized as a faculty mentor by a St. Kate’s student nominated for an All-University Student Leadership Award. All student award nominees were invited to name a faculty member who they felt significantly contributed to their experience while attending St. Catherine University. Mentors were recognized at the St. Kate’s Honors and Awards Ceremony on April 28th.
Lisa Richardson, MSS, LICSW, has been promoted to associate professor at St. Catherine University. Lisa is the director of MSW Field Education. She joined the School of Social Work in 2007. Lisa currently serves as president of the North American Network of Field Educators and Directors (NANFED).

Professor Catherine Marrs Fuchsel and MSW student Leigh Hartenberg, took part in the National Health and Domestic Violence Conference in Washington D.C. (Mar. 19-21). Marrs Fuchsel presented a poster on her current research, joined by her research assistant, Leigh Hartenberg.

Lisa Richardson and recent graduates, Serena Vruno, MSW ’14, and Brady Voigt, MSW ’13, are highlighted in the March NASW News feature, “Field education graduates to new levels.” This is a great article about the power of social work’s signature pedagogy, field education!

Dean Barbara Shank has been re-elected as Chair, CSWE Board of Directors, for a second term

Thank You!
A big thank you to the School of Social Work’s two graduating student workers, Rebecca Mariscal, our student reporter, and Na Lee Thao, our UST office worker. Congratulations!

Catherine Marrs Fuchsel, MSW, PhD, LCSW, LICSW, has been awarded tenure by St. Catherine University and promoted to associate professor. Catherine came to the School of Social Work in the fall of 2009. She teaches primarily in the MSW program. Catherine’s research interests focus on intervention and prevention of domestic violence and sexual abuse, empowerment of women, and delivery of services among the Latino population, specifically the immigrant Mexican community in Minnesota.

Lisa Richardson and recent graduates, Serena Vruno, MSW ’14, and Brady Voigt, MSW ’13, are highlighted in the March NASW News feature, “Field education graduates to new levels.” This is a great article about the power of social work’s signature pedagogy, field education!

Stephanie Lien: Understanding the Counseling Process in Text-Based Crisis Services. Collaborating with Canvas Health TXT4Life Program

Ellen Mathiowetz: Fostering Connections: Promoting Connectedness and Socio-Emotional Well-being among Foster Youth. Collaborating with Connections to Independence

Carissa Franklin: Trauma-informed Parenting: Perspectives from Foster Parents. Collaborating with Family Alternatives.

Three BSW students were awarded UST community-based research grants this spring. Each student will work with faculty advisor, Ande Nesmith, and partner with a local nonprofit to do their work. This was an extremely competitive grant process that includes a generous stipend. Congratulations to:

Stephanie Lien: Understanding the Counseling Process in Text-Based Crisis Services. Collaborating with Canvas Health TXT4Life Program

Ellen Mathiowetz: Fostering Connections: Promoting Connectedness and Socio-Emotional Well-being among Foster Youth. Collaborating with Connections to Independence

Carissa Franklin: Trauma-informed Parenting: Perspectives from Foster Parents. Collaborating with Family Alternatives.

BSW Social Work Club
By Natalie Thoresen, Class of 2017

The BSW Social Work Club has been busy this spring with service projects such as writing cards to our troops overseas, our toiletry drive for a mental health unit for clients in transitional housing, and our participation in the UST Feed My Starving Children MobilePack event in May. Each month, we invited guest speakers to come to our meetings to share their experiences in the social work or social justice field. These included Professor Katharine Hill and her experience in the social work field; combining with Aquinas Scholars to hear Dr. Manske present on emerging disease and social justice; Katheryn Mollen with the Minnesota Catholic Conference; and Professors Katharine Hill and Carey Winkler to talk about Social Work minor options. We are so thankful for all the memories this year and we look forward to another great year of activities, service and fun!

If you would like to learn more or get involved, like us on Facebook or contact the faculty club adviser, Miriam Itzkowitz, at Miriam.itzkowitz@stthomas.edu.
BSW Student Takes the Stage Locally, Nationally and Internationally

On Feb. 16, Comfort Dondo, BSW ’15, put policy into practice and testified at the Minnesota state legislature in support of SF137: Family Assets for Independence in Minnesota (FAIM) program provisions modifications and appropriation. During her time as a student she has served the community in numerous capacities; as a student parent senator, securing for the first time closer parking spaces for parents with children under three years of age; and working on founding a pilot financial literacy program for low-income students with children.

