A. Louise Potts Mays, 1914-2010

First Director of the Des Moines Program in 1972
Welcome to the Holiday Season. The end of the semester buzz is starting. While students are overwhelmed and trying to manage the final semester push, it is so exciting to see the growth and personal development that can happen in one semester’s time. I am continually honored to be part of the process of developing the next generation of social workers.

The School has had a busy semester. The School of Social Work has submitted our reaccreditation materials to CSWE. A big thank you to Kate Kemp and Julia Kleinschmit for their hard work on this document. We are also in the midst of hiring two new tenure track faculty to join the School in 2018. We have continued to hold monthly teach-ins on social justice issues. The teach-ins have provided students, faculty and community partners opportunities to strengthen skills that are essential in the ever changing political environment as we continue to advocate for oppressed groups. And finally, we are gearing up for the launch of the online program with admissions for our first cohort happening over the next three months.

As we move into 2018, we know the importance of the work of social workers will continue to be very important. Remember the worldwide support for the Women’s March in January? I think of the progress made with the “Me Too” movement in the last few months and the courage of so many women to share their stories. I consider the strength of the sports figures who choose to protest during sporting events and to lend a voice and face to police brutality and racism. I reflect on people who have stood in solidarity with the LGBTQ community and the impact reversing policies can have on people’s mental, physical and social health. The list can go on of all the energy that has been dedicated to social change in 2017.

But, we must not become complacent. There are serious issues occurring that need the value base and skill sets of social workers. We must be there to collaborate and lead as we move into 2018.

I wish you a wonderful holiday season and wonderful 2018.

How will you be a change agent for the in 2018?
Joelle, you graduated in 2008. What have you been doing since then?

My first experience with hospice was as a volunteer for Iowa City Hospice, and then began working my first hospice social work job with Iowa Hospice while I was still in graduate school. After a few years, I moved to the northwest and worked in a nonprofit hospice, now called Lumina Hospice, as a Bereavement Program Coordinator. For about five years, I worked doing individual counseling, support group facilitation, developed curriculums, worked in schools, performed training & education in long-term care agencies, as well as started a grief camp and family grief program. I absolutely loved that work! My family relocated to Portland and I took some time to enjoy and focus on my children who were three and one at the time. After about a year and a half, I really missed practicing social work, so I went back to work part time with Kaiser Permanente Hospice. Within three months they asked me to step into the newly created position of Hospice & Palliative Care Psychosocial Services Supervisor overseeing palliative care and hospice social workers, chaplains, bereavement program coordinator, and grief counselors in the hospitals, clinics and field in Oregon and Washington. I have been in this position for 2.5 years now, and the breadth of the job has increased exponentially over time. We have been listening for new opportunities, how we can be champions in new areas, create stronger teams, improve processes, and overall better meet the needs of our patients and their families. It’s been an honor to spend more time connecting with other groups in the community, such as a regional palliative care coalition, attending national conferences, and serving as an ambassador of Kaiser Permanente. This was my first year on the National Hospice and Palliative Care Organization’s Bereavement Steering Committee, facilitating online discussion groups, producing webinars, and mentoring new clinicians in the field throughout the US. Lately we have had opportunities for developing educational materials for dementia and memory care caregivers. We are asking ourselves how we can shift our organization to become more “Dementia capable”. How can we prepare for increasing demand knowing that the numbers of people with dementia are ever increasing? We have been collaborating with Hospice of the Valley from Phoenix, AZ that has more dementia-specific care services, in order to develop education, training and materials to become more dementia capable. A multi-level training took place in partnership with Hospice of the Valley for our hospice and palliative care teams this summer, and now we are taking the materials we published as a result of that throughout the region of our large healthcare organization so it may be used in our hospitals and primary care clinics, on a sort of road show. We are also expanding our bereavement services and events, in the past two years, so they are more meaningful and accessible. As a result we have witnessed attendance double at our annual memorial, and we are engaging in a co-design throughout the region to establish a more open and integrated grief support model that promotes and provides better preventative mental health outcomes.

How has the field changed?

