

gssw

MAGAZINE

UNIVERSITY OF DENVER GRADUATE SCHOOL OF SOCIAL WORK SPRING 15



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FROM THE DEAN

When our innovative, new MSW curriculum was implemented in 2014, one of its highlights was the Health and Wellness Concentration that not only focuses on medical social work, but also prepares students to be practitioners in diverse health, health promotion and prevention, integrated health and wellness settings. In addition to classical Western medical social work settings like hospitals, students are

introduced to integrative health settings (where mental health, drug and alcohol intervention, and medical care are connected) and to organizations primarily focused on promoting mental, emotional, physical, spiritual, community, social and/or environmental wellness. Coursework also addresses health equities in the United States and globally, preparing students for culturally competent practice, as well as leadership and advocacy in health and wellness administrative and policy practice.

In this issue of GSSW Magazine, you'll hear from faculty members who developed and teach courses in this new concentration, as well as students, practitioners and researchers in this varied field. We also invite you to read GSSW's new Solidarity Statement for Racial Justice, developed by our community in response to historical and recent instances of racial violence. Additionally, we are pleased to introduce our latest Alumni Award and Dean's Award recipients. Please join me in congratulating and honoring them for their service to our profession and our school.

Thank you for your continued interest in the Graduate School of Social Work at the University of Denver. Please be sure to update your current email address at www.du.edu/alumni so that GSSW's event announcements and e-newsletters continue to reach you.

Sincerely,

James Herbert Williams, PhD, MSW
Dean and Milton Morris Endowed Chair

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Dean Williams Elected SSWR President-Elect

At the Annual Conference of the Society for Social Work and Research (SSWR), held January 14-18 in New Orleans, Louisiana, Dean and Milton Morris Endowed Chair James Herbert Williams was elected president-elect of the board of directors. He will serve a one-year term in that position, followed by a two-year term as SSWR president.

Founded in 1993, SSWR is a nonprofit, professional membership organization that supports social workers, social welfare professionals, social work students, social work faculty and researchers in related fields.

Williams previously served as president of the National Association of Deans and Directors of Schools of Social Work, a volunteer membership organization dedicated to promoting excellence in social work education.



GSSW Creates Solidarity Statement for Racial Justice

In response to the all-too-frequent images of violence that have permeated social and news media in recent months, the Graduate School of Social Work created "The GSSW Solidarity Statement for Racial Justice," at the request of the school's faculty and staff. The statement was authored by a committee of faculty members who actively sought input from the entire GSSW community. The finalized statement has received the community's wholehearted approval and support.

"Both recent and historical events are clear indicators that racism and racial injustice continue to be very prevalent in our country," says Dean and Milton Morris Endowed Chair James Herbert Williams. "As a graduate school of social work, we have a professional obligation to initiate and support training opportunities and community engagement efforts to ameliorate racial injustice in our society."

Faculty committee members included Assistant Professors Yolanda Anyon, Ramona Beltran and Leslie Hasche; Associate Professors Daniel Brisson and Nicole Nicotera; and Associate Professor Michele Hanna, Associate Dean for Academic Affairs.



photo credit Andrea Portillo

GRADUATE SCHOOL OF SOCIAL WORK SOLIDARITY STATEMENT FOR RACIAL JUSTICE

The GSSW community stands in solidarity with individuals, families and communities who are fighting against historically situated and ongoing racism and other intersecting forms of oppression. As a school that is dedicated to training future social workers that embody the values and ethics of social justice, we commit to understanding our place in the larger context of institutional racism and to bending the arc of history toward a more just world. Recent and historical events shaping the environment of rage, fear and distrust of institutions across our nation reflect a deep wound anchored in a history that continues to repeat itself. Racial profiling, unnecessary use of lethal force, denial of basic human rights and civil liberties such as access to housing, employment, health care and due process, as well as exploitation of poverty via modern day "debtors prisons," confront people of color on a daily basis. We aim to explicitly confront racism and related systemic oppression. In this spirit, we pledge to:

1. Engage each other and our communities in undoing institutional and systemic racism. We will have direct conversations that name these historical and ongoing experiences and actively seek to identify responsive social work practices.
2. Collaborate with the communities most affected by these injustices and participate, as directed by community, in efforts to dismantle systemic oppression. We will:
 - build mutually beneficial non-exploitative relationships in our research and practice, and
 - participate in non-violent actions that spur critical dialogue and embody anti-racist social work practice.

As an institution committed to the public good, we dedicate ourselves to developing a culture of critical consciousness that promotes and supports socially just, anti-racism programs and policies through our educational and scholarship efforts. We will continually address the intersectional nature of power, privilege and oppression in our interactions with clients, students, communities and each other. This statement aligns with the GSSW commitment and pledge for diversity.

Find a link to the GSSW Solidarity Statement on our homepage at www.du.edu/socialwork. Read the GSSW Diversity Pledge at www.du.edu/socialwork/diversitypledge.html.



Center for Effective Interventions Opens at GSSW

The Center of Effective Interventions (CEI), formerly located at Metropolitan State University of Denver, moved its operations to GSSW in January. David Bernstein, MSW '75, serves as program director.

CEI promotes evidence-based therapeutic services for families, children and youth by assisting with program development, supporting

Multisystemic Therapy (MST) teams in four states, providing MST orientation training in Colorado and New Mexico, and hosting Functional Family Therapy training sessions in Denver. CEI also advocates for evidence-based practice with state and local stakeholders throughout the west and develops statewide MST databases in Colorado and New Mexico to supply information on demographics, accomplishments and sustainability of changes for MST clientele.

Before joining CEI, Bernstein worked in the public sector for 20 years as a caseworker, supervisor, administrator and director of child welfare and human services programs in the Denver area. He has been a GSSW adjunct faculty member, has taught at Metropolitan State University of Denver and has presented at several national conferences on the implementation of evidence-based programs in human services. Bernstein was named a University of Denver Master Scholar in 2011 in recognition of his professional contributions to the field of social work.

Other CEI staff members include Kia Cha, administrative assistant (Denver) and three Multisystemic Therapy Experts: Vivian Aguirre, LPC (El Paso, TX), Bill Crockett, MS (Cañon City, CO) and Chris Mason, MSW, LISW (Portland, OR).

To learn more about the Center for Effective Interventions, visit www.du.edu/socialwork and click on "Research and Institutes."

Initiative Expands Academic Women's Leadership

GSSW is co-sponsoring the Southeast Europe Academic Women's Leadership Initiative, which is aimed at increasing the sustainability of educational reform in the region, as well as the expansion of academic women's scholarship and teaching expertise. Participating countries include Albania, Macedonia, Bosnia and Herzegovina, Croatia, Slovenia, Serbia, Montenegro, Kosovo, Bulgaria and Romania.

The Initiative included, as a first step, attendance by eight professors at the 2014 Annual Program Meeting of the Council on Social Work Education (CSWE), held in October in Tampa, Florida. The women participated in a Partnership Panel presentation, attended Global Commission and Women's Council meetings, participated in the pre-conference Leadership Institute Workshop and presented their work under the category of peer-reviewed sessions. These activities were aimed at developing ongoing mentoring relationships for each scholar as she moves through the academic ranks and into leadership positions in her university.

Among the eight women attending the CSWE meeting were two professors from the University of Sarajevo, Bosnia and Herzegovina. GSSW has a



Pictured at the 2014 CSWE Annual Program Meeting are (L-R) Clinical Professor Ann Petrila, Professors Sanela Šadić and Sanela Čekić Bašić, and Julia Watkins, former Executive Director of CSWE.

significant presence in Bosnia under the leadership of Clinical Professor Ann Petrila, Assistant Dean for Field Education and Director of Global Practice Bosnia (formerly International Service Learning Bosnia and Herzegovina), the University of Denver's oldest international service learning program. Global Practice Bosnia enables students to learn about the Balkans region through combined academic study and service-based internships in Sarajevo. Petrila also developed and teaches the MSW course "The Social Work Response in Post-War Bosnia."

GSSW a Partner in New Professional Development Center

Dean and Milton Morris Endowed Chair James Herbert Williams has joined with the deans of DU's Graduate School of Professional Psychology, College of Education and University College to create the Center for Professional Development. The goals of the new center are to facilitate collaboration across the University, serve the public good, create a revenue stream and bring community members who aren't alumni into the University to experience what it has to offer.

"GSSW's participation in the center expands our ability to foster interdisciplinary dialogue and professional growth," says Trish Becker-Hafnor, Assistant Director of Alumni Engagement and Special Events.



For a description of GSSW's professional development offerings, visit us online at www.du.edu/socialwork, and click on "Licensure and Continuing Professional Development."

Lecture Series Features Notable Scholars



The 2015 GSSW Lecture Series began on March 10 with a lecture entitled "Achieving Health Equity: Tools for a National Conversation on Racism" by Camara Phyllis Jones, MD, MPH, PhD. A Senior Fellow at the Morehouse School of Medicine's Satcher Health Leadership Institute, Jones is a family physician and epidemiologist whose work focuses on the impacts of racism on the health and wellbeing of the nation. She seeks to broaden the national health debate to include not only universal access to high-quality health care, but also attention to the social determinants of health (including poverty) and the social determinants of equity (including racism). She has developed new methods for comparing full distributions of data, rather than simply comparing means or proportions, in order to investigate population-level risk factors and propose population-level interventions.

Jones hopes that her work will initiate a national conversation on racism that will eventually lead to a National Campaign Against Racism.

The series continued on April 9 with a lecture entitled "The Supreme Court and Your Health: Insurance, Abortion, Same Sex-Marriage, and (For Now) Legal Marijuana," by John Petrila, JD, LLM, Chair and Professor, Department of Health Policy & Management, University of South Florida College of Public Health. Petrila noted in his talk that the Affordable Care Act is the most sweeping reform of the United States health care system since enactment of Medicare in 1965. Yet the ultimate shape and future of the law, he believes, will

be determined as much by the U.S. Supreme Court as by the statute. While the Court has upheld the ACA to a large degree, it has made Medicaid expansion a state's issue and has restricted access to contraceptives under the ACA.

In addition, the Court will soon hear cases involving the future of same-sex marriage, abortion rights, and the legality of tax subsidies that have enabled millions of individuals to purchase health insurance. With these cases, Petrila notes, the United States Supreme Court – usually by 5-4 votes – has become enormously important in shaping individual access to health care and, by extension, population health. His lecture reviewed what the Court already has done, and what it may do, to the legal and policy principles that directly affect our health.

Online registration opens this summer for two additional lectures, to be presented on September 24 and October 23, from 11:00 a.m. to 12:30 p.m., in the Boettcher Foundation Community Room of Craig Hall. The September lecture, entitled "Cultures of Care: Why Social Work Should Continue to Take Differences Seriously," will be given by John Jackson, Jr., Dean and Richard Perry University Professor at the University of Pennsylvania School of Social Policy & Practice. The October lecture, entitled "The Future of Global Human Development," will be presented by Barry Hughes, Director of the Frederick S. Pardee Center for International Futures and John Evans Professor at DU's Josef Korbel School of International Studies.



PETRILA

Register for this and other upcoming events at www.du.edu/socialwork. Don't miss out! Click on the link to [subscribe to GSSW's Weekly Events Email](#) for regular updates.



Scholar Promotes Community-Engaged Scholarship

On February 9, GSSW partnered with DU's Center for Community Engagement and Service Learning to sponsor a lecture by Professor Barbara Holland, PhD, senior scholar with the Center for Service Learning at Indiana University—Purdue University Indianapolis.

Entitled "Coping with Change in Higher Education: The Growing Strategic Role of Community-Engaged Scholarship," the lecture analyzed the strategic importance of community engagement to teaching, learning and research quality, as well as the need to monitor and measure engagement's impacts and outcomes.

Holland has served as an advisor to more than 100 academic institutions across five nations. Chancellor Rebecca Chopp gave the opening remarks that preceded Holland's lecture.



Register Now for "Gray is Green: Elders and the Care of the Earth"

[Register now](#) for a lecture at GSSW on April 22 by Harry R. Moody, Distinguished Visiting Professor at Fielding Graduate University in Santa Barbara, CA, and recently retired Vice President and Director of Academic Affairs for AARP in Washington, DC. Entitled "Gray Is Green: Elders and the Care of the Earth," the lecture will be held from 9:00 to 11:00 a.m. in the Boettcher Foundation Community Room of Craig Hall.

Sponsored by GSSW's PROGRESS gerontology program, the program also includes a presentation by the Colorado Culture Change Coalition. The event is free and open to the public, and a continental breakfast will be served.



The Health & Wellness Concentration: Building Skills and Promoting Equity

by *Clinical Associate Professor Michael Talamantes, LCSW-CO*

“Of all the forms of inequality, injustice in health care is the most shocking and inhumane,” the Rev. Martin Luther King, Jr. once told the Medical Committee for Human Rights in Chicago. King was addressing this issue in 1966, and GSSW is addressing it today in new and innovative ways.

The equal acquisition of health and the ability to maintain one’s health are among the core values of social work. During the redesign of our MSW curriculum in 2013, GSSW added the Health & Wellness concentration to provide students with the theory, policy, practice and research knowledge and skills they need to serve our most vulnerable populations.

Social work has a longstanding history in health care. Ida Cannon was the first medical social

worker at Massachusetts General Hospital in the early 1900s. It was her collaboration with Dr. Richard Cabot that essentially formed the first interdisciplinary team. While Cabot worked to cure patients of illnesses like tuberculosis and diabetes, Cannon worked to help patients in the context of their social environment. By the 1920s, social work departments became a mainstay of hospitals across the United States. Today, social workers are central to the mission of not only hospitals, but also outpatient medical clinics, dialysis centers and home health programs that include hospice and palliative care services.

Behavioral health intervention in integrated health care settings is also expanding in many areas of Colorado. Whether they’re providing counseling at Denver’s Children’s Hospital to assist a family in coping with their child’s serious illness, or helping a patient access a community resource to improve adherence to medical treatment at the nonprofit Clinic Tepeyac, social workers are providing clinical services in diverse health settings throughout the state.

