

# COMMUNITAS

Florida State University College of Social Work

2016-2017



06

Field Education: Social  
Work's Signature Pedagogy

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Cover photo: 2017 interns & staff at Capital City Youth Services in Tallahassee, FL.



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# A MESSAGE FROM THE DEAN



"All of us might wish at times that we lived in a more tranquil world, but we don't. And if our times are difficult and perplexing, so are they challenging and filled with opportunity." – Robert F. Kennedy

Greetings alumni, friends, and supporters! We present this 2017 edition of *Communitas*, which includes several articles highlighting the crucial importance of field education. Many of our readers will remember well their student fieldwork experiences! The field experience is central to professional formation, and the Council of Social Work Education has designated **field education as the "signature pedagogy" of the profession**. In other words, the profession mandates these experiences as *indispensable* to the developmental process of moving from student to professional. Each day we are thankful for the more than 400 organizations and field supervisors who host our students determined to hone their craft. Our College has established itself as a **Top 25 Social Work Program** at a public university (*U.S. News & World Report*). We are dedicated to continued excellence through our field programs, even as we simultaneously expand our distance learning **Online MSW Program**.

This issue also features articles about important research, service, and policy initiatives. **Professor Neil Abell** is conducting new research on mindfulness and stigma in Northern Ireland, collaborating with social work faculty in Queen's University, Belfast. With the recent triggering

of "Brexit" by the UK government, there are new pressures on continued home-governance and ongoing peace in Northern Ireland. With the partnership of the **FSU Center for the Advancement of Human Rights**, Dr. Abell and our Northern Irish colleagues are preparing the social work community for these new challenges—and bringing home to the US very useful insights from this international work.

We are also very excited to introduce you to **Dr. Jessica Pryce**—our new permanent executive director of the **Florida Institute for Child Welfare**. I think you'll be impressed with the important work Dr. Pryce pursued before joining us at the Institute, as well as her vision for this crucial public policy and practice think tank. According to child welfare leaders familiar with her work, Dr. Pryce is already considered as one of the very best in this field. We are lucky that she joins the excellent leadership of our other two institutes—the **Multidisciplinary Center** (directed by **Dr. Anne Selvey** and **Dr. Joanne Milford**) and the **Institute for Family Violence Studies** (directed by **Karen Oehme, JD**).

The Institute for Family Violence Studies' initiative on **successful co-parenting after divorce** is exemplary in its relevance, design, and dissemination to those needing it the most—I think you'll appreciate reading about this very exciting work.

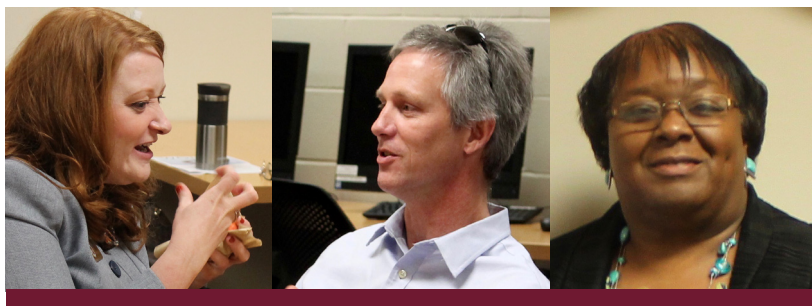
Enjoy paging through photographs and articles about our gifted alumni and students—it is a gathering of the very best minds in social work education, practice and policy, along with our emerging professionals who have demonstrated strong commitment and talent. We are very grateful to our alumni and friends who support our students. Our students make a lot of sacrifices to get a great education, and they know you are out there urging them on with funding and mentorship—and your example.

Finally, take a look at a brand new addition in this issue of *Communitas*—the **Exploring Roots timeline** exploring social work at FSU! The first social work course was taught on this campus in 1918, so we are preparing to celebrate **100 Years of Social Work** next year. More on that as we get closer to this stunning milestone.

I close with words of gratitude for our amazing FSU College of Social Work community. Alumni, friends, supporters, students, faculty, staff and funders who live and work in Florida, and those of you doing crucial work across the nation and the globe. Your work in the world constantly lifts up our mission and the higher purpose that drives our College and inspires our students!

Jim Clark, Ph.D., LCSW  
**Dean and Professor**

# DEVELOPING THE PROFESSION: BEGINNING WITH FIELD EDUCATION & MENTORING



Left to right: Dowling, Stanley, Boone

- **Jim Clark**, Dean of the College of Social Work
- **Katrina Boone**, Director of Field Education
- **Craig Stanley**, Associate Dean of Academic Affairs
- **Nancy Ford**, Social Worker and Education Coordinator at the Mayo Clinic, Alumni
- **Carol Edwards**, Assistant Teaching Faculty
- **Tracey Dowling**, Program Director Experiential Learning, FSU Career Center

**Jim Clark:** Field is the signature pedagogy for social work education. Just for fun, let's start out with what you think about your own experiences as a student in your field internship. Do any of you have a memory that you still hold onto?

**Katrina Boone:** I had three great supervisors, one in particular in undergrad stands out, Ron Shank. His contribution to my professional development was to push me to work with the populations I was most uncomfortable with. I worked at Southwestern State Hospital in Thomasville, Georgia, a state hospital at the time for mental health, disabilities, and addictions. My greatest fear was working with persons with disabilities. He wanted me to experience all these units, and I did. I learned a lot from it although I was uncomfortable initially. His challenge was the best thing for me. It opened my eyes to where there was a real need and how to face my fears.

**Carol Edwards:** I was that student that wanted to be a clinician. My field experience

was a clinical placement, and my field instructor was instrumental in giving me opportunities to develop my practice. I remember doing videos of my interviews, and they were critiqued. Boy, was that a learning experience! It challenged me to use what I learned in the classroom and to think about how to use my own skills. That use of self, how important that is. I was so nervous about demonstrating all the skills I'd learned that I wasn't cognizant of how my values and perspectives were coloring that clinical setting. That clinical director is still my social work mentor today.

**Nancy Ford:** I was reflecting, like Katrina, on my undergraduate experience at a hospice program. You took the stuff you learned in class and applied it in real life settings like a rural area, an inner city, or somebody's home. Things you heard about or talked about you then really see in action. My graduate placement was in mental health. While I enjoyed the group and individual therapy and assessments, this was a mental health treatment center for Baker Acted patients and you were the clinician who had to assess them, deciding whether they were suicidal or not. Granted a psychiatrist would later assess them. You had that power as a student to really impact someone's life!