Hospice has become so big and so competitive that it is much more highly regulated and evaluated now on it’s integrity and on whether it’s a value-added service. As a result documentation standards are more stringent. In addition, with the intersection of the growth of the dementia population, hospice stays for such patients will
be longer. For patients that have end stage dementia and are no longer walking, or talking, and often rarely waking, there’s a need to identify non-traditional interventions that are still helpful and meaningful to the patient and their family. For example, how might we creatively use sound, smell, music, and or touch for patients? Along with that, how might we spend our time differently with caregivers whether family caregivers, or paid caregivers, to better support them in their roles which are often long, exhausting, and isolating. One special theme I will add to this, is how we are looking to change our perspective about working with this population to move away from a tragedy dialogue, and instead embraces a dialogue that still finds and celebrates personhood of the patient and the caregiver.

What do you enjoy most about your work? As a social worker, I enjoy the relational piece the most. I still affect the work by supporting field workers in a different way than a manager with a nursing background might. I am able to contribute the values, theories, systems perspective and more to the every day interactions as well as big picture business development pieces. And of course, I love getting to meet with patients and families in the field when I can. Nothing compares to bearing witness to and interacting with families.

What advice do you have for students considering a career in Hospice?

My advice to students interested in hospice work is take advantage of volunteering with a hospice to decide if this is right for you. Take the Death and Dying class, do the reflective writing work, spend time with patients. I’d also caution students considering this work, that hospice is not about your own grief [resolution] process. If you are able to, do a field placement with a social worker in hospice work, join a committee on a related topic, volunteer for a related organization, attend a death café, anything, but get involved! The connections you make and the pieces you will learn will be invaluable building blocks for your practice and career.

A. Louise Potts Mays, 1914-2010

Ms. Louise Mays was the first Des Moines Program Director, 1972-1979. In Louise’s honor, we are building a fund to support students from under-represented or marginalized groups including people of color, and people with disabilities. Donations of any amount are welcome.

Ways to donate to the Diversity Scholarship Fund:

- Click on this link [www.givetoiowa.org/sw-diversity](http://www.givetoiowa.org/sw-diversity) or paste the url address into your browser.
- Mail a check to the UI Foundation at P.O. Box 4550, Iowa City, IA 52244. Write Diversity Scholarships in the memo line.
- Call the UI Foundation at 319-335-3305, and make a donation by phone.
- Email Jefri-Palermo@uiowa.edu or call her at 319-335-3750.

Thank you for making our social work education accessible to everyone.

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Social Work Jobs

Have a job to advertise? Looking for a job?

[https://clas.uiowa.edu/socialwork/resources/social-work-job-listings](https://clas.uiowa.edu/socialwork/resources/social-work-job-listings)
Celebration of 50 Years of the Des Moines Center

On November 3rd, over 100 social work alums and friends gathered to celebrate 50 years of social work education at our Des Moines Center. Every decade was represented as well as field instructors and former faculty. Rich Joens was our gracious MC and several people shared stories from ‘back in the day’. We also highlighted the importance of supporting the Diversity Scholarship Fund by honoring Louise Mays who was the first Director of the Des Moines Center. It is still possible to contribute to the fund by one of the methods listed on the previous page. Thank you in advance.

Jeanne Saunders, Sara Sanders, Ross Wilburn, Ed Saunders

Glenn & Ann-Marie Baughman

Sandra & Uriah McGee

Rich Joens, Bill Thiesen

Keith and Jan Oswald

Paulette Wood

John Else, Bob Oberbillig

Brian Ellis, Billie Marchik

Georgian Ann Olsen

Carolyn & Larry Hejtmanek, Earl Kelly

Julia Kleinschmit, Jerry Bartels

Jill Padgett, Rashel Bark, Shannon Schmidt

Judy Rinehart, John Else

Cathy Beck-Cross
Presentations


Hartley, C - Access to Justice: Civil Legal Services for Women Who Have Experienced Intimate Partner Violence (IPV) – Presentation at the UI Public Policy Center’s Conference on Gendered Violence.


McGee, Sandra L. Roundtable Discussion Coordinator. Community Forum on Bullying, October 26th, Central Iowa CommUNITY Initiative (CICI) and Iowa U. S. Attorney’s Office Southern District,. Invited.


Neblett, K. (2017). Member of a Panel of Experts on Suicide following a screening of The "S" Word.

Oliver, A. (October 20, 2017). Cultural Intelligence. Johnson County Metro Crisis Intervention Team Training, Iowa City, IA.