As health care continues to evolve and change, so have the social work services that are provided for patients and families. We are now seeing sweeping changes as a result of the Patient

Protection and Affordable Care Act, which was signed into law by President Obama on March 23, 2010. In *Health and Social Work* (2013), Andrews, *et al*, state, “The time has come for our profession to develop a well-coordinated strategy to communicate the evidence demonstrating social workers’ effectiveness in advancing Affordable Care Act aims and build on infrastructure for further research on how they can contribute to implementation of this historic legislation.”

GSSW’s Health & Wellness concentration was established with that goal in mind.

Our MSW students have always had the opportunity to select field placements in health care, and these agencies traditionally have been among the most popular sites for second year field internships. Students enjoy the intersection of health, medicine and social work, in addition to practicing in dynamic health care environments. Field Instructors and alumni alike are extremely pleased to learn about our new concentration, which allows students to take complementary courses that will prepare them for future careers in health and wellness.

“I think it is an amazing opportunity for those students interested in pursuing a career in health care to have this Health & Wellness concentration,” says Amity Good, MSW ’01, an oncology social worker at the Children’s Hospital. “It is such a specialized field, and there are perspectives that need to be focused on in order to best meet the needs of this population. When I was in school, I worked hard to create my own ‘health care concentration,’ but this was difficult to do, based on the limited courses offered at that time. It would have been helpful having someone who knew the areas of focus that were necessary in order to provide a solid health care foundation. I think this is an area that will only continue to grow in the community, and it will need qualified and committed social workers to best support this growing need.”

Professor Jean East and Clinical Associate Professor Kate Ross worked diligently over the past few years to lay the groundwork for the new concentration. They identified, and met with, various health and wellness stakeholders to gather suggestions and input regarding community needs and how best to prepare students in the classroom for careers in health and wellness. The core classes that make up the curriculum were then developed. Much of the coursework focuses on health promotion and health prevention, and it emphasizes wellness for individuals, families and communities.

“Trends and Perspectives in Health and Wellness” is the overview course, which focuses on health theories, health disparities, community health promotion, health social work roles and complementary health and wellness modalities. A major emphasis of this course is the identification, research and elimination of health disparities. Scholarship, research and advocacy in this area are central to the core mission of values of social work, and it is imperative that social work be involved in translational research to combat and eliminate disparities that impact the most vulnerable and oppressed members of society.

“Health Care Policy” is a required course for students in the Health & Wellness concentration but is also proving to be a valuable course for all

GSSW students, because the content is applicable to any field of social work practice.

According to the National Institute for Health Care Management, “[t]he two most important numbers in American health care are five and 50,” meaning that five percent of people account for about 50 percent of the health system’s spending. In this policy course, students thoroughly analyze the complexities of the U.S. health care system. Our graduates need a solid foundation in, and understanding of, health policies in order to advocate for populations most in need of improved health care access and coverage.

“Social Work Practice in Health Care,” the final required course, is aimed at raising the proficiency of students entering health care arenas. The course aims to boost the students’ knowledge of medical terminology, interventions for acute and chronic illness, interdisciplinary team processes in health fields, medical ethics and health care leadership. Presentations by numerous guest speakers bring the real world into the classroom.

Additional recommended courses for this concentration include “Advanced Social Work Practice in Integrated Health Care,” “Grief and Loss Across the Life Span,” “Wellness Promotion and Interventions,” “Mind Body Connections in Social Work Practice” and “Care Management Skills and Resources to Promote Community Living.” An elective course on disabilities is also being added to the curriculum, and students continue to have options in other areas such as mental health, aging and families. These offerings provide our GSSW students with a solid foundation and knowledge base to impact the field and make a difference for the clients they serve in health and wellness settings.

“I came to GSSW specifically to pursue the Health & Wellness concentration,” says MSW student Becca Fox. “The coursework, along with my field placements at the Rocky Mountain Stroke Center and on the Denver Health Inpatient Acute Rehabilitation Service, have not only challenged and motivated me, but also

have confirmed that I am on the right path. The approachability of the instructors within the concentration, in addition to the dedication of my internship supervisors, have played immeasurable roles in my preparation for a lifelong career in social work.”

The concentration also emphasizes critical thinking, evidence-based health care interventions and leadership skills so that students can create change and help solve some of the complex systemic problems faced by the health care industry.

“The Health & Wellness concentration has given my passions for health and social work the chance



to grow and develop further than I ever could have imagined,” says concentration student Julia Rose. “Being able to have focused discussions with my peers and professionals about health and wellness, while incorporating social work values, has been a priceless experience.”

With the continued growth and expansion of an array of health services, GSSW graduates will be well-positioned to impact the health service delivery system at the micro, mezzo and macro levels for years to come.

Health, Wellness & Social Work: Graduates Share Their Perspectives

Long before GSSW launched its new Health & Wellness concentration, many MSW students completed internships in hospitals, clinics, senior care facilities and hospice service providers. We asked some of our graduates, now employed in medical settings, to share their thoughts about the new concentration and the value of social work to the health care field.

“GSSW is a great beginning step to a clinical career as a social worker,” says Morgan Davis, MSW ’11, LSW, an oncology inpatient social worker at University of Colorado Hospital. “After my program, I was able to identify clinical interventions that I was incorporating in my work and potential evidence-based outcomes. Although there was no health and wellness program when I graduated, I felt prepared as a clinician to work in the medical field.”

Nevertheless, adds Davis, the absence of courses specific to health care made her additional training “significantly difficult and time-consuming.” She notes that medical social workers are “. . . challenged daily with new medical terms, boundary setting, professionalism, advocacy of self and patient, and the keen sense of self and awareness of your own personal bias” – factors that combine to make medical work a unique specialty.

Karen Davidson, MSW ’06, LCSW, faced similar challenges in finding MSW courses that would prepare her specifically for a medical social work career. “My internship experience was pivotal to my current job responsibilities,” says Davidson, a pediatric dialysis and kidney transplant social worker at Children’s Hospital Colorado. “If [in addition] there can be specific training for those interested in medical social work, it would be helpful in providing the skills and knowledge that are needed in medical settings and therefore help patients cope and get the resources and support they need.”

“I think it is great that there will now be a specific concentration for health and wellness at DU,” says Michelle Bunch, MSW ’11, LCSW, a social worker at the University of Colorado Cancer Center. “Working in a hospital or other healthcare environment is unique, and specific training around access to healthcare, insurance, end-of-life issues and advanced directives is imperative . . . I believe that the need for social workers in healthcare institutions will only grow as our population ages and there are additional changes to our healthcare system.”

In fact, says Davis, “this concentration will not only prepare students for a higher level of medical understanding . . . but it will elevate clinical social work as a whole.”

Darcey Sypolt, MSW ’08, LCSW, and Erin Rosenberg, MSW ’05, LCSW, both social workers at University of Colorado Hospital, express similar enthusiasm for the new concentration. It will “set our training apart from [that of health care partners who] attempt to dabble in psychosocial care and realize they are not trained appropriately,” says Sypolt, who completed the PROGRESS gerontology program while earning her MSW.



Clinical Associate Professor Michael Talamantes (1st row, right) chats with a group of GSSW graduates now working in the medical field. Pictured with him are (1st row, L-R) Marsha Corn (MSW ’97), Jenny Sanderson (MSW ’00), (2nd row, L-R) Morgan Davis, Karin Harlan (MSW ’14), Cami Ryan, Amity Good, (3rd row, L-R) Michelle Bunch, Darcey Sypolt, Lacy Cahill, Erin Rosenberg, (4th row, L-R) John Scheid (MSW ’14) and Karen Davidson.

“Our current health care system is so siloed that it is important to have the [broader] social work perspective about a patient’s care and support system,” Rosenberg adds. “Without consideration to both the mirco and macro system the patient lives and functions in, one cannot appropriately provide patient-centered care and expect the best results.”

The consequences for a patient could be devastating. “When a person’s physical health is compromised, it affects much more than just their physical well-being,” explains Cami Ryan, MSW ’12, LSW, another University of Colorado Hospital social worker. “It impacts their mental health, emotional stability and relationships . . . Without social workers, these needs may go unaddressed, only further negatively impacting their physical health.”

“Social workers in a healthcare setting are uniquely equipped to work as valuable members of multidisciplinary teams,” adds Lacy Cahill, MSW ’05, LCSW, also at University of Colorado Hospital. “As medicine continues to evolve and change, social workers will be critical in educating and supporting patients, as well as bringing our unique perspective to medical treatment plans.”

“Medical social work requires . . . knowledge of poverty, cultural competence, financial and insurance issues and policies that impact society,” says Amity Good, MSW ’01, LCSW, an oncology social worker at Children’s Hospital Colorado. “I truly feel that we are oftentimes the glue that holds these complex circumstances together, and the medical team relies on our expertise to intervene.”

The Wellness Wave: Wellness Promotion & Intervention across the Lifespan

by Clinical Associate Professor Kate Ross, MSW

One of the reasons GSSW developed its new Health & Wellness MSW concentration is the steady increase we’ve seen in students who are interested in “mind-body” social work. In fact, the added emphasis we place on wellness and holistic health concepts is one factor that sets our concentration apart from more traditional MSW practice specialties that are focused solely on medical social work.

For years, GSSW students have enjoyed our “Mind Body Social Work” elective course. Based on their enthusiastic responses, we added wellness promotion to the new concentration’s overview course, “Trends and Perspectives in Health and Wellness,” and we developed a new methods course, “Wellness Promotion and Intervention across the Lifespan,” that I’m teaching for the first time during winter quarter this year.

As the faculty director for the University’s undergraduate Wellness Living and Learning Community since 2008, I have had the opportunity to develop three different courses with a wellness framework – courses that are inherently multidisciplinary. For example, mental wellness can include psychology, psychiatry, sociology, education and development theory. Spiritual wellness can include religious studies, mythology, cultural studies and geography. Physical wellness can include medicine, environmental studies, public health and so forth. As a social worker designing these courses, I sought to ensure that students view all of these concepts through the lenses of empowerment, social justice and a strong dose of community change theory.

One of my undergraduate courses, “Community Wellness,” examines the influence of human development and wellness benchmarks through the lifespan. Because all DU Living and Learning Communities include service, I incorporated a project whereby students create sustainable wellness projects across the lifespan for agencies or DU departments. The course has all the hallmarks of a social work class, at least in its foundations.

The new Wellness Promotion course I teach at GSSW is based on that undergraduate course. Like all of our MSW courses, this course offers information and conceptual frameworks that apply to the micro (direct), mezzo (community) and macro (policy/systems) aspects of practice. However, the mezzo skills focus of this course is on creating programs and changing systems to promote wellness. We examine health disparities, health and wellness benchmarks, various developmental models, policies and best practices in wellness.

This course incorporates more holistic ways of seeing, such as circular developmental models. We are using Bill Plotkin’s 2008 book *Nature and*

the Human Soul Cultivating Wholeness and Community in a Fragmented World and Anodea Judith’s 2004 classic *Eastern Body, Western Mind: Psychology and the Chakra System as a Path to the Self*. Both authors discuss the soul and energy, and the connection of all of life. Plotkin’s developmental framework proposes eight stages of life, not defined by years, but rather marked by achieving the soul’s work. He describes each stage as having two primary tasks, those that are cultural and those that are natural. He defines the current culture as “ego-centric” and opts for an “eco-centric” or “soul-centric” culture that considers humans as part of nature. Judith’s book examines how an individual experiences family and culture in developing an energetic connection with the world.

I developed another facet of the new Wellness Promotion course in partnership with the nearby Evanston Center for Spiritual Wholeness and Healing, which seeks to support individuals of all ages who struggle with substance use and addiction and offers programs that provide a buffer against peer pressure and negative external influences among children, youth and young adults. Divided into eight work groups, each focused on one aspect of the lifespan, the MSW students are helping the center develop wellness programs to serve DU and the surrounding community. They’ll present their ideas for promoting wellness to the center’s Reverend Anne Davidson Mundt during the last two weeks of class.

While many of our wellness concepts were considered “out there” only a decade or so ago within traditional social work frameworks, the trend toward more holistic social work is being cultivated in practice, study and research. In a February 10, 2015, release by the U.S. Department of Health and Human Services, there is an article by the National Institutes of Health (NIH) entitled “Nationwide Survey Reveals Widespread Use of Mind-Body Practices.”

“More Americans of all ages are rolling out their yoga mats in an effort to improve their health,” the NIH article states, in part. “A large, nationally representative survey shows that the number of Americans using mind and body approaches to improve health and well-being remains high. Of note is a significant increase in the use of yoga since 2002.”

Still, can we prove these methods work by scholarly research standards? According to Josephine P. Briggs, MD, Director of the National Center for Complementary and Integrative Health, “The survey data suggest that consumers are paying attention to medical evidence and using it to inform their decisions ... This reaffirms how important it is for NIH to rigorously study complementary health approaches and make that information easily available to consumers.”

It is exciting that GSSW’s new Health & Wellness concentration is flourishing at a time when this combination of Eastern and Western ideas is being fused through cutting-edge research and practice.

Ross, a member of GSSW’s field education team, helped to found the nonprofit “Yoga for the People” in 2006 to make yoga accessible to everyone, regardless of their financial situation. Volunteer yoga instructors teach yoga at homeless shelters, mental institutions, hospitals, schools, prisons and other locations where people would ordinarily not have access to its healing power. Learn more at www.yogaforpeople.org.



ROSS

Promoting Health & Wellness in Western Colorado



by Clinical Assistant Professor
Rachel Forbes,
Western Colorado
MSW program director

GSSW’s Western Colorado MSW Program, based in Glenwood Springs, contributes to the health and wellness field both by educating students and by working with a variety of community partners.

Because the program is designed to meet the special needs of rural and mountain communities, the Western Colorado concentration curriculum includes an elective course in integrated health care. The course is taught by Adjunct Professor Jenny Nate, MSW ’03, LCSW, a senior community strategies leader for Rocky Mountain Health Plans who organizes integrated care efforts across the region.