**Craig Stanley:** When I first came to my graduate placement, I'd been working in residential substance abuse for years and I wanted to do something different, and a different perspective. I ended up doing a placement in an acute care rehab. I saw people with brain and spinal cord injuries, a lot of people with strokes. I remember it being very difficult. A lot

of the older people reminded me of my grandparents. They were impaired and sometimes very emotional. You would see their families. You watched people struggle. My supervisor told me these families need information about their loved ones. So I had to educate myself. My supervisor also told me that it was important for me to take care of myself because I was going to be exposed to things that may create strong feelings. It was very emotional for me for the first few weeks. I learned the importance of the concept of self-care, debriefing with the supervisor and staff there. I wouldn't have made it through the placement had I not figured out my available resources to help distinguish my personal self from my professional self.

**Katrina:** That's the beauty of the internship. It will definitely push you, but it will also identify what you really want to be involved.

**Nancy:** One of the things I focus on when students come in is self-care. We talk about taking time to identify how to cope and how to identify stressors for them. We have regular cohort meetings where we process what some of them are going through.

**Jim:** Those initial placements helped you discover things about yourself so you could be more effective for clients. Nancy mentioned self-care as a critical component. Are there other components that you've noticed as a supervisor or mentor that helps students with use of self?

**Carol:** Now there are so many systems that are a part of any single area of practice—like child welfare. For students this seems to be difficult to understand outside of field. They have to work with people from different agencies, develop interpersonal skills, network, and learn the interplay with these systems.

**Jim:** Is field education the first time they've experienced these concepts?

**Carol:** Yes, exactly. It's not as clean as they anticipate it. Students realize that making decisions and providing input impacted by policy restrictions and re-



source challenges. So how do you integrate all those things and best serve your clients? How do you make decisions that support the policy requirements, but also support practice? Integrating those dynamics is a focus for me in my work with students.

**Katrina:** Something that goes along with the interpersonal piece and self-care is helping students learn to balance the various demands they're managing in their lives -- work, internships. Helping them to create a schedule, meet expectations, deadlines and identifying what's really important. You can't help your clients to care for themselves if you can't do it successfully for yourself.

**Tracey Dowling:** As the FSU Career Center liaison, I struggle specifically with convincing social work students to take time to prepare their application materials and practice interviewing for post-graduation job applications and interviews. We try to be a constructive voice saying, "Take care of you. It's not all just going to happen. You have to make time." They're so busy trying to do a good job with their clients that it's hard to get them planning for themselves and thinking about what happens at graduation. Many are nervous about turning the mirror around.

**Carol:** What I've discovered is how much I learn from students through field supervision! They come with current perspectives and make me aware of emerging changes in the field. I was learning as much as I was mentoring. That mentor/mentee relationship is reciprocal. They help me to grow, keep me current, and build continued relationships just like with my mentor. I have students from ten years and earlier that I'm still connected with. When they are changing employment, going in a different direction or going back to school, those students reach out. Those connections really enrich my personal and professional life.

**Nancy:** Like Carol, I've mentored a number of students over the years, and I've learned something from every single one of them. It's really rewarding when they keep up with you and let you know what they're doing. I see all the pictures of their kids. It's that rewarding piece that you get, rather than just being someone they pass in the night. I always

hope they learn something from me, but I definitely learn something from them!

**Katrina:** It's definitely a lasting process and relationship. Students reach out five to ten years later to have that mentor relationship still in place. You gain so much! I have students ask for direction, advice—how do I manage this issue or this particular client? You do have an opportunity to give them that refresher, that direction, and to be a friendly ear.

**Craig:** You were a part of their journey and they acknowledge that. It speaks to the power of what we do as educators. Planting seeds, opening doors, and helping people gain some confidence to launch some pretty significant careers.

**Tracey:** There's that credibility in your students too because you've instilled such care and compassion.

**Jim:** What advice would you give to students right now about how to be successful in the profession?

**Craig:** Students are always concerned about what they're going to do when they graduate especially the ones that haven't found a job or stay in the same job. Sometimes they're stressed about how the degree they spent time and money on is going to benefit them. I approach this concern with the idea that the MSW is a broad, versatile degree. And it's important to stay true to the reasons they pursued a degree. Whether you're trying for a new job or to advance in a current position, think about things you can do to advance yourself as a practitioner. Sometimes that's not the first job out of the gate. But still be selective about that first job and how it fits into that pathway to get you where you want to be. I think it gets lost on students that an MSW education is a starting point. It's this idea of lifelong learning, especially for those pursuing licensure. That's why you seek super-

vision opportunities to expand your knowledge. Your confidence will grow as you do that.

**Carol:** You made me think about a couple of things. First, I talk to students a lot about passion. Finding that place where you feel like it is more than just a job. What is the thing that adds to your life and you feel compelled to do it? You experience satisfaction regardless. Passion is one thing, and then excellence. I talk to students a lot about not compromising their own standards of excellence. They are always challenged in the field, like with ethical or resource challenges. A lot of students see a CEO or the top person as where the real power is, but we talk about the power we all have regardless of position. Playing their role in an excellent way, so they feel good and are proud, helps them build a professional reputation.

**Jim:** I think you're bringing up another fine point about the student field experience—that it is a discovery process. You're discovering things about yourself, about the profession, the roles one takes on as social worker, and about the world. It's often experienced through your work with clients and the kind of adversity they face. You're discovering what it means to work in organizations and bureaucracies, which is often the opposite of the romanticized role. I can't think of a better discovery process than field to move forward professionally. You work through these powerful pieces of information and the emotional components as well. What great supervision does and the field seminars do is give conceptual understanding to those powerful experiences. Often the surprise is that our supervisor and others we admire continue to go through this same discovery process throughout their careers. ■



Left to right: Edwards, Clark, Ford

# INTEGRATING THEORY AND PRACTICE: THE ROLE OF FSU SOCIAL WORK FIELD EDUCATION

**K**atrina Boone, MSW faces a unique, but common challenge in social work that she addresses every day in her role as director of field education at the FSU College of Social Work to integrate social work theory into practice for the College's students through field education. Serving in this role for thirteen years, Ms. Boone credits her background in several areas of social work practice including addiction, mental health and child welfare as contributing to her drive and dedication to pursuing the highest quality field education experience for FSU social work students. "Our field education program is multi-tiered, providing face-to-face and distance learning instruction. We work extensively with the students we serve, agencies and organizations, and field educators that provides a rich experience that equates to success," she says proudly of the Office of Field Education.

## FIELD EDUCATION THROUGH COLLABORATION

Quality field education experiences begin with open lines of communication with all parties involved, Ms. Boone noted. FSU social work faculty have built over more than 30 years an expansive network of **400 field agencies** and an equivalent number of field educators/supervisors around the state of Florida and in four other states in the U.S. (North Dakota, South Dakota, Nebraska, Alabama). As well as international agencies/programs, Ms. Boone attributes the support of main campus faculty and distance learning faculty for providing the support and ability to network with field partnerships who provide a welcoming learning environment for FSU social work students.