Publications

Coohey, C., Dickenson, R., French, R. (2017) Student self-report of core field instructor behaviors that facilitate their learning. Field Educator. (Ed. See p.9. This article won the prize for Excellence in Field Education Scholarship at the 2017 CSWE Conference.)


Other

Aislinn Conrad Hiebner was selected to serve on the national prevention committee for American Professional Society on the Abuse of Children.


Keri Neblett has become accredited as a College and University Suicide Prevention Specialist by the American Association of Suicidology (AAS).


Sandra L. McGee, was named the 2017 Recipient of the NASW IA Catherine G. Williams Diversity Award for Lifetime Achievement.


Students Make Significant Gains on All Practice Behaviors through Their Practicum Experience and Seminar
This study evaluated whether students’ increased their confidence in carrying out CSWE practice behaviors from the beginning to the end of their practicum. BA and MSW foundation students were asked to rate their confidence in their ability to perform each practice behavior. The possible responses ranged from 0 to 100. The threshold for meeting each competency was 80. The results showed that students’ post-test mean was above 80 for every practice behavior. We also observed a statistically significant change from pre to post test on all but one practice behavior. In addition to the CSWE practice behaviors, we included two global ratings. Here we saw the largest gains in confidence. They included “successfully carry out social work tasks or activities in complex situations” (Change: +18.0 points) and “successfully carry out social work tasks or activities without assistance” (Change: +22.9 points). These results suggest students substantially improved their practice behaviors during their practicum.

Students Report High Levels of Satisfaction on All Aspects of Their Field Experience
BA, MSW foundation and MSW advanced practicum students were asked to evaluate their field instructor, other staff at their practicum, their coordinator, and their overall experience. For all indicators of satisfaction, the overwhelming majority of our students reported they were satisfied with their field instructor (96.6%), other staff (90.3%), field coordinators (95.1%), and overall field experience (94.7%). In addition to evaluating satisfaction, our school developed and validated the first scale to measure the quality of supervision, the Field Instructor Supervision Scale (Coohey, French & Dickinson, 2017; Coohey & Landsman, under review). Our efforts resulted in receiving the 2017 Field Educator Prize for Excellence in Field Education Scholarship, which was awarded at the CSWE APM. We have used this and other scales to evaluate the quality of our field program and to develop a training module for students and field instructors.
Alumni Updates


Melanie Berry, (MSW 2016). After 2 years of working in the UIHC emergency department, doing mainly overnight social work, my partner and I are moving to Salem, Oregon this winter. Although I do mostly individual/micro work with clients, I feel studying the macro track at the UISSW really benefited me in helping me to understand the greater systems influencing the hospital, our patients, and the constraints of what I'm able to offer, as well as policy advocacy. I recently accepted a position as the MSW Care Manager in the Salem Cancer Institute at Salem Health, providing counseling/support for cancer patients, and serving as the Psychosocial Services Coordinator on their Cancer Committee.

Susan Junis, (MSW 2011) The Rape Victim Advocacy Program was recognized in a national online website for our Raise the Bar program. I created the program in 2014 and it's now getting national attention, which is pretty cool! https://www.bustle.com/p/with-zero-help-from-betsy-devos-heres-how-campus-bartenders-are-fighting-rape-culture-2440518

Tina Eygabroad, (MSW 2013) and her husband Travis, were honored as Foster Family of the Year. The award honors a family that creates a safe home for children who have been displaced. ‘The foster family exhibits extraordinary courage, patience and care while working with foster children’. The Eygabroads include the biological parents in all of the children’s activities and they have created a Facebook page so that the biological parents can keep up with the children’s activities through photos.

Maureen Lienau, PhD (BA 1974) recently presented at the AAACE in Memphis in November. Here are the two presentations I did there: “Maintaining confidentiality while managing challenges: Students with learning accommodations “Homeless and online: What resources would help these students be successful?”

Charlotte Bright, (MSW 2000) was appointed Associate Dean for Doctoral and Post-Doctoral Education at the University of Maryland School of Social Work, on July 1, 2017. She is in her 10th year at the University of Maryland.

Kelly Hendershot, (MSW 2013) was featured in an article about escaping the holidays when grieving. You can read it here.