“My work on the Western Slope involves engaging health care leaders in community-wide collaboration around improving care for our most vulnerable individuals,” Nate explains. “Through this experience, I have concluded that social workers in this region need to be willing and able to step up in our communities, not only as clinicians and program administrators, but also as community leaders in system innovation and cultural transformation. It is truly an honor to support our MSW students in their preparation for these extremely important roles.”

Sara Montag, MSW, LCSW, Assistant Program Director for the Western Colorado program, knows firsthand the value that social workers bring to the health care field. She’s a part-time integrated care clinician at the Mountain Family Health Centers clinic in Basalt, Colorado. With additional clinics located in three other mountain communities, Mountain Family provides high-quality, integrated primary, behavioral and dental health care, with special consideration for the medically underserved, regardless of ability to pay.



“I work together with the primary care providers to address all the health needs of our patients,” says Montag. “I help people dealing with depression, anxiety, chronic pain, grief, stress and many other issues. I like that I’m able to reach people who might not seek treatment at a mental health center. I do draw on my social work education, not only for clinical skills, but also when building an understanding of the various systems and resources surrounding a patient. It’s exciting that organizations, right here in Western Colorado, are embracing the idea of integrated health care, and I see social workers playing a role on all levels, from direct service to policy, funding, management and organizational change.”

Our program also supports the Colorado health care system through our participation in regional working groups, such as the Western Mountain Regional Health Alliance. Additionally, two of our students are completing internships at health-based agencies this year. “Initiatives are underway today to address the fragmentation of our health care system,” says Allison Jorgensen, an intern at the Garfield County Public Health Office. “County public health departments, including the one where I am an intern, are uniquely positioned to address the needs of public health through an integrated health perspective.”

As a part of her internship, Jorgensen is co-facilitating the Western Colorado Program’s participation in the 2015 Health Equity Learning Series, presented by the Colorado Trust. The series is an educational program platform that brings together diverse constituents from across the region to discuss problems and possibilities surrounding health and health care delivery. Lectures are presented before a live audience in Denver and live-streamed to, and videotaped for, 27 remote viewing parties across the state. The Western Colorado Program received a \$5,000 grant from the Colorado Trust to host viewing parties for each lecture in the series. We advertise and recruit event participants, and we facilitate roundtable discussions after each speaker’s presentation. Our goal is to increase community awareness of the barriers to health equity and the ways we can increase access to healthcare in an affordable way for our local residents.

The first lecture, presented live on February 5, featured Doran Schrantz, Executive Director of ISAIAH in Minnesota. She discussed the ways her faith-based organization engages communities to develop solutions to health equity issues and how other organizations and individuals can become part of such a movement. We hosted a watch party for a video of the presentation on February 27, and we will also host watch parties for lectures on July 23 and September 27. You can find details online at www.coloradotrust.org, and you can watch past lectures on the Colorado Trust YouTube Channel.



The Western Colorado MSW Program is currently accepting applications for the two-year MSW program that will begin in September. For program and admission information, visit our website or contact me at rachel.forbes@du.edu.

Our Stories Are Our Medicine

by Assistant Professor
Ramona Beltrán

Indigenous communities globally are disproportionately affected by HIV/AIDS. Recent rates of HIV infection in the U.S. have increased more rapidly among American Indian and Alaska Native communities than any other racial/ethnic group. Indigenous scholars hypothesize that high rates of historical trauma, alcohol and other drug (AOD) abuse, and interpersonal violence are linked to health behaviors associated with HIV, creating a “triangle of risk.”

Along with the existence of the triangle of risk related to historical trauma, there are numerous protective mechanisms that may buffer the impact of trauma on HIV risk. These include spirituality and traditional health practices, enculturation and a strong commitment to tribal community. Emergent scholarship highlights the role of narrative or storytelling as a particularly powerful tool in interrupting transmission of intergenerational trauma in Indigenous communities.

Together with partner organizations and community organizers, I am working on several projects to address disparate experiences of HIV/AIDS, AOD use and interpersonal violence, while centering healing through cultural narrative processes and storytelling.

The first of these projects, Indigenous Youth RiseUp!, is a collaborative effort with Café Cultura, Los Servicios de La Raza and the Denver Indian Family Resource Center to develop a culture-centered HIV-prevention curriculum for Indigenous youth in the Denver metropolitan area. Curriculum development is led by youth organizers and focuses on storytelling and creative expression as vehicles for increased knowledge and decreased stigma surrounding HIV behaviors. The project sponsored the RiseUp! event in March, an annual HIV awareness program featuring spoken word, music, food, vendors and free HIV testing and counseling. Students from GSSW volunteer for and help support the RiseUp! event.

Additionally, I will be working with Mexican American Indian (MAI) communities beginning in the Pacific Northwest, to conduct an HIV/AIDS and AOD needs assessment including the role of traditional cultural practices in health/wellness and healing.



Beltrán (3rd from left) is pictured with the staff of Tu Tama Wahine, a Maori women’s community resource center where she gave a workshop on historical trauma and healing.



Beltrán teaches an Aztec “danza olin” to members of a community-based Maori youth haka group. In turn, the youth taught her poi, a form of traditional Maori dance in which weights on the ends of tethers are swung through rhythmical patterns.

Changes to tribal groupings since the 2000 Census have revealed more diversity among those Indigenous peoples previously identified broadly as “Latin American Indians.” A 2012 U.S. Census Brief documents MAIs as the fourth largest tribal grouping in the United States, representing the emergence of a previously invisible Indigenous group. This raises important questions about the presence of unique HIV/AIDS health risk and protective factors given people’s experiences associated with intersecting racial and cultural identities as both Mexican and American Indian. These experiences include the complex confluence of previous and current migration factors, as well as histories of colonization, displacement and historical trauma.

This pilot project is funded by the National Institutes of Health Indigenous HIV/AIDS Research Training Program at the University of Washington Indigenous Wellness Research Institute. It is the first project of its kind and will provide valuable information about the needs and strengths of the complex and previously obscured MAI population in the northwest and beyond.

It is my hope that including the process of storytelling in each of these studies will help uncover the nuances of complex personal, community and sociopolitical processes as understood and experienced by community members. As a result, threads exposing ways that communities survive and thrive amidst great obstacles will illuminate opportunities for culturally responsive interventions.



The Transformative & Healing Nature of Digital Storytelling

by Stephanie Begun,
MSW '12, PhD candidate

For many Indigenous peoples, narrative in the form of storytelling is a fundamental and traditional cultural practice. Over the past year, I have had the incredible opportunity to work with Assistant Professor Ramona Beltrán in analyzing results from a community-based digital storytelling workshop that she facilitated with Maori community members in New Zealand. In the workshop, Professor Beltrán helped participants to create digital stories that focused on cultural strengths while eliciting stories of resiliency amidst historical trauma within the Maori community. Post-workshop in-depth interviews were then conducted to explore participants' experiences in the workshop.

Analyses of interviews revealed that workshop involvement was a transformative experience, as participants articulated the power of finding language to explain experiences of historical trauma that they had often felt and observed in their daily lives, but previously lacked concrete ways of describing. Additionally, acquiring the language and definition of historical trauma helped participants understand how historically situated traumas—particularly those associated

with land loss, displacement and forced acculturation—continue to affect them today, not only as individuals, but also in collective familial and community-based contexts.

Participants also noted that the supportive, relationship-building process by which stories were created allowed for narratives to unfold and flourish within the “story circle” setting. In addition, participants said they could personally relate to stories created by others in ways that truly validated and spoke to their own lived experiences.

Furthermore, participants described digital storytelling as a promising way for promoting positive, healthy transformations and re-framing existing social problems in the broader Maori community. They named numerous ways by which they thought the creation and dissemination of digital stories and personal narratives could serve as healing agents of change in the Maori community, including substance use, suicide, poverty, mental health, and crime prevention and intervention.

We are encouraged by the positive transformations that appeared to transpire among the Maori individuals who participated in the workshop. Our hope is that the findings from this project will play a role in expanding dialogues of historical trauma,

and that healing and praxis through participation in narrative and digital storytelling will amplify Indigenous voices while aiding in the healing of deep, collective intergenerational wounds.

For me, this project also provided many important reminders about conducting respectful research. I joined the project at the time of analyses and therefore did not personally become acquainted with the workshop participants. Nor am I a member of the Maori or other Indigenous communities. Because of that, it seemed especially important to me to approach participant stories with humility by asking for guidance and reflecting on my relationship to their narratives as I engaged in the analysis and writing process. As a White ally, I think there is a crucial onus upon social workers to approach research and practice with both mindfulness and transparency, especially regarding social position, power and privilege. In my research with homeless youth, my hope is to employ similarly authentic and culturally responsive digital storytelling approaches in the future.

Begun is completing a doctoral dissertation entitled “Homeless Youth Pregnancy and HIV Risk Behaviors: The Role of Social Networks, Pregnancy Attitudes and Intention, and Gender.”



Event Promotes Health & Wellness

Members of the GSSW community took a much-needed break from the pressures of academia when they gathered in the Boettcher Foundation for Health and Wellness Week events on February 17 and 19. Cosponsored by the Phi Alpha honor society and ECO Conscious student group, the two lunch-hour gatherings gave participants the opportunity to practice yoga and meditation, get a massage, make healing crafts like scented “headache erasers”—or even take a nap! Healthy snacks were provided, including fruit donated by Fruit Revival, a Denver-based company that delivers premium whole fresh fruit throughout the metro area.



INSTITUTE FOR HUMAN-ANIMAL CONNECTION

Nature-Based Experiential Learning: An Eco-Spirituality Retreat

by Adjunct Professor Erica Elvove, MSW '08
program coordinator, Institute for Human-Animal Connection

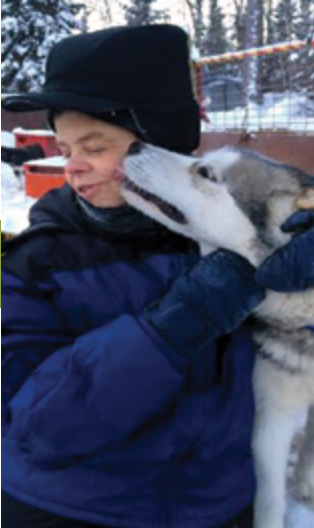
Daybreak found me slowly and strategically dressing in layer upon layer of winter clothing, covering any exposed skin and preparing myself for the frigid temperatures of the Boundary Waters region outside the door of the cozy lodge. Before the comfort of breakfast for the humans, we had work to do in the kennel—feeding, watering, chipping and loading frozen waste into sleds for removal and, of course, loving on the 65 Canadian Inuit and Siberian Husky dogs that made this eco-adventure so rich an experience.

Imagine immersing yourself into subzero conditions of northern Minnesota after a foot of snow has fallen, teaming up with one other person and five gorgeous working dogs for a sledding adventure that would challenge you physically, mentally and spiritually. This is where I gratefully found myself in early January, and the haunting howls and bright eyes of the animals, human camaraderie and spirituality found in the frozen wilderness have inspired me ever since.

This unique opportunity to participate in a four-day, eco-spirituality retreat hosted at Wintergreen Dogsled Lodge in Ely, Minnesota, was designed and facilitated by the illustrious Sister Trish Dick of the Sisters of the Order of Saint Benedict in St. Joseph, Minnesota. Sister Trish developed this animal-assisted activity as her capstone project for the Animals and Human Health (AHH) certificate program, a professional development program offered by GSSW's Institute for Human-Animal Connection. Through nature-based experiential learning, the retreat challenges and provides spiritual guidance for a group of undergraduate students in their last semester before graduating from the College of St. Benedict and St. John's University.

I am consistently impressed with the creative human-animal-environmental programming developed by our AHH professional development students. Much like Sister Trish, our students use this educational experience to infuse their multidisciplinary backgrounds with the power of nature and animals. We believe this connection to the living world fosters healthier communities for all living beings.

To learn more about the animals, people and programs of the Institute for Human-Animal Connection, visit us online at www.du.edu/humananimalconnection.

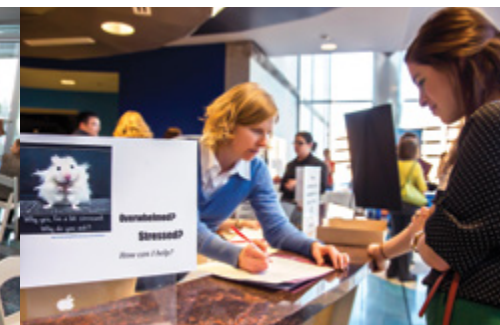


TOP: Sister Trish Dick developed the retreat while earning the Animals and Human Health Certificate.

BOTTOM: IHAC's Erica Elvove takes a break with the dogsled team.

FIELD FAIR 2015: Finding the Perfect Match

Unlike many MSW programs, GSSW offers its students the opportunity to interview agencies and choose their internships, rather than simply being assigned to them. Nowhere is that active student participation more evident than at GSSW's annual Field Fair, which offers foundation students the opportunity to meet with a variety of agency representatives and begin the selection process for their concentration internships. The 2015 Field Fair, held on February 11, included 153 field agencies and organizations that filled two floors of the Cable Center.



LEFT: Dean Williams welcomes representatives from Ridge View Youth Services Center who attended Field Fair in hopes of finding interns.

RIGHT: The internship selection process can be daunting for some students, with more than 600 agencies from which to choose. Staff and faculty members, like Clinical Assistant Professor Jae McQueen, were on hand to help students get the most out of their Field Fair experience.

FACULTY HIGHLIGHTS

Associate Professor Kim Bender and **Assistant Professor Anamika Barman-Adhikari** received a Public Good Grant in November for their project entitled *Photovoice Youth Voice*. A group-based analysis integrating grassroots social action with photography, Photovoice offers an innovative method for increasing engagement, yet it has rarely been used with homeless youth. The grant-funded project will use Photovoice to empower homeless youth to identify and describe issues of greatest importance and adversity in their lives, and to help the youth create social action around one critical issue. The project builds on Bender’s longstanding collaboration with Denver nonprofit Urban Peak, by better incorporating homeless youth as equal partners in the collaboration and drawing upon Barman-Adhikari’s expertise on social norms. The project will highlight new areas of scholarship and service needs while simultaneously piloting a methodology for better engaging homeless youth.