Field educators play an important role beyond providing individual internship experiences for students. Many serve on the College of Social Work's **Field Advisory Committee**, working with Ms. Boone and the field office to maintain rigorous quality of field partnerships



Field Education Director Katrina Boone

and field placements. Ms. Boone also, in turn, supports field educators by:

- chairing the field education committee;
- providing field educator training;
- providing continuing education and training for social work professionals;
- providing technical assistance;
- conducting mediation on field-related issues;
- developing and revising field education policies and procedure; and
- supervising field office staff and student assistants.

## THE STUDENT EXPERIENCE

The College of Social Work's BSW and MSW students are supported throughout the entire field placement process. "Field is one of the most significant and integral parts of a student's academic career," Ms. Boone stressed. "Field placements provide the critical foundation for student success in social worker careers." The demand of field placement is quite rigorous. BSW students must complete a total of 512 internship hours, MSW students in the first year of the program complete 432 hours, and advanced-standing. Second year MSW students are required to complete 512 hours.

The field office support staff guide students through this process with advising and directional support, prior to and during, field placements. "Each student completes a field application, and then meets on an individual basis with a field faculty member to explore possible agencies for consideration," Ms. Boone explained. "Once the agencies are chosen, students interview with agencies of interest to determine if the placement is a good fit."

Field faculty integral to this process for main campus includes **Rosalyn Deckerhoff, Keithen Mathis, and Vicky Verano**. Each field faculty member works with students throughout their field placement to make sure required deadlines and goals are met. Field staff member, **Tawanna Williams**, and a long list of student assistants provide additional support every step of the way, working toward assisting each student to successfully complete their field placements in a timely manner. Area coordinators provide direction to the students in various areas across Florida, in five other states, and internationally. These positions are essential to student placements and student success in their internships.

Field educators at the partnering agencies also play a key role throughout a field placement, serving as trainers, mentors, teachers, and supervisors for the social work students—linking the intersects between theory and practice. Ms. Boone noted that mentoring relationship often continue after the field placement into the student's social work career, providing a valuable networking opportunity for growth and advancement.

"Our students are passionate and determined to become effective social workers and advocates for their clients," Ms. Boone expressed with enjoyment. She highlighted the importance of support as they face challenges frequently encountered in the social work profession due to an increasing deficit in resources and services for clients. To help them work through these obstacles in a safe place, all field placement students take an integrative seminar course with field faculty. Ms. Boone also indicated that more and more students face the hardship of having to work during their internship experience. Responding to this need,



the Field Advisory Committee established the **C. Aaron McNeece Field Scholarship** to assist students in need during their placements. (*You can support this scholarship by contacting Colette Podgorski at [cpodgorski@foundation.fsu.edu](mailto:cpodgorski@foundation.fsu.edu)*)

Ms. Boone's success in her role was acknowledged in 2016 when she was appointed as a member of the national **Council on Field Education** for the **Council on Social Work Education**

(**CSWE**) from 2016 through 2019. The council serves as a link between CSWE and field educators, assuring quality and standards of practice are maintained. She and other council members work to progressively move field education forward, by recommending policy and accreditation standards. "The Council will focus on leadership and consultation as it relates to field education as the signature pedagogy." She

also served as the vice-president for the Florida Field Consortium since 2014, and was elected president as of March 2017. This consortium links the 14 schools of social work across Florida to work collaboratively on policy development, field issues, as well as process and procedure development. ■

## FIELD FACULTY

*Three of the College's teaching professors serve important roles in the field education process for BSW and MSW students. Each semester, these field faculty interview and work with 35 to 60 students providing advising and assistance in securing field placements. They establish relationships with organizations and institutions to develop new field placement sites. They teach seminar classes for students in field, serve as students' faculty liaisons, and conduct field site visits each semester.*



**ROSALYN DECKERHOFF, MSW**

**Associate Teaching Professor**  
**Years as a Field Faculty: 10**

**Favorite Thing About Field:** "It keeps me up-to-date on new practices and ideas. Being able to go to agencies and hear from students keeps me learning about what's going on and changing in social work. I feel more connected with social work practice working with students and in field education."

**Words of Wisdom:** "Sometimes we need to explore other ideas and other things that we might be interested in, even if something sounds uncomfortable. In field, it's time to get out of your comfort zone. Students work with populations they've never worked with before, find out what they love and sometimes what they don't love. That's okay. It's all part of learning."



**KEITHEN MATHIS, MSW**

**Associate Teaching Professor**  
**Years as a Field Faculty: 20**

**Favorite Thing About Field:** "It is an honor to be in a role where I can directly help our students develop into the most effective social workers while assisting them with their personal growth. I am in a position where I can evaluate how well they are able to integrate theory into practice, and whether they fully understand the role or function of social workers in the helping process."

**Words of Wisdom:** "My only advice to students entering field is to come with an open mind and open attitude towards learning as much as they can during their agency experience."



**VICKY VERANO, MSW**

**Associate Teaching Professor**  
**Years as a Field Faculty: 7**

**Favorite Thing About Field:** "I love when a student has that 'aha moment' when they realize that what they learned in the classroom really transfers over to working with clients. I love seeing students realize that they've made the right decision with their career path."

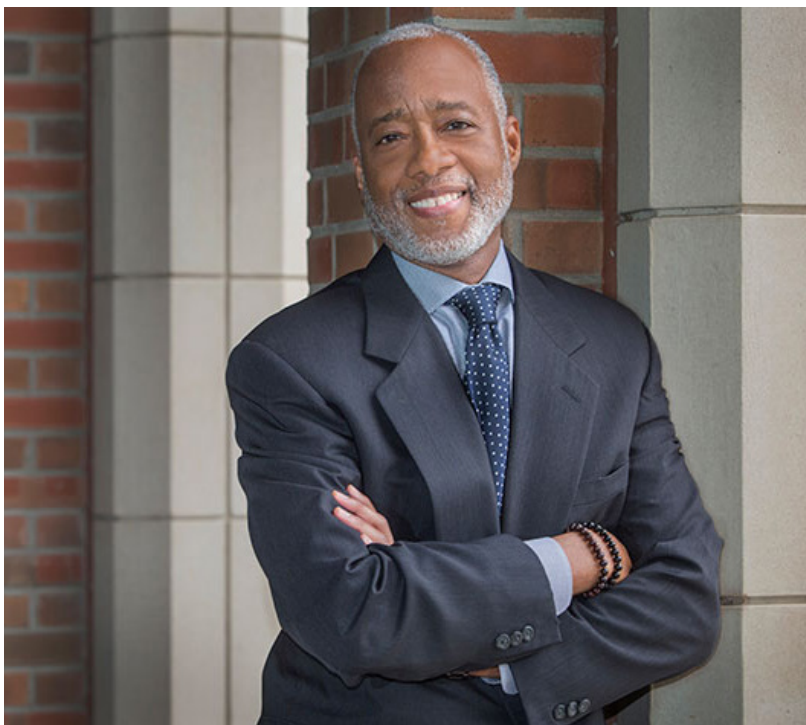
**Words of Wisdom:** "The most important advice I give to students is to practice self-care and safety in the field. You can't be an effective practitioner if you are burned out, stressed out, or don't care. It is important for safety purposes to never get complacent in the field and to be aware of your surroundings."