Laurie Fiscella, (MSW 2011) practiced school social work in Iowa from 2011-2016 with Heartland AEA. An empty nest and a loved one drew her to to Minnesota to work for DHS as a consultant. She is completing clinical supervision now due to a change in scope of practice.

Recent Alumni Deaths

Bonnie L. Albertson, MSW 1989
Winna M. Althiser, MSW 1989
James E. Backstrom, MSW 1992, BA 1990
Berdena J. Beach, MSW 1981
Doralyn A. Benson, MSW 1978
Robert L. Elmer, MSW 1958
Jana L. Grady, MSW 1978, BA 1977
Scott J. Kloberdanz, MSW 2005
Margo Nicholas, MSW 1984
Eleanor S. Reid, MSW 1956
Patricia J. Senneff, MSW 1958
Thomas D. Sunblad, BA 1973
Barbara S. Thomas, BA 1972
Marcia Foster Travi, BA 1973
Tara K. Youells, BA 1975
Alum’s Research Team Receives NIH Award

The National Institutes of Health has awarded Tulane University $2.65 million to continue its successful program to develop more researchers studying women’s health and how disease progression and treatment differ in women.

The five-year grant funds Tulane’s Building Interdisciplinary Research Careers in Women’s Health (BIRCWH) career development program that connects junior faculty, known as BIRCWH scholars, to senior faculty with shared research interests. “The BIRCWH program serves as a model for career development at Tulane and is vital to bridging the gap between research training and research independence for early career investigators,” said BIRCWH principal investigator and research director Dr. Marie “Tonette” Krousel-Wood. “Our long-term goals are to increase the number and diversity of highly trained, culturally competent, independent, interdisciplinary investigators in women’s health and sex differences,” added Krousel-Wood, who is also professor and senior associate dean of Tulane University School of Medicine, associate dean of Tulane School of Public Health and Tropical Medicine and Tulane associate provost for the health sciences.

Since the program began, almost 80 percent of BIRCWH scholars have been women and 28 percent are under-represented minorities.

Current BIRCWH scholars include:

- **Catherine Burnette**, assistant professor of social work, who is researching cardiovascular disease among Native American women.
- Dr. Dragana Lovre, assistant professor of medicine, who is studying how novel estrogen complexes may improve metabolism after menopause.
- Jylana Sheats, assistant professor of global community and behavioral sciences, who is studying a culturally-informed, mobile-phone based strategy to improve eating habits among African-American women and men.

Tulane’s BIRCWH focuses on cardiovascular and related diseases and understanding how sex differences play a role in disease progression and treatment. Heart disease is the leading cause of death for both women and men in the United States. “Although men and women may both have cardiovascular disease, the way it presents is different and their response to treatment is also different,” Krousel-Wood said. “We need to better understand those differences between men and women if we truly want to address the continued concern that cardiovascular mortality remains the No. 1 reason for death in this country.”

**Research Spotlight**

**Catherine Burnett** has been at Tulane University for five years since earning her PhD at Iowa in 2013. I spoke with her about how the BIRCWH program has impacted her research and other projects she is working on.

“All of my research has to do with Native American or Indigenous peoples, and health disparities, which includes mental, physical, spiritual, and social measures of health and overall wellness and well-being. I work in a way that is congruent with Indigenous Native worldviews, which tend to be more holistic. Rather than looking at cardiovascular disease or depression in isolation, we look at the mental physical, spiritual, social measures of health and related factors as a whole. The biggest thrust of my research since I got my PhD at Iowa has been to develop a theoretical framework to understand health disparities from an Indigenous perspective since there isn’t one available now. In the context of historical oppression, historical trauma and colonization is a main factor related to health outcomes. When you read the literature, every scholar will talk about how colonization has undermined Indigenous communities and how that is related to health, but that idea has not been packaged in a theoretical framework where you can actually test it. All of my research on violence against women has informed this theoretical framework called the ‘Framework of Historical Oppression, Resilience and Transcendence’. It identifies culturally specific risk and protective factors across ecological levels: societal,
community, cultural, family, and individual levels that are related to health outcomes and looks at their interconnections. Historical oppression is a societal level risk factor including historical traumas such as boarding schools, relocation from land, land dispossession, spreading of diseases, etc. but also contemporary factors are included, such as the no DAPL movement and Native American monuments being diminished etc. These drive disparities as much as historical one and can include poverty, discrimination, and marginalization in contemporary life as well as historically.