In January, **Associate Professor Kim Bender** was appointed to the University’s Transformative Directions Advisory Group, chaired by Chancellor Rebecca Chopp. As part of DU’s ongoing strategic planning initiative, the group is conducting a consultative process and furthering campus-wide conversations that will guide the University into the future. Gregg Kvistad, Provost and Executive Vice Chancellor, serves as the group’s vice-chair.

Associate Professor Johnny Kim was awarded the 2014 Solution-Focused Brief Therapy (SFBT) research recognition award at the Solution-Focused Brief Therapy Association annual conference, held November 5-8 in Santa Fe, NM. The award recognizes significant contributions to SFBT research over many years.

Associate Professor Julie Laser was among the presenters at a conference on human trafficking, held January 8-9 at the University’s Driscoll Center. Her presentation focused on clinical interventions for survivors of human trafficking. The conference was co-sponsored by DU Athletics and the Korbel School for International Studies.

Professor Heather Taussig, Associate Dean for Research, has been appointed to the National Mentoring Resource Center Research Board at the University of Illinois at Chicago. The board comprises prominent researchers who have expertise in youth mentoring practice program models, settings for implementation, and specific populations and outcomes of interest. The board’s primary role is to assess and report on the effectiveness of various mentoring programs, practices and resources that are intended to promote positive youth outcomes, particularly those relating to prevention of delinquent behavior, victimization and involvement with the juvenile justice system.

Clinical Assistant Professor Rachel Forbes, director of GSSW’s Western Colorado MSW Program, has been appointed to the newly formed Committee on Environmental Justice at the Council on Social Work Education (CSWE). A joint effort of CSWE’s Commission on Diversity and Social and Economic Justice and the Commission on Global Social Work Education, the new committee is charged with making recommendations to the two commissions about the ways in which social work education should consider integrating issues of environmental justice into the social work curriculum. To accomplish that task, the committee will explore the history of “green” social work, current environmental social work efforts and social work practice related to environmental issues. These recommendations are to be completed by CSWE’s 2016 Annual Program Meeting.

Chancellor Rebecca Chopp has appointed **Dean and Milton Morris Endowed Chair James Herbert Williams** to the search committee for the Vice Chancellor for Campus Life and Inclusive Excellence. The position is a new one at the University of Denver.

Williams was quoted in the November/December 2014 issue of *Social Work Today* magazine in an article regarding the technological and business impact of the Affordable Care Act on social services. “Helping people navigate systems is what we do,” read Williams’ statement, in part. “Advocating and educating is an essential part of who we are, and it will not be different with the ACA.”



Clinical Associate Professor Karen Bensen, Assistant Dean for Community Academic Programs, traveled to India in mid-January to explore potential internship opportunities for MSW students. She’s pictured here serving food to a gathering of women with AIDS in Namakkal. GSSW is also working to develop MSW internships in Nepal and Mexico.



LASER



BENDER



FORBES



TAUSSIG

Professor Lynn Parker Retires



PARKER

Professor Lynn Parker, MSW ’70, PhD ’96, LCSW-CO, retired from the GSSW faculty at the end of December after a teaching career that spanned 26 years. Serving first as an adjunct professor and lecturer, Parker was appointed as Assistant Professor in 1997, then promoted to Associate Professor in 2003 and to full Professor in 2012.

Parker was a faculty member and AAMFT-Approved Supervisor with the Denver Family Institute (DFI), a postgraduate family therapy training center. She also served as program coordinator of GSSW’s Certificate in Couples and Family Therapy, offered to MSW students in partnership with DFI. She taught a wide range of GSSW clinical social work courses, as well as a course on global relations and poverty in Mexico, and she served as coordinator of the Families MSW Practice Track.

Parker, who studied with nearly all the founders of the family therapy field, brought more than 30 years of clinical practice experience to her classroom teaching. She conducts research and writes about addressing power, privilege and oppression in therapeutic work. Her publications include numerous journal articles and book chapters, and she has co-authored three books. Her honors include the 2010 Faculty Award from GSSW’s Xi Delta Chapter of the Phi Alpha national social work honor society, the 2007 LGBTIQ Ally Award from DU’s Center for Multicultural Excellence and the 2005 Supervisor of the Year Award from the Colorado Association of Marriage and Family Therapy.

“Lynn provided tremendous leadership to the Families Track at GSSW, and it has been a pleasure having her as a colleague,” says Dean James Herbert Williams. “Her knowledge, practice skills and sense of humor will be missed.”

FACULTY APPOINTMENTS & PROMOTIONS



LUCERO

Research Associate Professor Nancy Lucero, MSW ’00, PhD ’09, LCSW, joined the GSSW faculty and Butler Institute for Families on December 15 as a Research Associate Professor. She serves as director of evaluation for the Capacity Building Center for Tribes, a Children’s Bureau project administered by the Butler Institute. Lucero has experience designing and implementing practice models in tribal and urban Indian Child Welfare services, and she is currently principal investigator for a Children’s Bureau project evaluating the Denver Indian Family Resource Center’s trauma-informed and culturally responsive Urban Indian Child Welfare practice model. Lucero’s most recent scholarship is focused on articulating how Native child welfare workers incorporate cultural practices and cultural preservation efforts into child welfare services. Lucero previously served as a GSSW adjunct faculty member.

The University of Denver’s Board of Trustees approved the following promotions, effective on January 16:

Marian Bussey promoted to Associate Professor Emerita

John Kayser promoted to Professor Emeritus

James Moran promoted to Professor Emeritus



The “Friendly Visitors” band gave a rousing performance again this January at the Annual Conference of the Society for Social Work and Research in New Orleans, LA. GSSW band members include (L-R) PhD student Ann Obermann, Clinical Associate Professor David Blair, Associate Professor Michele Hanna and Professor Jeff Jensen.

RECENT FACULTY & DOCTORAL SCHOLARSHIP



Book chapters

Walters, K., Evans-Campbell, T., Town, M., Schultz, K., LePak, J., & **Beltrán, R.** (2015). American Indian, Alaska Native, and First-Nation populations: Incorporating cultural worldviews into social work cancer prevention and treatment. In Christ, G., Messner, C., & Behar, L., (Eds.), *Handbook of Oncology Social Work*. New York: Oxford University Press.

East, J. (2014). We are leaders: Women working for change. In K. Morgaine, K., & Capous-Desyllas, M., (Eds.), *Anti-oppressive Social Work Practice: Putting Theory into Action*. Sage Publications.

Greenfield, J.C. (2014). Long-term care in the U.S.: Who pays? In Morrow-Howell, N., & Sherraden, M., (Eds.), *Financial Capability and Asset Holding in Later Life: A Life Course Perspective* (pp.161-174). New York: Oxford University Press.

Huang, J. & **Greenfield, J.C.** (2014). Asset development and older adults: A vision of new strategies for U.S. research and policymaking. In Morrow-Howell, N. & Sherraden, M., (Eds.), *Financial Capability and Asset Holding in Later Life: A Life Course Perspective* (pp. 139-160). New York: Oxford University Press.i
Potter, C., **Hanna, M.**, & Brittain, C. (2014). Supervision in child welfare. In Mallon, G., & Hess, P., *Child Welfare for the 21st Century: A handbook of practices* (pp. 643-659). New York: Columbia University Press.

Book Reviews and Editorials

Hanna, M.D. (2014) *Review of the book Racial Disproportionality in Child Welfare*, by M.S. Harris. *Journal of Teaching in Social Work*, 34(4), 454-456. DOI: 10.1080/08841233.2014.941777

Velte, K., & **Ortega, D.M.** (2015). *Old turf new battles: Feminism, legislation, and the body*. *Affila*, 30(1) 5-8.

Williams, J.H. (2014). *Acknowledgements and the way forward: The social dimensions of One Health*. *Social Work Research*, 38, 195-196.

Peer-Reviewed Journal Articles

Barman-Adhikari, A., & Rice, E. (2014). *Social networks as the context for understanding employment services utilization among homeless youth*. *Evaluation and program planning*, 45, 90-101.

Barman-Adhikari, A., Cederbaum, J., Sathoff, C., & Toro, R. (2014). *Direct and indirect effects of maternal and peer influences on sexual intention among urban African American and Hispanic females*. *Child and Adolescent Social Work Journal*, 1-17.

Rice, E., & **Barman-Adhikari, A.** (2014). *Internet and social media use as a resource among homeless youth*. *Journal of Computer-Mediated Communication*, 19(2), 232-247.

Cederbaum, J.A., Guerrero, E.G., **Barman-Adhikari, A.**, & Vincent, C.A. (2014). *Maternal HIV, substance use role-modeling, and adolescent girls' alcohol use*. *Journal of the Association of Nurses in AIDS Care*.

Rice, E., Holloway, I.W., **Barman-Adhikari, A.**, Fuentes, D., Brown, C.H., & Palinkas, L.A. (2014). *A mixed methods approach to network data collection*. *Field Methods*, 1525822X13518168.

Holloway, I.W., Pulsipher, C A., Gibbs, J., **Barman-Adhikari, A.**, & Rice, E. (2015). *Network influences on the sexual risk behaviors of gay, bisexual and other men who have sex with men using geosocial networking applications*. *AIDS and Behavior*, 1-11.

Thullen, M.J., McMillin, S.E., Korfmacher, J., Humphries, M., **Bellamy, J.L.**, Henson, L., & Hans, S. (2014). *Father participation in a community-doula home-visiting intervention for young, African American mothers*. *Infant Mental Health Journal*, 35(5), 422-434.

Wike, T.L., Bledsoe-Mansori, S.E., Manuel, J.I., Despard, M., Johnson, L.V., **Bellamy, J.L.**, & Killian-Ferrell, C. (2014). *Evidence-based practice in social work: Challenges and opportunities for clinicians and organizations*. *Clinical Social Work Journal*, 42, 161-170.

Beltrán, R., & Begun, S. (2014). *'It is medicine': Narratives of healing from the Aotearoa Digital Storytelling as Indigenous Media Project (ADSIMP)*. *Psychology & Developing Societies*, 26(1), 155-179. DOI: 10.1177/097133361454913

Beltrán, R., & Mehrotra, G. (2014). *Honoring our intellectual ancestors: A feminist of color treaty for creating allied collaboration*. *Affilia*: 1-11. DOI: 10.1177/0886109914531958

Bender, K.A., Begun, S., DePrince, A., Haffeejee, B., & Kaufmann, S. (2014). *Utilizing technology for longitudinal communication with homeless youth*. *Social Work in Health Care*, 53(9), 865-882. DOI: 10.1080/00981389.2014.925532

Bender, K., Ferguson, K., Thompson, S., & Langenderfer, L. (2014). *Mental health correlates of victimization classes among homeless youth*. *Child Abuse & Neglect*, 38(10), 1628-1635.

Thompson, S.J., Montgomery, K. L., & **Bender, K.** (2014). *Predictors of alcohol use among status-offending adolescents: Youth and parent perspectives*. *Journal of Child & Adolescent Substance Abuse*, 23(6), 389-397.

Yoder, J.R., **Bender, K.**, Thompson, S.J., Ferguson, K.M., & Haffeejee, B. (2014). *Explaining homeless youths' criminal justice interactions: Childhood trauma or surviving life on the streets?*. *Community Mental Health Journal*, 50(2), 135-144.

Walker, L., & **East, J.** (2014). *The benefits of including engaged residents and professionals in low income neighborhoods in re-development planning processes*. *Journal of Community Practice*, 22 (3), 342-364. DOI: 10.1080/10705422.2014.896307

Morrow-Howell, N., Putnam, M., Lee, Y.S, **Greenfield, J.C.**, & Inoue, M. (2014). *An investigation of activity profiles of older adults*. *Journals of Gerontology: Series B*, 69(5): 809-821. DOI: 10.1093/geronb/gbu002

Forrest-Bank, S.S., **Jenson, J.M.**, & Trecartin, S. (2015). *The Revised 28-item Racial and Ethnic Microaggressions Scale (R28REMS): Examining the factorial structure for black, Latino/Hispanic, and Asian young adults*. *Journal of Social Service Research*, online first.

Kennedy, S., **Kim, J.S.**, Tripodi, S.J., Brown, S.M., & Gowdy, G. (2014). : A *Does parent-child interaction therapy reduce future physical abuse? meta-analysis*. *Research on Social Work Practice*, 1-10. DOI: 10.1177/1049731514543024

Laser, J., & Wallis, D. (2014). *Outpatient family systems therapy as the treatment modality for adolescent substance abuse*. *Addiction, Recovery and Aftercare*, 1, 1, 69-84.

Leake, R., deGuzman, A., **Rienks, S.**, & Landsman, M. (2014). *Developmental evaluation findings from an online leadership program for child welfare supervisors*. *Training and Development in Human Services*, 8, 88-107.

Petrila, A., Fireman, O., Fitzpatrick, L.S., Hodas, R.W., & **Taussig, H.** (2015). *Student satisfaction with an innovative internship*. *Journal of Social Work Education*, 51:1, 121-135.

Langenderfer Magruder, L., Whitfield D.L., **Walls, N.E.**, Kattari, S.K., & Ramos, D. (2014). *Experiences of intimate partner violence and subsequent police reporting among lesbian, gay, bisexual, transgender, and queer adults: Comparing rates of cisgender and transgender victimization*. *Journal of Interpersonal Violence*. Advance online publication. DOI: 10.1177/0886260514556767

Whitfield, D.L., **Walls, N.E.**, Langenderfer Magruder, L., & Clark, B. (2014). *Queer is the new Black? Not so much: Racial disparities in anti-GLBTQ discrimination*. *Journal of Gay and Lesbian Social Services*, 26, 426 – 440.

Nebbitt, V.E., **Williams, J.H.**, Lombe, M., McCoy, H., & Stephens, J.K. (2014). *Descriptive analysis of individual and community factors among African American youth in urban public housing*. *Social Work*, 59, 231-241.

Kumssa, A., **Williams, J.H.**, Jones, J.F., & Des Marais, E.A. (2014). *Conflict and migration: The case of Somali refugees in Northeastern Kenya*. *Global Social Welfare: Research, Policy, and Practice*, 1, 145-156.