# EMINENT PSYCHOLOGIST JOINS COLLEGES OF SOCIAL WORK AND NURSING: NORMAN ANDERSON, PH.D.

A well-respected and eminent psychologist, **Dr. Norman Anderson**, joined FSU's faculty with appointments in both the **College of Social Work** and **College of Nursing**. He serves as the Office of Research's vice president for research and academic affairs. His extensive experience in collaborative and interdisciplinary research fits well with his ability to take a "big picture" approach to research and social problems.

"After receiving my Master's degree I discovered this broad field, at the time called behavioral medicine, which explored the connections between behavioral, social, cultural, and environmental influences on physical health," Anderson says when explaining his initial interest in interdisciplinary research. His work led him into studying chronic pain, cardiovascular disease, and later as a postdoctoral fellow and faculty member at Duke University, studying high blood pressure in African-Americans. "The only way to fully understand chronic health problems is to recognize that these problems are multifaceted and are caused or worsened by factors occurring at different levels of analysis. So even though I am a psychologist I had to integrate information from the biological, socio-cultural, and environmental levels to fully understand problems such as hypertension in African Americans."

Anderson believes that partnerships across disciplines is critical to addressing some of society's most complex problems, from climate change, to poverty, to chronic illnesses. "Although scholars can obviously accomplish a lot through their own disciplines, as the complexity of problems and issues becomes clearer, there is often tremendous value in forming partnerships and collaborative relationships with other disciplines to broaden one's perspective.



Sometimes significant advancements occur at the intersection of different disciplines and levels of analysis."

Dr. Anderson enjoyed his research career at Duke University Medical School and the Harvard School of Public Health and never expected to venture into leadership or administration. But, a sabbatical from Duke to establish the National Institute of Health's (NIH) Office of Behavioral and Social Sciences Research generated his interest in leadership and the big picture perspective. Dr. Anderson went on to serve as the CEO of the American Psychological Association (APA) for thirteen years. "Doing leadership work for NIH and APA allowed me to look beyond my individual work and take a broader perspective on how one could be of service to others through leadership. For example at NIH, I was looking at the systemic, institutional level, developing ways to encourage interdis-

ciplinary thinking across its various institutes and centers."

At FSU, Anderson will continue to be of service to others, and return to his roots in academia, in his role as mentor, coach and adviser to faculty. He has already begun working with faculty at various levels, providing advice and consultation on everything from developing research ideas or grant proposals, building programs, or whatever they bring to the table. "Essentially, my sole job is to do what I can to facilitate the success of faculty and help them achieve their goals as scholars and leaders."

"His presence is creating exciting opportunities for our faculty and students," said College of Social Work Dean Jim Clark. "His distinguished career reflects the experience and expertise that will significantly advance our effective, interdisciplinary translational research." ■



# SOCIAL WORK ENGAGEMENT IN NORTHERN IRELAND



*Dr. Neil Abell, CSW International Programs Director, Dr. Audrey Roulston, Lecturer, Queens University Belfast, Mr. Frank Liddy, Director, Belfast Mindfulness Centre*

As director of International Programs at the College of Social Work, Dr. Neil Abell puts a lot of energy into cultivating and maintaining field placements and study abroad opportunities around the world. A big part of this challenge is forming relationships and partnerships with international organizations and experts in the field.

Five years of consultation with social service and academic colleagues led to his sabbatical at **Queen's University Belfast (QUB)**, supported by the College of Social Work and the **FSU Center for the Advancement of Human Rights**. The aim was to examine how HIV/AIDS service delivery might transfer to the context of conflict following "The Troubles" in Northern Ireland. Integrating principles from mindfulness, identity, and stigma theories, he engaged with social work students and practitioners to examine ways deeply held biases and fears might compromise delivery of compassionate services.

In Northern Ireland, the sectarian conflict between Protestants (Unionists or Loyalists aligned with the United Kingdom) and Catholics (Republicans aligned with the Republic of Ireland)

lingers as a part of daily life for citizens. In the late 1960s, sectarian violence between these groups came to a peak and was only resolved through the Good Friday Agreement of 1998, a brokered peace accord still in effect today. Dr. Abell noted that while there has been great progress in peace and healing, many people remain affected by this division. Areas of Belfast are segregated by sectarian and socioeconomic class differences, and people continue to suffer direct and indirect psychological and social consequences of a violent and disruptive history.

In his research, Dr. Abell explored social work students' and teachers' experiences delivering services to people with identities that differ from their own. In focus groups, students and teachers reflected on their feelings and concerns when engaging with "the other," and processed the difficulty of revealing fears and biases to others. From these conversations, Dr. Abell developed a new measure for assessing stigmatizing tendencies to label, stereotype, distance and discriminate. While the intention was to validate a tool for use in training and research, an expert panel review of the draft indicated that the content was

intensely provocative for some respondents. Formal validation was suspended until the draft could be piloted in further curriculum modules designed for practice learning. "At this early stage, I have a wealth of information, and have learned a tremendous amount about the progress made on these issues in Northern Ireland, and the distance yet to go," Dr. Abell explained. "I've gained a deep respect for the challenges citizens on both sides of the conflict face when asked to be candid about their fears, particularly in a time when one of the most effective 'tolerance strategies' has been to adopt a mask of neutrality when confronting differences." He noted that there is a deep commitment to confronting the remnants of this conflict and developing broader compassion. Still, layers of shame associated with deeply held prejudices and discriminatory behavior linger. The tension between covering up and digging in is very real, as citizens struggle to see themselves and others as they really are.

Dr. Abell has laid a foundation for continued refinement of these ideas, including the investigation of the impact of long-term trauma on the abilities of individuals and communities to engage in the reflection and dialogue that these practice models encourage. He hopes to refine the training modules and to introduce them into the university and community practice environments. "It is my hope that this research will translate into improved strategies and techniques for the delivery of social work services."

Dr. Abell is currently collaborating with QUB colleagues on manuscripts and presentations including an article on the adaptation of the Awareness/Acceptance/Action Model from an HIV/AIDS to a Northern Irish context. Empirical articles will include the articulation of the stigma processes expressed in the focus groups and critiqued by the expert panelists, and the layers of concern and recommendations for action surrounding the legacy of "The Troubles" from both student and teacher perspectives. The work will be ongoing, with faculty and community member exchanges continuing with a visit by Belfast academic and arts community colleagues to FSU in March. ■

# SUCCESSFUL CO-PARENTING AFTER DIVORCE: A Unique Research and Service Project

In 2016 the **Institute for Family Violence Studies (IFVS)** launched their newest service and research project to help divorced couples reduce conflict, increase cooperation, and successfully co-parent their minor children. The **Successful Co-Parenting After Divorce** project includes a free online multimedia curriculum (**coparenting.fsu.edu**) for parents, as well as a continuing education training for professionals working with divorced individuals. The research surveys attached to the project will be analyzed in scholarly articles to add to the knowledge base about co-parenting behaviors and attitudes. They will also help identify the barriers that hinder effective co-parenting.