In March, Comfort was invited by the president of the Minnesota Senate Sandy Pappas to attend an International Women’s Day event in Washington, D.C., hosted by the Center for American Progress and Vital Voices Global Partnership. The group convened leaders from around the world to commemorate a milestone year for the global women’s movement. Twenty years ago at the United Nations Fourth World Conference on Women, then-First Lady Hillary Rodham Clinton helped galvanize a movement when she declared that “human rights are women’s rights and women’s rights are human rights.”

Comfort has since been accepted into the United Nations Intensive Summer Study Program to be held June 8-12.

Radio Empowers MSW Students to Give Back to Their Community

By Rebecca Mariscal ’15

Francois Vang, MSW ’15

As a part of the Diversity Social Work Advancement Program (DSWAP), MSW student Francois Vang has been working with radio station KPNP 1600 to provide psychoeducation to the Hmong community. The program explains information on a variety of mental health issues including depression, anxiety, PTSD and more. Vang said the station works to connect the Hmong community with the necessary information on mental health.

“(The station is) a bridge between the American social structure and the Hmong community by providing these social services,” Vang explained.

The radio station has brought attention to the Hmong community and has been recognized by several agencies in the Twin Cities, thus promoting The Family Partnership. “The radio is providing a tool for us to approach Hmong families and individuals without being there face to face,” Vang said. “They still feel safe behind that tool.”

Vang got involved with the program because he felt it was his duty to help. “I felt that I was called upon as a young social worker,” he explained. “This is our way to give back to the community.”

Though the project has presented its difficulties, such as the language barrier, Vang said the ability to assist his community makes it all worthwhile.

“It’s been very rewarding and challenging at the same time,” he said. “The radio is able to empower me because I know that it’s helping my people.”

AEMP Scholar Presents at “Together-Serving Those Who Served” Conference

MSW candidate and Area of Emphasis in Military Practice Scholar Marcus Kuboy, Ret. SSG presented “Trauma and Coming Through to Serve” at the “Together-Serving Those Who Served” Conference April 15. The conference took place at the Camp Ripley Hangar Conference Center in Little Falls, Minn. and was well-attended by a variety of providers who support military-connected populations in communities throughout the region.

Fellow AEMP Scholar Lisa Bittner, who attended the presentation, said that “Marcus represented the veteran perspective with dignity and poise, demonstrating through his words and actions the true meaning of resilience. The audience was so moved he received a standing ovation as he exited the podium.”

DSWAP Interns 2014-2015: Mai Ku Moua, Amanda Moua, Francois Vang, and Bao Herr
Professional Notes


Mindfulness and Acceptance Techniques for Anxious Youth and Adults: Expanding the Traditional CBT Model
By David Roseborough, co-director, ACPI

On March 14, The Advanced Clinical Practice Institute (ACPI) welcomed Dr. Ann Layne of Anxiety Treatment Resources to introduce the 65 attendees to Acceptance and Commitment Based Therapy (ACT) as a complementary approach to cognitive behavioral and other more traditional psychotherapies. As the name implies, ACT emphasizes that in a successful or well-lived life, we will feel “all kinds of things.” Dr. Layne contrasted this with the American cultural emphasis on, and expectation of, perpetual happiness.

Layne offered ways to think about expanding our practices and exercises for our clients and ourselves aimed at increasing mindfulness and accepting a range of feelings as part of moving away from avoidance and in the direction of our values. She shared examples of times she has used this approach to build motivation for more traditional cognitive-behavioral and exposure-based treatments for children, adolescents and adults diagnosed with anxiety disorders, accepting “even intense fear” as part of moving in the direction toward recovery and a fuller life.

On May 30, ACPI and the Minnesota Institute for Contemporary Psychotherapy and Psychoanalysis welcomed Phil Ringstrom, PhD, speaking on A Relational Psychoanalytic Approach to Couples Psychotherapy.

Thanks to all who attended institutes this year and please keep us in mind for future professional development offerings: www.stthomas.edu/socialwork/institutes

A Very Fond Farewell
The School of Social Work will say farewell (but hopefully not goodbye) to three faculty members. We wish them all the best!

Diane Bauer – clinical faculty
Diane joined the faculty in September 1998 as a field liaison and supervisor. She has taught clinical field courses throughout her tenure, and developed and taught MSW coursework. Diane has served as the coordinator of aging services, founding faculty advisor of the MSW Student Association, mentor to many new clinical faculty, and a 682 committee member for over 50 MSW students.