McDonald, S. E., Vidacovich, C., **Williams, J.H.**, Ascione, F.R., & Green, K.E. (2015). *Validity of the Children's Treatment of Animals Questionnaire: A Rasch analysis*. *Anthrozoös*, 28(1), 131-144.

Peer-Reviewed Presentations

Bender, K.A., Begun, S., DePrince, A., Haffeejee, B., Schau, N., & Hathaway, J. (2014, November). *Improving risk detection among homeless youth: Effects of a randomized trial*. Paper presentation, American Public Health Association 142nd Annual Meeting, New Orleans, LA.

Bender, K.A., Begun, S., DePrince, A., Haffeejee, B., Schau, N., & Hathaway, J. (2014, November). *Tracking homeless youth longitudinally: The role of technology*. Poster presented at American Public Health Association 142nd Annual Meeting, New Orleans, LA.

DePrince, A.P., **Hasche, L.**, Srinivas, T., & Gagnon, K. (2014, November). Victim-focused research: Older adult abuse, neglect, and financial exploitation. Paper presented at American Society of Criminology Annual Meeting, San Francisco, CA.

The following papers, workshops and posters were presented in October 2014 at the Council on Social Work Education Annual Program Meeting in Tampa, FL:

Bender, K., **Altschul, I.**, Yoder, J., & Parrish, D. *Training social work graduate students in the evidence-based practice process*.

Haffeejee, B., Hester, B., Hathaway, J., & **Bender, K.** *Mindfulness intervention with homeless youth*.

Schau, N., Begun, S., Haffeejee, B., **Bender, K.A.**, & Hathaway, J. *Navigating new ethical territories in research using technology and social media*.

Kim, J.S., Franklin, C., & Brown, S. *Understanding emotional change in SFBT: Implications for social work education and practice*.

Brown, S.M., Klein, S., & **McCrae, J.S.** *Using social network analysis to evaluate child welfare-early childhood partnerships*.

Petrila, A. *Putting out fires and gatekeeping – connecting with field education: Sharing best practices*.

Petrila, A. *Ethical decision making and considerations in international internships and experiential service-learning programs*.

Petrila, A. *Off-site MSW supervision model*. Field Education Innovators Showcase. CSWE Summit on Field Education.

Dessel, A., Bolen, B., Levy, D., Chonody, J., **Walls, N.E.**, & Kaplan, J. *Conservative Christian beliefs and sexual orientation in social work*.

Yuskis, K., **Sienkiewicz, M.**, **Ellingson, W.**, & **Petrila, A.** *Workplace internships: Can we focus on competence and not hours?*



RECENT FACULTY & DOCTORAL SCHOLARSHIP

The following papers and posters were presented in January 2015 at the Annual Conference of the Society for Social Work and Research in New Orleans, LA:

Farrar, J., **Anyon, Y.T.**, Gregory, A., **Jenson, J.M.**, & **McQueen, J.** *The promise of restorative justice in school discipline.*

Anyon, Y.T., **Jenson, J.M.**, Farrar, J., **Altschul, I.**, & **McQueen, J.** *Multilevel risk and protective factors for exclusionary school discipline outcomes.*

Barman-Adhikari, A., & Rice, E. *Accuracy of norms of substance use: A multilevel network analysis.*

Barman-Adhikari, A., & Rice, E. *Social network norms and HIV risk behaviors among homeless youth.*

Rice, E., & **Barman-Adhikari, A.** *Social networking technology and HIV risk behaviors among homeless youth.*

Schultz, K., Valdovinos, M., Lewis, J., **Beltrán, R.**, & Brown, D. *The effect of the social location in community-based participatory research.*

Begun, S., **Bender, K.A.**, Brown, S., Thompson, S., & Ferguson, K. *Self-efficacy versus social connectedness among homeless youth: Prioritizing approaches to service provision in a time of limited agency resources.*

Brown, S., **Bender, K.A.**, Begun, S., Ferguson, K., & Thompson, S. *Direct and indirect indicators of street victimization among homeless youth.*

Ferguson, K., **Bender, K.**, & Thompson, S. *Predictors of formal, informal, and illegal income generation among homeless young adults in three cities.*

Bender, K.A., Haffeeje, B., Schau, N., Hester, B., Hathaway, J., Begun, S., & DePrince, A. *Mindfulness intervention with homeless youth.* Paper presentation in symposium: Interventions for homeless young adults: Outcomes and implications (Dr. Sanna Thompson, moderator).

Bender, K.A., & **Jenson, J.M.** *Effective family-based approaches for preventing child and youth problem behavior.*

Yang, J., **Bender, K.**, Thompson, S., & Ferguson, K. *Service needs of homeless youth formerly in foster care.*

Lechuga-Peña, S. & **Brisson, D.** *Do housing choice vouchers lead to improved school participation?* Poster presentation.

Hasche, L., DePrince, A., Gagnon, K., Srinivas, T., Lavery, A., & Martin, J. *Mental health correlates and service utilization among older adults at risk for elder maltreatment.* Poster presentation.

Jenson, J.M. *Meet the Scientist.* Invited session.

Jenson, J.M. *Preventing bullying and victimization in children and youth: Findings from randomized school-based intervention trials.*

Jenson, J.M., Williford, A., Obermann, A., & Durbahn, R. *Effects of a randomized trial of the Youth Matters prevention program on bully victimization elementary to middle school.*

Jenson, J.M. *Preventing problem behaviors in children, adolescents, and young adults: Efficacy of school, family, and community interventions.*

Jenson, J.M. *Promoting effective policies and practices: The untapped potential of systematic reviews in social work research.*

Jenson, J.M., & **Bender, K.A.** *Empirical evidence and characteristics of school-based prevention approaches for preventing child and youth problem behavior.*

Forrest-Bank, S.S., **Jenson, J.M.**, & Trecartin, S. *Measuring microaggression: Assessing differences in factor structure for black, Hispanic/Latino, and Asian young adults.*

Yaffe, J., Montgomery, P., Solomon, P.L., Grant, S., & **Jenson, J.M.**, A new reporting guideline for trials of social and psychological interventions: CONSORT-SPI.

Kennedy, S.C., **Kim, J.S.**, Tripodi, S.J., Brown, S.M., & Gowdy, G. *Does parent-child interaction therapy reduce future physical abuse? A meta-analysis.*

McDonald, S.E., Nicotera, N., **Hageman, T.**, Ascione, F.R., & **Williams, J.H.** A qualitative study of how children experience and intervene in threats to and harm of companion animals in the context of intimate partner violence.

Rienks, S., **Leake, R.**, deGuzman, A., & Anderson, G. (2015, January). *How public perceptions of the job influence stipend students' readiness for a career in child welfare.* In A. Ellett (moderator), *Workforce Studies.*

McDonald, S.E., Vidacovich, C., Ascione, F.R., **Williams, J.H.**, & Green, K.E. *The Child Exposure to Domestic Violence Scale: A Rasch analysis of the Home Exposure Subscale in a sample of 7- to 12-year-old children.* Poster presentation.

In addition to the GSSW doctoral students listed as co-authors and co-presenters above, additional doctoral student scholarship by Stephanie Begun, Samantha Brown, Badiyah Haffeeje, Lisa Langenderfer-Magruder, Shanna Kattari, Susanne Klawetter, Chris Knoepke, Shelby McDonald, Stephanie Lechuga Peña and Darren Whitfield included the following:

Begun, S. (2014, October). [Examining relationships between ambivalent sexism and anti-choice attitudes: Implications for reproductive rights and policy.](#) Poster presentation, North American Forum on Family Planning, Miami, FL. Poster abstract published in *Contraception*, 90(3), 301-302. DOI: 10.1016/j.contraception.2014.05.034

Begun, S. (2014, October). *Awkward silences: A qualitative exploration of family planning topics in social work.* Poster presentation, Council on Social Work Education Annual Program Meeting, Tampa, FL.

Begun, S., & Kattari, S. (2015, January). *Conforming for survival: Associations between transgender visual conformity/passing and homelessness experiences.* Paper presented at the Annual Conference of the Society for Social Work and Research, New Orleans, LA.

Yoder, J., & Brown, S.M. (2014). [Challenges facing families of sexually abusive youth: What prevents service engagement?](#) *Victims & Offenders: An International Journal of Evidence-Based Research, Policy, and Practice*, 00, 1-22. DOI: 10.1080/15564886.2013.875969

Brown, S.M., & Garland, E.L. (2015, January). *Alcohol dependence among trauma-exposed individuals: Pathways between traumatic incidences, alcohol use, attentional and autonomic processes, and self-efficacy.* Paper presented at the Annual Conference of the Society for Social Work and Research, New Orleans, LA.

Haffeeje, B. (2015, January). *African refugee youths' stories of surviving trauma and transition in U.S. public schools.* Paper presented at the Annual Conference of the Society for Social Work and Research, New Orleans, LA.

Kattari, S.K. (2014). [Sexual experiences of adults with physical disabilities: Negotiating with sexual partners.](#) *Sexuality and Disability*, (32) 4, 499-513. DOI: 10.1007/s11195-014-9379-z

Kattari, S.K. (2014, September). *Examining ableism and ally behavior in social workers through social dominance theory and social learning theory.* Paper presented at the INSPIRE Virtual Research Symposium, Online Forums.

Kattari, S.K. (2014, October). *Using critical pedagogy to reduce ableism in social work classroom settings.* Roundtable presented at the Council on Social Work Education Annual Program Meeting, Tampa, FL.

Kattari, S.K. (2014, November). *Sexual partner negotiations of sexually marginalized adults with physical disabilities: A qualitative study.* Paper presented at the Society for the Scientific Study of Sexuality Annual Conference, Omaha, NE. Nominated for Student Paper Award.

Kattari, S., & Begun, S. (2015, January). *On the margins of the marginalized: Exploring sex work and homelessness among transgender/gender-non-conforming individuals.* E-poster presented at the Annual Conference of the Society for Social Work and Research, New Orleans, LA.

Kattari, S.K., & Olzman, M. (2015, January). *Experiences of ableism by people with invisible disabilities.* Paper presented at the University of Denver Graduate Student Research Summit, Denver, CO. Top paper finalist.

Knoepke, C.E., & Mitchell, D.M. (2014, September). *A Joint Discussion of the Impact of Legal Marijuana on EAPs in Colorado & Washington.* Presented at the Annual World Employee Assistance Professionals Association Conference, Orlando, FL.

Swenson, C., Hirsh, H., Liu, S., Hutson, D., Knoepke, C. & Fischer, L. (2014, September). *Adolescent Screening & Brief Intervention for Marijuana Prevention in Colorado.* Presented at the 11th Annual Conference of INEBRIA: International Network on Brief Interventions for Alcohol & Other Drugs. Warsaw, Poland.

Knoepke, C.E., Sung, R., & Matlock, D.D. (2014, October). *Patient understanding of treatment and quality of life in implantable defibrillator care: A report of preliminary data.* Presented at the Annual University of Colorado Palliative Care Research Days, Denver, CO.

Swenson, C., Reimann, B., Knoepke, C., & Fischer L. (2014, October). *Developing marijuana guidance for screening & brief intervention in Colorado.* Poster presented at the 38th Annual Meeting of the Association for Medical Education & Research in Substance Abuse (AMERSA). San Francisco, CA.

Cagney, T., Knoepke, C.E., & Mitchell, D.W. (2014). Marijuana in the workplace: A growing issue for employers. *Journal of Employee Assistance*, 44(3), 10-14.

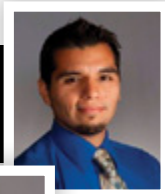
Knoepke, C.E. (2015, January). *A Joint Discussion of Marijuana Policy & Practice in Colorado.* Presented at the 41st Annual Addictive Disorders, Behavioral Health, & Mental Health Winter Symposium, Colorado Springs, CO.

Gabriels, R., McDonald, S., O'Haire, M., Pendry, P., & Schuck, S. (2014 August). *The effects of human-animal interaction on protective factors for at-risk children.* Symposium collaboration presented at the 2014 American Psychological Association Conference, Washington, DC. (Co-chairs: McCune, S. & Esposito, L.)

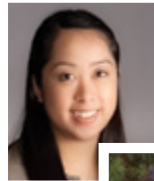
Lechuga Peña, S., Brown, S.M., Begun, S., & Klawetter, S. (2014, October). *Examining social work students' experiences and understanding of positionality in field settings.* Paper presented at Council on Social Work Education Annual Program Meeting, Tampa, FL.

Whitfield, D.L., Kattari, S.K., & Langenderfer-Magruder, L. (2014, October). *Differential treatment of transgender people in social services: A social work response.* Paper presented at Council on Social Work Education Annual Program Meeting, Tampa, FL.

STAFF NEWS



ARMENDARIZ



DE GUZMAN



ESTRADA



FERGUSON



PELLA



WILMOT

GSSW's former Assistant Dean of Administration, **Linda Clark**, has been awarded the status of *Amica Universitatis* by the University of Denver in recognition of her many years of dedicated service. Clark retired in June of 2014, after a 33-year career at GSSW. The Faculty Senate established the *Amicus/Amica Universitatis* Award in 1977 to honor the distinguished service of University administrative, research and support staff. "Linda more than exemplifies the criteria for this honor," noted Dean James Herbert Williams in announcing the award.

Lisa Ingarfield, GSSW's Director of Student and Career Development, present a roundtable entitled "Sexual Violence Victim Advocacy: White Women's Negotiation of Race and Gender" in the Cultural Competence Track of the 2014 Council on Social Work Education (CSWE) Annual Program Meeting, held October 23-26 in Tampa, FL. Ingarfield earned her PhD in Communication (Critical Intercultural) from the University of Denver in June of 2014.

Trish Becker-Hafnor joined the GSSW staff on January 5 as Assistant Director of Alumni Engagement and Special Events. She previously served as a development and communications consultant at the Metropolitan Development Council in Tacoma, WA, where her projects included fundraising, coordinating community events and outreach, managing the Council's social media and blogs, and publishing monthly newsletters. Becker-Hafnor earned her MSW at the University of Washington.