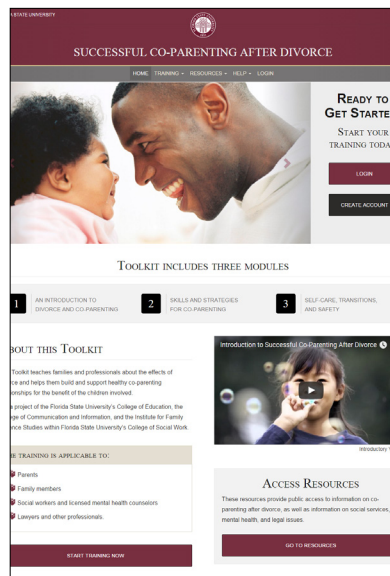
"We are so pleased with the implementation of this new training curriculum and have already developed a Spanish language version to reach a wider audience," **Karen Oehme, director of the IFVS** said about the project. "Feedback has been very positive, and we hope that it will continue to positively impact the lives of children and families impacted by divorce."

As a continuing education course, the training is free to mental health professionals, social workers, and lawyers. It also fulfills the Florida Department of Children and Family's Divorce Education and Family Stabilization course requirements.

Since June 2016, parents from all 50 states have logged on for more than 1,500 online trainings. The course offers written content, interactive exercises, and videos that model cooperative co-parenting. Training sessions take about four hours to complete.

## Research on Co-Parenting

The project's research component evaluates the effectiveness and impact of the virtual training. Participants are also offered the opportunity to voluntarily answer anonymous questions about



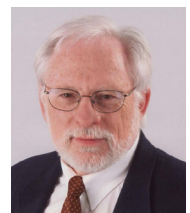
attitudes, behaviors and histories.

Pilot testing of the curriculum has been positive: 89% of participants report learning new skills from the training, and 91% reported that the training could help parents and families adjust to divorce. Attitudes specifically targeted by the training—including attitudes about the former spouse relationship, attitudes about post-divorce parenting, and child-focused attitudes—all saw a significant positive increase. By email, the team asks participants at a three- and six-month follow-up about their attitudes and behaviors and whether they continue to use the skills they learned in the training.

During the pilot study, the team created and validated its new co-parenting scale, the **Multidimensional Co-Parenting Scale for Dissolved Relationships (MCS-DR)**. Building on divorce literature, this scale takes a more nuanced approach to measuring parent conflict, specifically covert conflict and triangulation. This new scale has the potential to help parents consider whether they are engaged in supportive dynamics that fosters successful co-parenting.

The project team is interested in how parents' trauma histories, specifically their Adverse Childhood Experiences (ACEs), may affect their co-parenting attitudes and behaviors. Research in this area confirms that exposure to childhood trauma can significantly impact development and lead to long-term physical, mental health and interpersonal problems. Prior studies have not explored divorced parents' ACEs and the correlation between ACEs and post-divorce conflict. The parents who have taken FSU's Successful Co-Parenting training have reported a high rate of ACEs and the team's analysis provides evidence of a statistically significant link between ACEs and co-parent conflict.

The project was funded by the Vandermark Foundation, established by **Peter and Lois Scanlon** to improve the lives of



Peter Scanlon

families and to encourage self-sufficiency. Dr. Peter Scanlon founded South Bay Mental Health and has developed 26 mental health and substance abuse treatment programs in Massachusetts and Connecticut. He pioneered bringing services into natural settings—homes, schools, residential programs, correctional institutions and social service facilities. Through the Vandermark Foundation, the couple continues their mission to support a broad range of facilities and programs aiding children and families across the world. Dr. Scanlon is an FSU alumnus (Ph.D., 1979) and has held leadership positions in psychology and education across the country.

To learn more about **Successful Co-Parenting After Divorce** or how you can support this project, contact Karen Oehme at [koehme@fsu.edu](mailto:koehme@fsu.edu) or Colette Podgorski at [cpodgorski@foundation.fsu.edu](mailto:cpodgorski@foundation.fsu.edu). ■



# FLORIDA INSTITUTE FOR CHILD WELFARE WELCOMES NEW LEADERSHIP: JESSICA A. PRYCE, PH.D., MSW

**D**r. Jessica Pryce is no stranger to Florida State University or the field of child welfare. An alumna of the FSU College of Social Work and a Florida native, Pryce completed her MSW in 2009 and worked as a child protective investigator with DCF before transitioning to Washington, D.C. to pursue her doctorate degree from Howard University. She most recently served as the Deputy Director of the New York State Social Work Education consortium, assisting child welfare employees with Title IV-E funding that covered their graduate school tuition. She was also the principal investigator for two projects concerning statewide child welfare training evaluation and racial disparities in foster care placement in New York state.

Dr. Pryce has distinguished herself as a national expert on the child welfare workforce and considers her new position as the **Florida Institute for Child Welfare's (FICW)** executive director as the culmination of her knowledge, skills and experience. "I want the Institute to assist Florida in getting really good at the basics," Pryce emphasized. "I'm looking forward to providing evidence for programs that we have in Florida because we are doing well in many areas, but we need to put robust testing into our programs."

Dr. Pryce also feels the heaviness of the state's child welfare crisis, like many other child welfare professionals and advocates do. But it only propels her to commit to the work and do it well.

In her leadership role, Pryce will lead the Institute in creating a scientific body of evidence that can provide a level of accountability and assurance that services for Florida's families are relevant and effective. She also wants to make certain that the research reports coming from

the institute are translated into clear and concise policy recommendations that will be useful to state legislators.

"We want the institute's work to be readily available and accessible to legislators, stakeholders, affiliates, but most importantly, frontline counselors, therapists, social workers and case managers," Pryce said. With this in mind, the FICW launched its website [ficw.fsu.edu](http://ficw.fsu.edu) in 2016, which will serve as a clearinghouse of evidence-based resources and trainings. On the site, users can now subscribe for updates on projects, grant opportunities and research in addition to accessing current resources and reports.

The institute was created by the Florida Legislature in June 2014 to conduct research, policy analysis and program evaluation of child protection and child welfare services. The measure, Senate Bill 1666, was drafted in response to what lawmakers called a "broken child-welfare system." In addition, the law established a new position of Assistant Secretary for Child Welfare at the Department of Children and Families and a response team to quickly investigate child abuse deaths.