I have also looked at Resilience. The only reason that Indigenous people have anything is because they have resisted oppression and retained their culture and identity despite efforts to wipe them out. Rather than looking at Indigenous peoples as damaged goods for having experienced oppression, we can look at how oppression may have made them stronger or sharpened certain skills. Transcendence refers to how we can transcend these forms of oppression, and for Indigenous people that is usually through spirituality, family, and reclaiming their own languages and their own vision of a future. We can use this framework identifying culturally specific risk and protective factors, to find factors that are related to health in a more holistic way.

The BIRCWH project integrates more physical health with mental and social health outcomes. We are looking at social health like domestic violence, child maltreatment and how they are related to chronic physical as well as mental health issues, such as depression and PTSD. I am looking at the interconnections between social, mental, and physical factors in a holistic way. Many of the people I interview have chronic health issues like cardiovascular disease, diabetes, or kidney disease so it made sense to include their physical health as it relates to distress and overall health and well-being.

Currently, there is a lack of evidenced based programs that are culturally specific for Indigenous populations. Thus, I am applying for an RO1 NIH health promotion grant to culturally adapt an intervention, which prevents substance abuse and family violence and promotes family resilience. After adapting the family-based intervention, we will test it for effectiveness.

Working as part of an interdisciplinary team has been wonderful and has enabled me to speak the language of other disciplines. I am learning about how different disciplines approach these problems. I have retained my social work identity and have been able to supplement and complement what I am doing with information from medicine, public health, and psychology. I am using this opportunity to soak up all this information and be more strategic and effective when applying for funding. My goal is to get an RO1 NIH grant so that we can provide intervention and prevention research so that Native American communities have culturally-based and evidence-based programs. I want social work to be at the forefront of how these decisions are made. Social work has been looking at things from a holistic lens for a long time and other disciplines can benefit from our values and perspective.”

**School of Social Work Teach-Ins**

**Skill Building for Effective Activism**

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**It’s a great time to get a PhD in social work!**

- Competitive financial package
- Excellent job outlook
- Highly interdisciplinary curriculum with courses in psychology, sociology, education or public health
- Mentorship by nationally recognized scholars
- Opportunity for part-time study

Contact: man-quo@uiowa.edu for more information
Professional Development

Dialectical Behavior Therapy
April 20, 2018
9:00 am-4:00 pm
332 North Hall
Iowa City, Iowa
http://www.signmeup.com/123503

Acceptance & Commitment Therapy
February 9, 2018
9 am -4 pm
332 North Hall
Iowa City, Iowa
http://www.signmeup.com/123502

Advanced Group Therapy-
Promoting a Mutual Aid Environment
April 27, 2018
8:30 am-4:00 pm
Rm. 332 North Hall
Iowa City, Iowa
http://www.signmeup.com/123375

The 5th Annual National Poetry Contest for Social Workers
Deadline for submission Jan. 1, 2018
The top three submissions will be awarded cash prizes and will be published in The New Social Worker magazine. All of the submissions that meet the contest criteria will be published in an electronic book posted on The University of Iowa School of Social Work website.

First Prize: $300 and half-price admission to the annual Creative Writing Seminar in Iowa City.
Second Prize: $100
Third Prize: $50
For rules and to submit your poem online, click here https://clas.uiowa.edu/socialwork/resources/creative-writing-social-workers

The Guide for White Women Teaching Black Boys
Eddie Moore, Jr., PhD
Book signing & presentation
February 14, 2018
Time: TBA (afternoon)
College of Education
Iowa City, IA

http://clas.uiowa.edu/socialwork/resources/professional-development-opportunities
Photos from 2017 Council on Social Work Education Annual Program Meeting in Dallas

Standing - Yolanda Spears, Carol Coohey, Sara Sanders
Sitting - Salome Raheim, Kerri Neblett, Steve Cummings

Steve Cummings presenting

Yolanda Spears, Rebecca Dickinson, Liz Byram, Cristian Meier

Shamra Boel-Studt, Catherine Burnett, Steve Cummings, Keri Neblett, Sara Sanders, Yolanda Spears, Liz Byram, Rebecca Dickinson, Cris Meier, Carol Coohey

Salome Raheim and Yolanda Spears