Butler Institute staff members **Salvador Armendariz**, **Anna de Guzman**, **Miriam Estrada**, **Jeanne Ferguson**, **Collette Pella** and **Leslie Wilmot** presented a workshop, "It Starts with Us," as part of the University of Denver's 14th annual Diversity Summit, held January 22-23. Through a group exercise that explored individuals' use of power and control, workshop participants developed new insight into their inner selves and new strategies for changing their individual behaviors. The theme of the Diversity Summit was "Fifty Years since Selma: Your Voice Still Matters!"



CLARK



INGARFIELD



BECKER-HAFNOR

Videos Broaden the Reach of Global Practice Courses

Although GSSW's new Sustainable Development and Global Practice MSW concentration is exposing many students to the rapidly growing field of international social work, relatively few students are able to experience global practice firsthand through international courses or internships. Now a series of high-impact videos, filmed on-location by Digital Instruction Specialist **Ethan Crawford** and edited by a team of students, are bringing global learning experiences to life for all students, as well as faculty, staff and visitors to GSSW's website.

Crawford's video project received additional financial support in January from an internationalization grant awarded by the University of Denver's Office of Internationalization. In addition to Crawford, grantees included Clinical Associate Professor Karen Bensen, Assistant Dean for Community Academic Programs; Clinical Professor Ann Petrila, Assistant Dean for Field Education and Director of Global Practice Bosnia; and Clinical Professor Philip Tedeschi, Executive Director of GSSW's Institute for Human-Animal Connection.

Crawford shared two of his videos with the GSSW community in lunch-hour presentations during February and March. Focusing on student internships in China and a global practice course in South Africa, the videos also were funded by an internationalization grant. The new grant will be used to create similar video footage on location in Bosnia and Kenya during 2015.

The global practice videos are posted online at <http://video.du.edu>.

STAFF NEWS



TOP: Crawford makes friends while filming in South Africa.
BOTTOM: Crawford shoots video footage in China.

Staff Member's Volunteer Efforts Making an Impact

Admission Assistant **Nick Ota-Wang** exemplifies our school's commitment to community service through his volunteer work with the Colorado I Have A Dream® Foundation (CIHAD). Founded in 1988, CIHAD is a long-term academic and social mentorship program for youth who live in economically disadvantaged neighborhoods and/or attend underperforming schools in the Denver metropolitan area. CIHAD is one of GSSW's more than 600 field internship sites.

Ota-Wang joined the organization's newly developed Young Professional Council (YPC) in April last year, at the suggestion of LeAnn Rohm, MSW '14, who was completing her internship there at the time. Rachael Gazdick, CIHAD President and CEO, appointed Ota-Wang as YPC co-chair in November because of his background

in education and commitment to educational success for all students. One of his activities was helping to lead a book drive that created a library at Denver's Ruby Hill Elementary School last December. GSSW student Kristina Crawley, one of six CIHAD interns this year, also works with the YPC.

Ota-Wang graduated from DU's Morgridge College of Education in November, earning his Master of Arts in Higher Education with a concentration in college student development. Ota-Wang presented his final paper, *LGBTIQ & A Centers/Offices on College/University Campuses*, at the University's Second Annual Graduate Research and Performance Summit on Cross-Disciplinary Research on January 30.



YPC members pictured with Ota-Wang include (L-R) Whitney Smith (the other co-chair), Zelda Morris and Sarah Millard. They're joined by two CIHAD participants, affectionately known as "Dreamers."

PHD STUDENT NEWS



BROWN



JIANG



OBERMANN

Doctoral student **Stephanie Begun** co-presented a poster, *Trauma and risk detection among homeless youth*, with Associate Professor Kim Bender on February 9 at a Center for Community Engagement & Service Learning symposium entitled "Coping with Change in Higher Education: The Growing Strategic Role of Community Engaged Scholarship."

Doctoral student **Samantha Brown** received a Dissertation Research Funding award from the GSSW Research Committee.

Doctoral student **Helen Jiang** received a grant from the Gerontological Society of America to support her project, *The mentoring switch project: Two way mentorship*.

Doctoral student **Shelby McDonald** presented a talk, *Research on children's exposure to intimate partner violence and concomitant animal cruelty: Implications for policy and practice*, to the Gender Violence Intervention Program at Virginia Commonwealth

University (VCU) School of Social Work & Wilder School of Government and Public Affairs in Richmond, VA, on February 9. McDonald has accepted a position as Assistant Professor at VCU, beginning this fall.

An excerpt from an interview with doctoral student **Stephanie Lechuga Peña**, conducted at the Council on Social Work Education (CSWE) 2013 Annual Program Meeting, is currently available on the CSWE YouTube channel at www.youtube.com/CSWEvideo/playlists. In the interview, recorded in conjunction with the 40th anniversary of the Minority Youth Fellowship Program, Peña reflects on her experiences at the time as a first-year fellowship recipient.

Doctoral student **Ann Obermann** was awarded a merit-based educational support grant from the Philanthropic Educational Organization to support her research endeavors.

STUDENT NEWS

PROGRESS Students Learn from National Leader in Aging

Since 2006, GSSW’s PROGRESS program has offered second-year and advanced-standing MSW students the opportunity to enhance their gerontological social work knowledge and skills. PROGRESS (Providing Real Opportunities for Gero-Rich Experience in Social Work Services) offers not only a unique rotational field education model, but also opportunities to participate in quarterly integrative seminars and intensive workshops.

On October 24, this year’s PROGRESS students attended a presentation by Wendy Lustbader, MSW, Affiliate Associate Professor at the University of Washington and nationally renowned leader in the field of aging. Held at the Lakewood Cultural Center, the presentation was entitled “Life Gets Better,” a reference to her most recent book, *Life Gets Better: The Unexpected Pleasures of Growing Older*.

Lustbader explored aging and what it means to flourish later in life. Drawing upon her almost 20 years of experience as a social worker in Seattle, WA, she suggests that we gain self-awareness, confidence and a peace of mind as we age, becoming more comfortable with who we are and being true to ourselves. She argues that the hard-earned lessons we learn in youth make our later years more rewarding.

“I appreciated the way she kept her presentation completely human,” commented PROGRESS student Jeri Norkus after the presentation. Lustbader is known for her engaging presentation style, combining wisdom, stories and dialogue to draw in her audience and inspire those who work with older adults.

The lecture was hosted by the Colorado Culture Change Coalition, a Denver-based organization that promotes person-centered values in long-term care settings.



Wendy Lustbader (center) greets PROGRESS students (L-R) Stephanie Lies, Samuel “Barry” Lauder, Kelly Schmeits and Jeri Norkus.[photo credit: Jill Eelkema, MSW]



Twelve GSSW students, faculty and family members participated in the Dr. Martin Luther King Jr. Colorado Holiday Commission’s annual “Marade” on January 19 in Denver. The combination march and parade, which concluded with a program at Civic Center Park’s Greek Theater, is the first and largest event of its kind in the nation. GSSW’s participation was co-organized by the Graduate Student Association (GSA) and the Shades of Brown Alliance (SOBA). Pictured (L-R) are Latausha Rogers, Jessica Hathaway, Andrea Portillo, Alexandria Forte (SOBA Co-Leader), Kayley Carson and Adam Tannenbaum (GSA Co-Leader). Also in attendance, but not pictured, were Clinical Assistant Professor Tina Hageman and her children, Alex and Katie. Photo credit: Elizabeth Chugg.



The Council on Social Work Education (CSWE) Minority Fellowship Program has awarded minority youth fellowships to all six GSSW concentration students who applied. Pictured (L-R), the students are Erica Lanier, Liza Saffo, Tania Silva, Jesse Gonzales, Ninsis Batista and Daisy Garcia. Each received a Substance Abuse and Mental Health Services Administration (SAMHSA) “Now is the Time: MFP– Youth Fellowship.” The students will use their awards to develop expertise in mental health services for at-risk children, youth and young adults in underserved minority communities. They also will attend a training session in Alexandria, VA, at the end of March and participate in a number of virtual training events.



Eleven MSW students enrolled in the 2014 fall quarter course, “South Africa—Social Justice/ Social Work, Global Learning Through Community and NGO Immersion and Internships,” taught by Dean James Herbert Williams (back row, 2nd from left). PhD student Jason St. Mary (back row, center) acted as teaching assistant for the course, which he himself completed last year while earning his MSW. Also pictured is Clinical Associate Professor Karen Bensen, assistant dean for community academic programs (back row, left) and Wiebke Nedel (2nd row, 2nd from right), international programme manager for Educo Africa, a South African wilderness-based experiential learning organization in Cape Town. The photo was taken during a visit to Robben Island, where former South African President Nelson Mandela was imprisoned for 18 years.



Alex Landau illustrated his talk with photos and videos of law enforcement violence across the nation.

Student-Sponsored Event Aims to Increase Police Accountability

A February 18 event sponsored by GSSW’s Multicultural Social Justice Student Organization (MSJ) provided the opportunity for students, faculty and staff to hear a firsthand account of racial profiling and brutality and engage in a dialogue with members of law enforcement aimed at preventing similar incidents from happening in the future. Entitled “A Personal Narrative on Racial Profiling, Police Brutality and Police Accountability,” the event featured a talk by Denver activist Alex Landau.

In 2009, a then 19-year-old Landau was pulled over, without apparent cause, by Denver police officers who beat him unconscious. After a long and highly publicized legal battle, Landau received what was then the fourth largest settlement in Denver’s history, and three police officers were fired.

Landau’s talk was followed by a question-and-answer session that included members of DU’s Department of Campus Safety, moderated by MSJ member Will Logan. GSSW’s Graduate Student Association, Queer Equality Alliance and Shades of Brown Alliance cosponsored the event.



Three members of DU’s Department of Campus Safety joined Landau onstage to field questions from the audience.

To watch a video of this event, visit www.du.edu/socialwork, click on the YouTube icon and then on “Videos.”

GSSW Students among Research Summit Presenters

Ten MSW and PhD students were among the presenters at the University of Denver’s Second Annual Graduate Research and Performance Summit on cross-disciplinary research. Held on January 30, the summit examined the nature of disciplinary practices and the interdisciplinary practices that arise in the context of graduate student research. Presenters included:

Stephanie Begun, PhD student poster presentations, “Awkward Silences: A Qualitative Exploration of Family Planning Topics in Social Work” and “Examining Relationships Between Ambivalent Sexism and Anti-choice Attitudes: Implications for Reproductive Rights & Policy”

Shanna K. Kattari, PhD student presenter, “Experiences of Ableism Among People with Invisible Physical Disabilities”

Alexandra Bland, MSW student presenter, “Political Consumerism in America”

Lauren Furtney, MSW student and intern at DU’s Resource Center for Separating and Divorcing Families, co-presenter, “Uniting Disciplines for a Holistic Approach to Divorce”

Terri Shelton, Britta Carlisle & Julie Duncan, MSW students currently enrolled in the Social Work with Latinos/Latinas Certificate, co-presenters, “Social Work Intersections with Immigration and U.S.-Mexico Relations: Experiential Learning from Puebla, Mexico”

Chisana White, Terri Shelton & Whitney Young, MSW students, poster presentation, “Social Justice and Environmental Justice: Bridging the Gap”



Pictured (L-R) are GSSW co-presenters Britta Carlisle, Terri Shelton and Julie Duncan. “It’s wonderful to see how our international experiential learning courses have such a profound effect on our students and their research,” says Clinical Assistant Professor Stephen von Merz. “Britta, Terri and Julie did an excellent job of addressing the intersections of social work and immigration as it relates to the children, families and communities we work with here in the U.S. I am so very proud of them.” Von Merz is coordinator of the Social Work with Latinos/as Certificate program in which the three MSW students are enrolled. The focus of their presentation, experiential learning in Mexico, is a required component of the certificate.



METSGER

BUTLER INSTITUTE FOR FAMILIES

Western Workforce Project Update

by Linda K. Metsger, MA, director of professional development, Butler Institute for Families

Back in 2010, we introduced readers of *GSSW Magazine* to the Western Workforce Project, funded by a child welfare workforce grant awarded to the Erna and Brad Butler Institute for Families by the Children's Bureau, part of the Administration on Children and Families. Now, five years later, we want to share some of what we have learned about workforce challenges in child welfare.

According to studies by the General Accounting Office and the Annie E. Casey foundation, it is estimated that turnover among child welfare workers ranges from 22 to 40 percent. Studies indicate that there are a variety of reasons for this high turnover rate. These include high caseloads, negative public perception, administrative burdens, lack of supervisory support, lack of training, insufficient time to participate in training and the risk of violence. Turnover not only costs agencies money in recruitment and training, but also has negative consequences for families. These result from difficulty in establishing relationships and building trust

with children and families, delayed permanency and difficulty in making required contact to help ensure safety.

Research findings indicate that organizational culture and climate are the significant factors that help explain an employee's intention to leave. To help identify and address some of the organizational challenges that increase caseworker turnover, Butler developed, tested and conducted a Comprehensive Organizational Health Assessment (COHA) at four diverse child welfare agencies to assess factors impacting culture and climate.

The COHA was conducted at baseline, midpoint and project conclusion to assess organization health and evaluate changes in workforce outcomes resulting from the Butler's five-year intervention. The intervention included convening Design Teams comprising staff at all levels of each agency, tasked with identifying and addressing workforce issues using data from the COHA.

Some of the workforce challenges identified for intervention included coping with job stress, secondary trauma, supervision, negative public perceptions of child welfare, lack of team cohesion and agency morale. All of these issues directly impact turnover. Strategies formulated by the Design Teams to address these challenges included designing and implementing a supervisor model to set expectations of supervision, coaching for supervisors, a self-care fair to provide strategies to cope with stress and secondary trauma, and agency-wide celebrations to acknowledge the hard work of staff. To help improve public perceptions regarding child welfare, public service announcements were developed about the positive work of child welfare agencies.

Findings from the final COHA demonstrated that there were significant gains in all organizational domains from the baseline to the final assessment for all project sites. This indicates that, through targeted interventions, child welfare agencies can be effective in improving agency culture and climate.