"The majority of families seen by DCF are wading in material poverty, living with mental illness and struggling with addictions, all of which result in families becoming even more complex and fragile," Pryce said. She sees the imminent need for a child welfare system that is trustworthy, responsive, effective and results oriented. Her vision for FICW is that it will be a pivotal player in the multiple layers of coordination.

Pryce has spent her first couple of months traveling the state meeting with child welfare leaders and stakeholders. The purpose of these meetings was to re-introduce the Institute and gather



insight into the most pressing issues facing child welfare. She has also begun working on new goals and initiatives, which includes a new method of identifying and vetting potential researchers statewide. Under her leadership, the potential research that will be funded by the Institute will be for faculty affiliates and child welfare professionals with expert acumen in child welfare. In addition, the research, evaluation and technical assistance provided by the Institute will be more targeted, deliberate and focused.

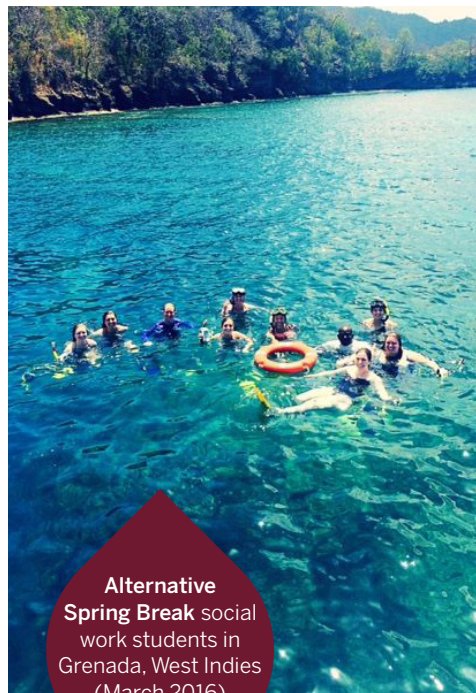
Pryce has the assistance of a growing FICW staff including Program Director **Marianna Tutwiler**, Administrative Specialist **Rose Kim**, Data Analyst **Ying Zhang**, Graphic Designer **Alina Bachmann**, and several graduate research assistants.

"The work is challenging, but it is important to me to mobilize the Institute staff by supporting and encouraging their continued commitment to the work." ■

# PHOTO TIMELINE 2016



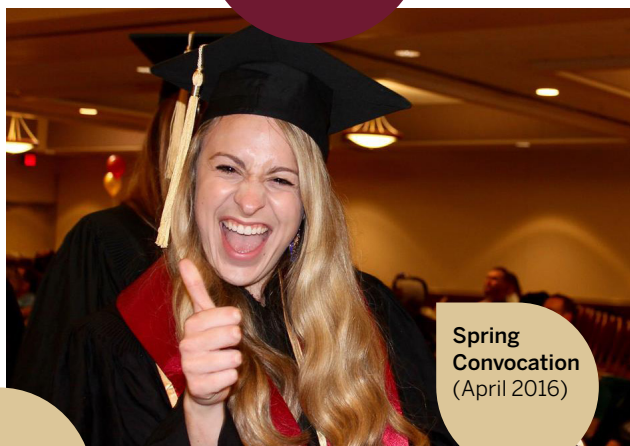
Students and faculty participating in NASW-Florida's LEAD Day at the Florida Capitol (February 2016)



Alternative Spring Break social work students in Grenada, West Indies (March 2016)



Dr. Charles Figley PTSD Seminar (April 2016)



Spring Convocation (April 2016)



Criminal Justice Symposium: The Challenge of Translational Research (May 2016)



Online MSW Campus Visit (June 2016)



**Arts & Athletics  
Camp**  
(June 2016)



**Fall MSW  
Orientation**  
(August  
2016)



**Field Expo**  
(September  
2016)



**Guest  
Seminar with  
Dr. Larry  
Friedman**  
(September  
2016)

**Student  
Scholarship &  
Distinguished  
Graduate Dinner**  
(September  
2016)



**CSWE  
Conference,**  
Atlanta  
(November  
2016)



**Coercion  
& Helping  
Professions  
Conference**  
(November  
2016)

**Alumni  
Breakfast**  
(October  
2016)



**Fall  
Graduation  
Pinning Ceremony  
& Reception**  
(December  
2016)







# STUDENT HIGHLIGHTS

Amber Milner, BSW

## EXPLORING YOUR PASSIONS IN THE FIELD AND AT FLORIDA STATE

Amber Milner came to FSU her junior year and joined the Florida State majorette line. An athlete her entire life, Amber had twirled batons for eleven years and fulfilled her childhood dream by performing for thousands of people at FSU sporting events. She became co-captain her senior year and was awarded the Marching Chiefs' Medal of Honor for her outstanding leadership on the field.

Off the field, Amber volunteered for a local homeless shelter, became certified in Mental Health First Aid, and worked toward her BSW degree at the College of Social Work. Fall 2016, she landed her ideal field placement with the **Children's Home Society of Florida, Mid-Florida Division (CHS)** in Tavares, Florida working with the agency to support adoption, foster care, and counseling services. She learned the importance of foster care from her mother, who had been in foster care from a young age. "Her foster parents turned out to be my amazing grandparents that



helped raise me," explained Amber. "I knew I would grow up to make positive changes in the lives of children. My heart has always been set on working with children."

**Deborah Ho, LCSW**, a licensed clinical counselor with CHS, supervised Amber and noted her enthusiasm, eagerness to learn and dependability. "Interns see the life of a clinician or counselor first hand and get to assist, gaining valuable

knowledge through hands on experience," Ms. Ho said about field placements with her agency. "I enjoy working with interns, watching them grasp the concepts and tapping into their fresh viewpoints and ideas."

Prior to beginning her placement, Amber noted her fear and anxiety in whether she was ready to help real people who were struggling. But at CHS she was immediately immersed in learning the agency, about counseling, and put in charge of administrative duties. Amber's greatest takeaway from her experience was the importance of communication and self-care. "The support system within an agency defines the success of the agency," said Amber. She learned the importance of "me time," especially baton practice after her internship.

Amber will continue to explore her passion for social work after graduation, working part-time and volunteering for different agencies to gain new experiences until she settles into her chosen career path. "I learned more about myself in the four months of this internship than I have in years," Amber insisted. "My advice to students entering social work is that you are in this field for a reason. Don't forget this simple fact. Don't over think or doubt yourself, but challenge yourself to learn something new every day." ■

Elizabeth Reilly, MSW

## FINDING COMMUNITY AND CONFIDENCE IN THE FIELD

Elizabeth Reilly started off at FSU in psychology. She assisted in research labs and got her first exposure to research methodology in an applied setting. At first, she was not interested in social work, as she envisioned mountains of paperwork and heartbreaking headlines. "I was misinformed," reflected Elizabeth. "I took a course in social work to consider my options,

and I was immediately drawn to the holistic orientation of social work." She completed the **FSU College of Social Work's Minor in Social Welfare** and B.A. in psychology, and began her MSW in the fall of 2014.