Diane will expand her private practice in White Bear Lake and teach occasionally as an adjunct. She says “… the best part of being in the School of Social Work for the past 17 years has been the wonderful relationships I’ve had with my amazing and talented colleagues and students. They have enriched my life immensurably!”

SSW Video to Premiere at October 2 Milestones Celebration

The “Women’s Work: Women in Leadership in Social Work,” video project is funded by the 2014 UST Women’s History Project grant and will document the long-held leadership roles that women have played in the School of Social Work at the University of St. Thomas; specifically focused on three prominent women leaders: Dr. Barbara Shank, Dr. Angeline Barretta-Herman and Dr. Janice Andrews-Schenk.

Greta Cunningham, an adjunct professor in the UST department of Communication and Journalism, who is an award-winning journalist and former reporter and program host for Minnesota Public Radio, is producing the video. Special thanks to Carey Winkler for her amazing leadership on this project!

In addition to the video, the Milestones Celebration will feature guests from throughout our school’s history as well as live music from our School of Social Work community. See enclosed invitation and register now at: www.stthomas.edu/socialwork/2015celebration

Karen Carlson – MSW distinguished service professor
Karen came to the School of Social Work from Ohio University in August 2010 where she was an associate professor and department chair. At St. Kate’s - St. Thomas she has taught classes including methods of social work research, human behavior, social work practice, social policy and planning and applied research seminar.

When asked what she liked best about working in the School of Social Work Karen said “The students: the funny and challenging things that happened in relation to course work and events with students, are a permanent part of my memory.”

Felicia Sy – assistant professor
Felicia has taught a variety of classes and served as the advisor to the Beta Epsilon Chapter of the Phi Alpha National Social Work Honor Society, a member of the Undergraduate Curriculum Committee, a member of the Family Studies Advisory Board and a member and chair of the Spirituality Institute. She will become a senior therapist and supervisor at Reclaim, a mental health center for LGBT youth.

Felicia says the best part of being faculty in the School of Social Work is the relationships she developed with faculty, students, and staff. “I also have a great appreciation of the professional development I’ve gained in my 4 years here.”
School of Social Work Donors

Ms. Maria Attema  Ms. Florence Njoiy
Dr. Timothy Balke  Mr. James O’Neill
Dr. Angelie Barretta-Herman  Ms. Mary Paulson
Ms. Diane Bauer  Ms. Katie Pauly
Ms. Cremella Chatham  Mr. Hoa Pham
Ms. Colleen Colbeck  Ms. Julie Porath
Mr. Delaine Crawford  Ms. Salina Renninger
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Ms. Frances Lubecke  Mr. Roger Toogood
McPherson Counseling Services  Ms. Carey Winkler
Ms. Denise Morcomb

Gifts processed between July 1, 2014 and May 15, 2014

Upcoming Event

Field Practice Institute Fourth Annual Summit on Emerging Issues in Social Work Practice:

Tuesday, August 4, 2015, 9 a.m.-noon
St. Catherine University Rauenhorst Ballroom

Trafficking in Minnesota: Micro, Mezzo, and Macro Perspectives

The fourth annual summit will highlight the perspectives of survivors, practitioners, organizations, policy makers and law enforcement, providing an opportunity for students, faculty and community members to share best practices and develop strategies for change.

For more information on this and other upcoming events, visit: www.stthomas.edu/socialwork/events

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SSW news: www.stthomas.edu/socialwork/news
Full time faculty, 2014-2015
Barbara Shank, Dean and professor
Sarah Ferguson, BSW program director
Carol Kuechler, MSW program director and 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
Diane Bauer
Laurel Bidwell
Mary Ann Brenden
Karen Carlson
Michael Chovanec
Kari Fletcher
Kendra Garrett
Mari Ann Graham
Katharine Hill
Colin Hollidge
Jane Hurley Johncox
Stacy Husebo
Miriam Itzkowitz
Lisa Kiesel
Catherine Marrs Fuchsel
Ande Nesmith
Lance Peterson
David Roseborough
Eva Solomonson
Felicia Sy
Jessica Toft
Pa Der Vang

Adjunct faculty 2014-2015
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Angeline Barretta-Herman
Lisa Borneman
Michele Braley
Marcy Buckner
Rosella Collins-Puoch
Christine Dawson
Tim Eiesland
Kathleen Fargione
Teresa George
Renee Hepperlen
Theresa McPartlin
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