For more information about this project, please contact me at linda.metsger@du.edu. To learn more about the Butler Institute for Families, visit <http://www.thebutlerinstitute.org>.

RESOURCE CENTER FOR SEPARATING & DIVORCING FAMILIES

GSSW Students Are Valued Team Members at RCSDF

The interdisciplinary, out-of-court model developed for the University of Denver's Resource Center for Separating and Divorcing Families (RCSDF) provides many benefits, not only to the Center's clients, but also to the students who complete their internships there. Representing social work, psychology and law, each intern brings different knowledge, skills and perspectives to the team that provides mental health, financial and legal services and consultation to families in the Denver metropolitan area.

"I experienced the value of listening to perspectives originating from other disciplines," explains current MSW intern Lori Jurecko, in a recent *Family Court Review* article, published by Wiley Online Library on January 16, 2015 (Volume 53, Issue 1, DOI: 10.1111/fcre.12127). "Psychology students, who are skilled and fully trained in assessment and diagnosis, shared their informed perspectives about the mental health and relationship dynamics occurring in individual cases. Law students' advanced knowledge of the

intricacies of family law helped me to understand the complexities of my clients' legal, financial and co-parenting limitations and challenges. At the same time, I also learned more about the value of my own discipline, and how social work's unique strengths- and systems-based approach can help other disciplines combat the tendency to pathologize clients and/or minimize the impact of family and community influences on the functioning of children, adults, couples and families."

Because RCSDF is the first program of its kind in the United States, it's attracting an increasing amount of national attention. A February 1, 2015, *ABA Journal* article entitled "Model Program Brings Holistic Solutions to Divorce" described the impact of the Center, community responses to its services and its strategic plans for the future. Among those featured in the article is Kelsey Carlson, MSW '14, an RCSDF intern during the 2013-2014 academic year.

Learn more at about the Resource Center for Separating and Divorcing Families, and watch a video about the Center, at www.du.edu/rcsdf. In addition to GSSW, the Center's founding partners include Colorado's Judicial Branch and DU's Department of Psychology, Graduate School of Professional Psychology, Sturm College of Law and Institute for the Advancement of the American Legal System.

WESTERN COLORADO

Western Colorado Students Prepare to Serve Rural Communities

Earning an MSW degree can require a substantial financial investment. For two Western Colorado MSW students, this financial obligation has been substantially reduced by the Health Professional Scholarships they are receiving from the Central Colorado Area Health Education Centers (AHEC) Program.

In an effort to build statewide network capacity and strengthen academic/community linkages, the Central Colorado AHEC provides financial assistance to students who commit to practicing for a minimum of two years after graduation in rural and/or underserved Colorado communities in the field of behavioral health. Medically underserved populations include those who face economic, cultural or linguistic barriers to health care, and who lack easy geographical access to services that tend to be concentrated in big cities and their suburbs.

"This scholarship has allowed me to pursue my dream of obtaining my Master of Social Work degree and, at the same time, has removed the stress of taking out excessive student loans," says Barb Corcoran, who lives with her husband and four children in Glenwood Springs, where the GSSW's Western Colorado MSW Program is based. Corcoran currently serves as the director of Court Appointed Special Advocates of Colorado's Ninth Judicial District.

The Western Colorado Program is currently recruiting students to begin the two-year MSW program in September 2015. For information, visit www.du.edu/socialwork, and click on "Admission & Financial Aid." "Like" the Western Colorado MSW program on Facebook at www.facebook.com/westerncoloradomsw.



(L-R) Western Colorado MSW students Barb Corcoran and Cristi Wilson each received Health Professional Scholarships this year.

The AHEC Health Professional Scholarship has provided similar peace-of-mind for Western Colorado student Cristi Wilson, who was hired as an elementary school counselor on the condition that she obtain her master's degree. "I was so grateful to find the MSW program in Glenwood Springs, just two-and-a-half hours from [my home in] Montrose, and I have been able to do my internship at my place of employment this year," Wilson says. "Being awarded this scholarship has enabled me to really focus on my learning and not the student loans I needed to take out. The coursework has been directly applicable to my work/internship setting, so the learning benefits have been immediate. The children, parents, teachers and administrators with whom I work all benefit from my education. I plan to continue working in my school for many years to come!"

FOUR CORNERS

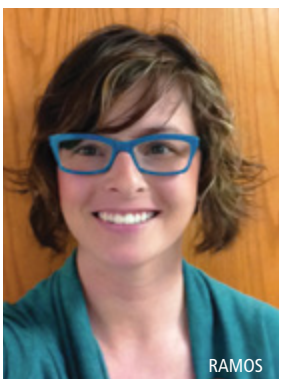
Four Corners Student Shares Child Welfare Knowledge

Concentration and advanced standing MSW students intending to work in public child welfare in Colorado may apply for Title IV-E child welfare stipends. Administered by GSSW's Butler Institute for Families, the funds come from Title IV-E of the Social Security Act, which provides support for child welfare services, training and education. These federal funds are matched with state dollars. Stipend recipients agree to work in public child welfare in Colorado one year for each year they receive the stipend.

Four Corners MSW student Tiffany Ramos, who is receiving a child welfare stipend this year, recently gave a presentation for her classmates about Colorado's child welfare process. Among her topics was the increasing shift, both nationally and in Colorado, toward Differential Response (DR) in

cases of alleged child abuse and neglect. DR emphasizes flexibility and the importance of broadly assessing all families' situations to identify and meet underlying needs. Ramos says she intends to apply for the child welfare stipend again next year.

"The [child welfare] stipend provides financial assistance towards my education with the expectation that I will commit a year to a rural child welfare agency [for] each year I receive a stipend," she explains. "Once I graduate from this program, I hope to continue in child welfare and pursue positions in leadership to support not only the families that are involved in our agencies, but also the workers who work diligently in a challenging and stressful job."



RAMOS

For more information about GSSW's Four Corners MSW Program, visit www.du.edu/socialwork, and click on "Academic Programs."

BRIDGE PROJECT



New Curriculum Generating Positive Results

by Miranda Cook, MSW, program director

The Bridge Project's philosophy is that increasing opportunities and ensuring healthy outcomes for at-risk youth requires more than just academic support. We also feel strongly that afterschool activities must be designed to increase the social, cognitive and behavioral skills of participants.

Three years ago, the Bridge Project began implementing the *Second Step* curriculum into its afterschool program. *Second Step* is a Kindergarten-5th grade social-emotional learning curriculum from the Committee for Children, a Seattle-based nonprofit organization that seeks to prevent bullying, child abuse and youth violence through education.

GSSW interns teach the *Second Step* curriculum with supervision from Bridge Project staff. The response from the student trainers has been very positive. "*Second Step* puts into words the feelings and emotions that kids have and sometimes don't know how to express," says Andrea Jennings, a foundation year MSW student. "It gives them practical applications in dealing with everyday situations."

Results of *Second Step* have been impressive. Between fall and spring of the past school year, Bridge Project afterschool participants displayed significant increases in empathy, listening, self-talk, assertiveness, problem-solving and emotional skills. Increases in skills also had positive effects on students' reading skills and academic performance. *Second Step* has been an important addition to Bridge Project interventions and program activities!



Community Partners Create "Urban Scholars at Bridge"

The Bridge Project and Denver Urban Scholars are both recognized leaders in providing educational opportunities and academic support to Denver's youth living in low-income neighborhoods. Led by Executive Director Patrick Byrne, Denver Urban Scholars partners with high poverty, high performing schools to unlock the potential of students facing added challenges by creating individual pathways to college and career.

In 2014, the Bridge Project and Denver Urban Scholars joined forces to create a pilot after-school program, "Urban Scholars at Bridge" (USB). USB is designed to take the best practice elements of both organizations to create a new program that gives all of our students the best opportunity for academic and life success. The Sturm Family Foundation provided the initial funding for the pilot USB program, now being implemented at the Bridge Project's Westwood location. Bridge hopes to expand USB to its other three sites in the future.

"The Bridge Project and Denver Urban Scholars have the potential to make an unprecedented impact on the youth we serve together," says Clinical Assistant Professor Molly Calhoun, executive director of Bridge.

FROM THE DIRECTOR OF DEVELOPMENT & ALUMNI GIVING

Dear Alumni and Friends:

As you may already know, the need for social workers is expected to rise 22 percent nationwide during the next decade. Among the practice areas where we are seeing especially high demand are mental health and medical and public health. The healthcare system in the United States has undergone major changes recently that have helped millions of Americans access affordable and appropriate care.

With one of the top-ranked Master of Social Work programs in the nation, GSSW has further enriched its MSW curriculum with innovative courses on health, wellness and mental health. Likewise, GSSW is a national leader in educating social workers in integrated healthcare, a treatment approach that is particularly helpful in serving rural and underserved communities.

Your participation in the Annual Fund shows that you support GSSW and that you want to continue its innovation, excellence and presence in the community. If, like me, you feel your experience with our program, or as a GSSW graduate, has made a difference in your life and career, please consider giving back. Ninety-five percent of our students receive financial assistance to complete our program, so contributions of any amount are tremendously important.

Warmest regards

Lynda Ricketson, MLS, CFRE
Director of Development and Alumni Giving

For a complete list of giving opportunities, please visit www.du.edu/socialwork and click on "Support GSSW."

DONOR SPOTLIGHT



GSSW is pleased to honor Marianne Wilkening, MSW '65, of Iowa City, Iowa. She's one of the school's most consistent supporters through donations to the Annual Fund. Her enthusiasm for the school began during her first visit to the campus more than 50 years ago.

"Denver seemed far away for a young woman who grew up in Illinois and attended college in Minnesota," Wilkening writes. "But I strongly wanted to become a social worker, even though I didn't know any social workers at the time. I decided that profession was somewhat like my mom's. She had been a public health nurse during the 1930s, and I remember her stories of helping poor immigrant families."

"I can't recall exactly why I chose the University of Denver, but Mom and I drove there together—and I made a GREAT decision when I applied to GSSW! Once I became involved in the classes and fieldwork placements, I immediately felt this is where I belong! My GSSW education led me to long career in social work with foster children and children in residential care in Wisconsin, as well as many years of working with children, parents and educators as a school social worker in Illinois."

"I still enjoy learning about new programs at GSSW, especially the use of animals with children in therapy. (My dogs have certainly been therapists for me!)"

"My thanks go out to GSSW for helping me have a great career and a good retirement. My only regret is that I live too far away to attend DU or GSSW programs. My financial support of GSSW is my way of expressing my gratitude and staying involved with the school."

THE BRIDGE PROJECT GOLF TOURNAMENT
at Cherry Creek Country Club

**06
01
15**

MONDAY JUNE 1, 2015

For information about registration or sponsorship, contact:
Heidi Nelson, Bridge Project Development Director, at 303-871-2735 or heidi.nelson@du.edu.

YOUR SUPPORT IS A KEY PIECE OF THE PUZZLE!

A gift to the Annual Fund provides essential resources for GSSW's highest priorities.

**Support GSSW Students
and give today!**

CONTACT:
Lynda Ricketson
Director of Development
& Alumni Giving
303-871-7599
lynda.ricketson@du.edu

www.du.edu/socialwork
and click on "Support GSSW."





FROM THE BOARD OF VISITORS CHAIR

Dear Alumni and Friends:

Thank you for uniting with me in support for our Graduate School of Social Work. I have been fortunate to be able to give a significant amount of my personal time and financial support to GSSW for many years as a Board of Visitors member and Bridge Project cofounder, volunteer and donor, as well as through the scholarship my wife and I established for GSSW students.

There are so many worthwhile organizations locally and abroad you could be donating to, and I encourage you to do so – but when you give to GSSW, you are truly giving to so much more. Our students come from across the nation and many countries around the world, and they complete internships at more than 600 agencies and organizations. So, by supporting our students, you are actually supporting any number of organizations and individuals all over the world.

My hope is that you will invest in GSSW this and every year. Your participation and support, at whatever amount feels comfortable, ensures that you stay connected and feel part of a school that is making such a positive difference, both locally and on a global scale.

What keeps me connected to GSSW are the relationships I have made and the faith I have placed in the students, faculty and staff to make changes in the world. Please join me in being part of that change.

Gary L. Yourtz
Chair, Board of Visitors

2014 DEAN'S AWARD RECIPIENTS HONORED

Ten notable and generous members of the GSSW community were honored with Dean's Awards at a luncheon held on October 29 in the Boettcher Foundation Community Room. All of the recipients have established endowed scholarship funds benefiting MSW students. Former Colorado First Lady Dottie Lamm, MSW '67, spoke to the luncheon guests about the importance of social workers to the state of Colorado.

Helene and Marshall Abrahams created the Helene and Marshall Abrahams Endowed Scholarship Fund in recognition of the need to provide quality social work education, particularly in the area of mental health. Helene serves on GSSW's Board of Visitors.

William Calkin, along with his late wife "Connie" and many of her social work colleagues, established the Constance L. and William S. Calkin Endowed Scholarship Fund prior to Connie's death in 2006. Connie Calkin served for many years as GSSW's director of field education.

Joyce (Carpenter) Degenhart, MSW '60, PhD, established the Joyce S. and John S. Degenhart Endowed Scholarship Fund in honor of her husband, another 1960 MSW graduate. The couple met at GSSW, and they were married almost 53 years before John's death in 2013.

Professor Jean East, MSW '79, PhD '95, created the Margaret and Jean F. East Endowed Scholarship Fund in honor of her mother "Peg," who died in 2006. Jean has been a member of the GSSW faculty since 1990 and served as Associate Dean of Academic Affairs from 2010 to 2014.

Billie Lillie, MSW '77, and her husband **David Lillie, MSW '60**, established Petey's Endowed Scholarship Fund, named for Billie's mother, who died in 2012. The couple wanted to honor Petey's charitable work and her support for their social work careers.

Evi Makovsky, MSW '78, JD, and her husband, **Evan Makovsky**, established the Evelyn Bachrach Makovsky and Evan N. Makovsky Endowed Scholarship Fund to support educational opportunities for aspiring social workers. Evi is a member of GSSW's Board of Visitors.