While working on her MSW, Elizabeth found herself drawn to a broad range of groups and settings, enjoyed the clinical setting and a renewed interest



in licensure. She formed a close community of friends, especially at her church Incarnation Tallahassee. She



knew she would miss this supportive community most of all when she took an international field placement with **Our Lady's Hospice and Care Services** in Dublin, Ireland.

"Elizabeth Reilly impressed me from the start as someone determined to make the most of her education and is respectful and assertive in all her engagements," said **Neil Abell**, director of the College's International Programs. "She also had the humility important for students wishing to work abroad. Encountering a new culture is challenging, but Elizabeth responded admirably and truly rose to the occasion in her placement."

At Our Lady's Hospice and Care Services, Elizabeth was supervised by Bereavement Coordinator **Ann D'Arcy** and worked with children and youth experiencing grief and loss. "The most experienced social workers are con-

tinually learning," emphasized Ms. D'Arcy. "In the context of bereavement, students need to be able to take personal risks and be willing to expose themselves to intense emotional loss in their clients."

Dr. Abell also noted the importance of a good field supervisor like Ann D'Arcy whose understanding of the grieving process at the intuitive and intellectual levels help students she supervises to be challenged, and to reflect deeply on what they are doing, and to articulate the theories and skills that they apply in their work. "She is easily among the very best of our international partners," praised Dr. Abell.

Ms. D'Arcy noticed Elizabeth's openness and willingness to acknowledge her personal and professional vulnerabilities, which enabled her to be receptive to the learning process, constructive feedback and to engage

in reflective practice. "I joked with my field supervisor that counseling's new catch phrase was 'It's about you, but it isn't about you.' I had to be aware of my own bias, triggers, discomforts. I had to know my story in order to allow my clients to tell theirs," explained Elizabeth. She became an integral team member and quickly developed a social life in her new Irish community, providing her with work-life balance.

Elizabeth carried with her these new lessons and skills when she returned to the U.S. and began reestablishing her life in Tallahassee. "Pride or fear of failure has held me back in the past," she said. "I've realized that in order to learn something new, you have to do something new." Since graduating, Elizabeth has begun a part-time case manager job at a local hospital and is working toward licensure and a career in counseling. ■

## Erin King, Ph.D. Candidate

### GROWTH THROUGH MENTORSHIP AND COLLABORATION

Erin King's journey toward a doctoral degree in social work began with her interest in medicine. A social work class during her sophomore year drew her toward the values and ethics of the profession and its holistic approach to helping people. "Social work serves individuals who are struggling while maintaining respect and recognizing the dignity and worth of each person," Erin reflected. By the time Erin was a field director for the University of West Florida's Department of Social Work, she had a number of questions arise from her clinical work she wanted to explore on a deeper level.

In 2013, Erin began her doctoral degree with a focus on women's mental health, substance abuse, and related trauma. Her faculty advisor and mentor, **Dr. Dina Wilke**, worked with Erin to help her grow as a researcher, developing the skills to pursue a social work career in academia and research.



"She would assign me research-related tasks and then allow me the space to work it out on my own," explained Erin. "This helped me figure out what strengths I had and what I needed to improve upon."

This mentorship grew into a collaboration based on open communica-

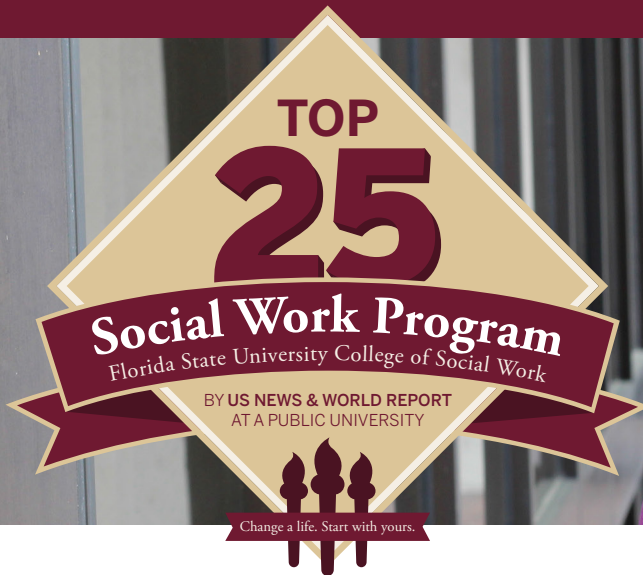
tion and trust. "Mentoring is a shared commitment to a student's professional development," said Dr. Wilke. "It is critical to devote time to develop a student's professional identity, and ultimately assisting students in finding their passion. I strive to provide a 'safe space' for students to make mistakes and to provide research opportunities."

Dina and Erin have collaborated on a number of research projects over the past few years that have been mutually beneficial. Erin noted that although there are certainly difficult times during a doctoral program, it is important to recognize that the experience is a time commitment that helps in the development of new knowledge and skills. She has attempted to maintain the precious balance between professional life and family life with her husband and two children.

Having passed her preliminary exams, Erin has become a doctoral candidate and will begin her dissertation prospectus this fall. "Related to the program, my biggest accomplishment would be sticking in there and continuing to move forward. It is hard and requires sacrifice, however, what you walk away with is something no one can take away from you." ■

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# WELCOME, WARMTH & INNOVATION

The MSW Program has seen a lot of growth in the past year, with the inclusion of two of its newest staff members that serve and support our MSWs on campus and online.



## ON-CAMPUS ADVISOR **JENNIFER FARINELLA**

"As an academic program specialist, I assist our Main Campus MSW students with their course planning and program questions. We work collaboratively to craft a schedule that assists in reaching their goals, while also meeting program requirements. I strive to provide tools that actively engage students in the planning process and empower them to take ownership of their educational plan.

I am always available as a resource for current and prospective students, as well as alumni. It is important our students know that our support does not end at graduation. Since my arrival at the College of Social Work, I have implemented an MSW Monthly Advising Update email providing high priority information and resources to MSW students.

I have also partnered with our **FSU Libraries liaison, Lindsey Wharton**, to schedule and deliver sessions that contribute to student success; sessions include **Top Resources for Social Work Students** and **APA Formatting**."



## ONLINE MSW STUDENT SUCCESS COACH **CHRISTINE ADAMCZYK**

"My primary role is to ensure each student is set up for success by providing them support throughout their program from the moment they are accepted. Online students have unique needs in comparison to traditional on-campus students, and I act as a coach, liaison, and support system providing guidance toward degree completion.