Ralph McClure, MSW '65, created the Marie Dutoi McClure Endowed Scholarship Fund in honor of his late wife, who also earned her degree from GSSW in 1965. He considers the scholarship a gift from them both because of the impact that GSSW had on their lives.



DOTTIE LAMM



WILLIAM CALKIN



JOYCE DEGENHART
(pictured with her son Michael)



JEAN EAST



DAVID & BILLIE LILLIE



FROM THE ALUMNI ASSOCIATION PRESIDENT

Dear Fellow Graduates:

In this issue of GSSW Magazine, we explore health and wellness, critical components of the work we do as social workers. Whether it is empowering individuals to maintain their physical and mental health through therapy and case management, or addressing the social determinants of health on a policy level, GSSW graduates promote health and wellness in a variety of practice areas.

Our Alumni Association is pleased to welcome Trish Becker-Hafnor to GSSW as the new Assistant Director of Alumni Engagement and Special Events. I share her commitment to strengthening our alumni community through unique alumni engagement activities designed to educate and empower. Additionally, we recognize the exciting potential of the new Center for Professional Development, GSSW's collaborative endeavor with the Graduate School of Professional Psychology, Morgridge College of Education and University College. As the alumni engagement team continues to grow, GSSW is fast becoming the leader in professional development opportunities for social workers in Colorado.

By strengthening our alumni community, we not only develop our own skillset and profession, but also further the causes we believe in. At GSSW, we know that healthy communities are interconnected and mutually supportive. We actively support the professional journeys of each of our graduates at every stage, from their initial launch into a social work career after graduation, to the personal civic engagement that follows a lifetime of employment. Wherever you find yourself on the journey, I encourage you to stay connected with the GSSW community as a means of professional development, networking and promoting social change.

In closing, I hope you will join me in congratulating the GSSW alumnae who were honored at the Colorado Social Work Month Celebration in March.

Sincerely,

Hope Errico Wisneski, MSW '00
Alumni Association President



Dean James Herbert Williams congratulates GSSW Alumni Award recipients (L-R) Linda Mitchell, Mae-Gilene Begay and Mary Overington at the Colorado Social Work Month Celebration on March 12.

ALUMNI AWARDS

GSSW congratulates these three notable GSSW graduates who received the 2014 Alumni Awards at the Colorado Social Work Month event on March 12.

GSSW Service Award

This award is presented to an alumnus/ alumna who has contributed to, or served, the Graduate School of Social Work in a noteworthy and significant fashion, through personal effort and/or financial contribution.

Mae-Gilene Begay, MSW '07, currently directs the Navajo Nation Community Health Representative (CHR)/Outreach program, the largest CHR program in Indian Country. Despite her demanding professional career, Begay continues to support GSSW's Four Corners Master of Social Work program (from which she earned her MSW) by serving as a volunteer member of the program's Native Peoples Advisory Council.

The council's ongoing input is vital to ensuring that the Four Corners program continues to respond to the needs of local and tribal communities. Additionally, the council has helped the Four Corners program develop specialized MSW curriculum content related to social work with Native Peoples. Since the program's founding in 2002, 28 of its graduates have been Native American, representing 13 different tribes.

Begay also serves on the Community Advisory Board of Northern Arizona University and the New Mexico Department of Health Community Health Worker Advisory Board, and she currently chairs the American Public Health Association (APHA) Community Health Worker Section. She has made national presentations at the APHA Conference and served as moderator at the 2012 and 2013 conferences. Begay also has given presentations at the National IHS Health Board Conference and the National Title IV Training and Technical Assistance Conference.

Community Service Award

This award is presented to an alumnus/ alumna who has demonstrated significant and continuous volunteer involvement in major community activities and/or charitable causes, above and beyond his/her employed position.

Mary Overington, MSW '98, is one of the co-founders of Clothes To Kids of Denver (CTKD), a nonprofit that provides new and quality used clothing, free of charge, to students from low-income or in-crisis families in the Denver metropolitan area. Since its founding in 2008, CTKD has provided more than 20,000 free wardrobes to students in need.

Overington has been an integral part of the CTKD team since 2007, when she volunteered many hours of her time

continued on pg. 28

ALUMNI AWARDS (CONTINUED)

helping the budding organization apply for nonprofit status, fundraising, recruiting volunteers, holding clothing drives and preparing a store-like space for shoppers. Once the CTKD shop opened, she served alongside an all-volunteer staff for several years and spent a significant amount of her time spreading the word about CTKD's services. Overington served for three years on CTKD's Board of Directors and started the organization's Community Advisory Council, which has developed into an integral part of the organization's leadership. She accomplished all of this while working a demanding full-time job at Denver Human Services.

"One of Mary's most salient qualities is her ability to inspire others," said Katie Jones Jadwin, MSW '11, in nominating Overington for the award. "She is a major reason I joined CTKD as a GSSW intern in 2010, and it is her mentorship that helped me become the organization's first Executive Director."

Robert L. Hawkins Social Work Achievement Award

This award is presented to an alumnus/ alumna who has demonstrated professional achievement by being named executive director, manager, chairperson of the board, etc., of a social work agency or organization; or by reaching a level of prominence in education, practice or politics, etc; or by receiving national recognition in the field of social work. This award is named in honor of Robert L. Hawkins, MSW '67, who rose through the ranks at Colorado Psychiatric Institute in

Pueblo, eventually becoming the first social worker appointed as its Superintendent. Under Hawkins' leadership, the Institute became a model psychiatric treatment facility.

Linda Mitchell, MSW '78, has been President and CEO of the Colorado Chapter of the Alzheimer's Association since 1998 and served as its associate director/program director for nine years prior to that. The chapter is the premier source of information and support for the more than 63,000 Coloradans with Alzheimer's disease, and their more than 229,000 family caregivers. Through its statewide network of offices, the Alzheimer's Association offers education, counseling, support groups, a 24-hour Helpline and other services at no cost to families. Mitchell oversees services to families throughout the state through regional offices in Colorado Springs, Denver, Pueblo, Durango, Fort Collins, Grand Junction and Greeley.

As the primary spokesperson for the Colorado Chapter, Mitchell has recently been featured in a series of public service announcements on local television stations that seek to overcome the lingering stigma attached to a diagnosis of Alzheimer's disease. The announcements are one aspect of the Colorado Chapter's recent alliance with the Denver Broncos football team that has made the chapter one of the team's 10 flagship community partners. Mitchell played a key role in forging the widely publicized partnership with the team whose owner, Pat Bowlen, is one of the many Coloradans living with Alzheimer's disease.

'80s



Bill Lee (MSW '87), LCSW, C-SSWS, MAT, emailed Professor Jeff Jenson regarding the GSSW Magazine fall 2014 cover story on Positive Youth Development. "It sounds so familiar, especially the connectedness with students to staff and the Solution-Focused Brief Therapy," Lee said.

During his 41 years as a clinical social worker, 37 of them at Starrett Junior High in Lander, WY, Lee developed and implemented programs for students with cognitive disabilities, K-12 curriculum on self-protective behaviors with regard to sexual assault and group counseling services for students with mental disabilities. He led a 10-year project to create a safe environment and reduce bullying, resulting in an increase from 79 to 89 percent of students feeling safe and an increase from 83 to 91 percent of students feeling connected to at least one teacher in the school. Lee also developed his school district's Emergency Response Protocol for the psychological aftermath of an "active shooter" incident. Along with other school social workers, he developed and implemented Wyoming's first school district curriculum on personal safety related to sexual assault.

A Certified Wildland Firefighter, Lee used his social work skills to develop a system to enhance group cohesion among firefighting crews, and he published an article about it in *Fire Management Today*. He's a frequent presenter at national conferences, and his articles have appeared in a variety of scholarly journals.

Along with his e-mail, Lee included an upcoming journal article and a PowerPoint presentation on his school's effort to make it a safe place for students by changing a culture of silence to a culture of shared responsibility. He encouraged Jenson to share both items with his colleagues and students. "At this point in my career, I look for opportunities to help the next generation of social workers," he said.

Lee recalls commuting from Lander to Denver for his Monday and Tuesday classes, and has fond memories of GSSW. His letter in the October 2014 issue of the NASW journal, *Social Work*, expressed his support for a balanced approach to social work education and credited Acting Dean Kay Vail for ensuring that macro practice was sufficiently emphasized when he was a student.

'90s



Clinical Associate Professor **Karen Bensen (MSW '91)**, Assistant Dean for Community Academic Programs (facing camera), married **Cindy Deim (MSW '92)** on Nov. 11, 2014, at their home in Denver. The couple was finally able to legally marry after 23½ years together. They have a 17-year-old son, Anten.

'00s

Linda Trantow (MSW '00) and **Kate Trujillo (MSW '01, PhD '10)** serve on the Board of Directors of The SOAR! Youth and Adult Choir, along with current MSW student Jason Lester. The three-year-old, Denver-based nonprofit offers opportunities for at-risk children to become part of a safe community of mentoring adult performers who help them develop an appreciation of the arts, with an emphasis on developing skills the youth will need to succeed in life. The choir performed before a crowd of more than 15,000 people at the 2014 "Light the Lights" holiday celebration at Denver's City and County Building in December. Their performance was broadcast live on KUSA Channel 9, Denver's NBC-affiliated television station.

Learn more at www.soarthechoir.org.

'10s

Jill Eelkema (MSW '14) is working as an Aging and Disability Resource Center (ADRC) Options Counselor II with the Denver Regional Council of Governments, where she's a member of the Area Agency on Aging. ADRCs serve as single points of entry into systems of long-term supports and services system for older adults and people with disabilities. They address consumer and family frustrations by increasing knowledge about available options and providing objective information, advice, counseling and assistance. Eelkema completed GSSW's PROGRESS gerontology program during her concentration year and received the Edith M. Davis Award when she graduated last June.

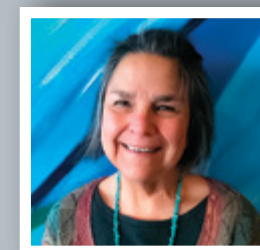


Maureen Huang (MSW '13), who earned the Animal-Assisted Social Work Certificate at GSSW, has a private practice called Pawsibility in Singapore that specializes in the use of Animal-Assisted Therapy. She's pictured here with her therapy dog, Telly, who assists Huang as she does counseling and runs social/emotional development programs for children and youth. A significant portion of Huang's work is with the special needs and at-risk youth population

"AAT was almost unheard of in Singapore before," Huang writes, "and it's really hard work trying to change perceptions. But that's what we are doing, one person at a time. It's amazing to see the human-animal bond in action here . . . Many people in Singapore don't grow up with dogs at home, so to see them overcome preconceived notions is pretty cool. Children and youth love Telly and gravitate towards her. More than that, we are glad to have the opportunity to touch lives, teach skills and motivate change."

Learn more about Pawsibility at www.pawsibilityaat.com or on their Facebook page at www.facebook.com/pawsibilitysingapore.

In Memoriam



Portland State University Professor **Charlotte Tsoi Goodluck (PhD '98)** passed away unexpectedly at her home on Dec. 2, 2014, of natural causes. She was 68.

Goodluck served as director of Portland State's BSW Program from 2008 until her death. She previously was on the faculty of Northern Arizona University in Flagstaff, where she served as BSW Program Coordinator from 1998 to 2003. From 2005 to 2008, she served as Director of Community Research for the Native American Cancer Research Partnership between Northern Arizona University and the University of Arizona. Goodluck's academic and research interests included Native American children and youth

well-being indicators, the Native strengths perspective, Native American breast and cervical cancer research, and Indian child welfare.

"Charlotte will be remembered for her gentle and kind spirit, passion for social justice and social work education, and steady leadership of the BSW Program," said Laura Nissen, dean of the School of Social Work, in announcing Goodluck's passing.

Goodluck is survived by her sister, her niece, and numerous cousins and relatives on the Navajo Reservation. Memorial donations may be made to the Dr. Charlotte Tsoi Goodluck Endowed Memorial Scholarship at the Portland State School of Social Work by contacting Mr. Richard Jung, Development Officer, at 503-725-2997.

Class Notes

'70s



Louise Haimowitz (MSW '76), LCSW, received the Distinguished Affiliate of the Year Award from the Metropolitan State University Social Work Department at the March 12 Colorado Social Work Month event. Department Chair Christian Itin, MSW '87, PhD '97, presented the award. Haimowitz previously was honored as the 2012 Boulder County Social Worker of the Year.

Got News?

Please email your personal and

professional updates to

gsswalumni@du.edu.

Be sure to include the degree(s) you earned at

GSSW and the year(s)

you graduated. Feel free

to attach a digital photo

if you'd like. Class Notes

may be edited or held

for a future issue due to

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The Last Word

landfill

(lănd' -fil) *noun*—where a large percentage of Craig Hall's trash isn't going anymore

There are slim pickings these days for squirrels seeking a free lunch from the trash bin on Craig Hall's Schramm Foundation Plaza. Such bins are now clearly marked "landfill" to remind people of their discards' actual destination—a not-so-subtle reminder to recycle or compost these items whenever possible. In fact, most trash receptacles in the building's public areas, kitchens and restrooms have recycling and/or compost bins right alongside them, thanks to a Craig Hall pilot project that grew out of a partnership among GSSW's Graduate Student Association, Craig Hall administration, the University of Denver's Center for Sustainability and Aramark Corporation.

The project also replaced office wastebaskets with large recycling receptacles that have only "tiny" (less than one-gallon) trashcans attached to them. The

project's goal is to establish Craig Hall as a model for best practices in waste minimization and diversion from the landfill, a key element of DU's 2014-2017 Sustainability Plan.

While the composting results of the pilot project are still being determined, a preliminary survey showed that nearly 82 percent of respondents are now recycling and composting more frequently at the office, about the same percentage as those who say they recycle and compost regularly at home. And a one-day audit showed that 50 percent of Craig Hall's total waste was going to recycling, more than double the campus average of 24 percent in fiscal year 2014.

That's bad news for some marauding squirrels, but good news indeed for the future of our planet!

Learn more about DU's Center for Sustainability online at www.du.edu/sustainability.