Each student begins their journey with a "welcome call" where we discuss my role, each student's degree plan, and any risk factors or fears they might be experiencing. They also receive a new student orientation to familiarize them with the online format. Our goal is for each student to feel completely comfortable with online classes before their semester begins.

We also provide outreach throughout the student's time with the program to ensure they are on track to accomplish their goals. I have the unique opportunity of being side by side with students as they progress toward their online MSW degree, seeing them grow as both a student and a social worker. If questions arise, I am only a call, email or text message away!"



# CELEBRATING DISTINGUISHED ALUMNI & STUDENT SCHOLARSHIP RECIPIENTS

Florida State University College of Social Work's best and brightest gathered during an evening in September to celebrate five distinguished graduates for their significant accomplishments and contributions to the field of social work. Sixty-five social work scholarship recipients were also honored for their academic achievement.

"This event is especially important because it gathers the College of Social Work family to celebrate two kinds of excellence," said Jim Clark, dean of the FSU College of Social Work. "The first is the academic excellence of our students who demonstrate extremely promising careers at their outset. The second are our distinguished alumni who represent the kinds of professionals our students aspire to become."

The event, made up of several generations of social work professionals and students, was held at The Gathering featuring a view of Doak Campbell Stadium, home to the College of Social Work.

The following distinguished graduates were honored:



**Distinguished Emeritus Alumni Award:**  
**Jacquelyn (Jackie) Dupont-Walker,**  
**MSW, LCSW**

Jacquelyn Dupont-Walker was a pioneer in desegregation at FSU. As one of the first African American students to be admitted in the 1960's, she received a bachelor's degree in social work in 1966. The founding president of the Ward Economic Development Corporation, she has spent 25 years developing affordable housing, creating neighborhood networks, facilitating job creation, conducting asset mapping and spearheading intergenerational community efforts. She also maintains a strong commitment to faith-centered empowering development as a lifelong member of the AME church and by serving in leadership positions for a host of civic organizations, committees and commissions.



**Distinguished Young Alumni Award:**  
**Robyn Metcalf, MSW, MPA**

Robyn Metcalf is the newly appointed Open Doors statewide director for Voices for Florida, and is a passionate advocate for children. As statewide director, Ms. Metcalf is responsible for managing the planning, executing and compliance by all parties related to the successful implementation of the Open Doors network to serve commercial sexually exploited and trafficked victims. Prior to joining Voices for Florida, Ms. Metcalf was the Associate Executive Director for The Children's Campaign where she advocated for policy reform in the best interest of Florida's Children. Ms. Metcalf graduated with both her MPA and MSW in 2015 with a concentration in social policy and administration.





**Distinguished Social Work Educator Award: Jack Richman, Ph.D., MSW**

Jack Richman is an educational leader in social work. He received his MSW from the State University of New York at Albany and his Ph.D. in counseling from FSU. He has been on the faculty of University of North Carolina – Chapel Hill since 1983

and served as dean of UNC Chapel Hill School of Social Work from 2002-2016. Richman's research and scholarship focuses on individuals, couples and families, social support, at-risk students, and evaluation. He has published extensively, including coauthoring the books *Intervention Research*, and *The Context of Youth Violence: Resilience, Risk, and Protection*. Richman has also served as consulting editor or on the editorial board for the journals *Children in Schools*, *Social Work in Education*, *The American Journal of Hospice and Palliative Care*.



**Distinguished Alumni in Social Work Practice Award:**

**Cheryl Berry Bias, ACSW, LCSW**

Cheryl Berry Bias has never wandered from her chosen profession. She received her B.S. in social work from FSU in 1973 and her MSSW from University of Texas

at Austin in 1977. She blazed a trail as an advocate for the amputee community, forming the Amputee Support Group in Austin, Texas. Bias also helped UT-Austin's School of Social Work recruit field placements. During her 39-year career she has held a diverse number of salaried and volunteer positions with unwavering service to those most in need. Bias's career has embraced both social work professional and personal ethics.



**Distinguished Alumni in Social Policy and Administration Award:**

**David William Springer, Ph.D., LCSW**

David Springer is a three-time graduate of FSU. He earned his B.A. in psychology in 1990, his MSW in 1992, and Ph.D. in 1997. He joined the faculty at the University of Texas at Austin and has held numerous leadership positions. He is currently a distinguished teaching professor and the director of the Center for Philanthropy and Community Service in the LBJ School of Public Affairs. In these roles Springer actively pursues the building of knowledge and the educating of future leaders about social justice and equity to create lasting policy and systems for the betterment of society. He has been at the forefront of the juvenile justice reform movement. The *Non-Profit Times* recently named Springer a, "Top 50 Influencer in the Nonprofit Sector in the U.S." ■

To nominate an alumni for 2017 awards, visit: [csw.fsu.edu/alumniawards](http://csw.fsu.edu/alumniawards)

## MENTORSHIP AND FRIENDSHIP

*Robyn's mentor and fellow FSU alumna Leah Dienger was at the awards dinner to share Robyn's achievement with her as she received the Distinguished Young Alumni Award. The two continue to stay in contact, sharing accomplishments and supporting each other far beyond Robyn's original field placement with Leah in school social work.*



**ROBYN METCALF**

(BSW, 2013; MSW/MPA, 2015),  
Open Doors Statewide Director,  
Voice for Florida

"Leah was my field supervisor for my BSW field placement. We taught life skills classes, served as mediators and provided counseling to middle and high school students at the Success Academy and Second Chance school. We quickly developed a strong partnership. Her success reminds me that social workers can open doors, traditional and nontraditional, and influence systematic reform." - Robyn

"I saw qualities in Robyn that made her a great candidate for succeeding in providing consistent, optimal change for any population she served. As a mentor, my responsibility was to listen and assist Robyn in understanding the experiences she encountered daily and to encourage her progress and development. I admire her passion, work ethic and dedication. Our work together and shared desire to create innovative ways to approach social problems bound us together." - Leah



**LEAH DIENGER**

(BSW, 1992; MSW, 1994),  
Child Welfare Subject Matter  
Expert/Business Analyst,  
IBM, Global Business Services



## ALUMNI UPDATES

### 2010's

**Yva Evans (MSW '16)** said at graduation in 2016, "The best part of the college experience was the College of Social Work. I have some really great friends that are amazing and I'm really going to miss being able to see them every single day."

**David Contos (MSW '15)** is a licensed social worker and is currently the primary counselor at Integrity House in New Jersey.

**Cedeline Samson (MSW '14)** received both her BSW and MSW from FSU. She is currently a children and family program specialist with the Children's Bureau under the Administration for Children and Families with the United States Department of Health and Human Services.

**Johnathan Philips (MSW '12)** is a licensed clinical social worker at Gateway Community Services in Jacksonville, Florida. He is a mental health and substance abuse therapist for the Family Treatment Team (FITT).

**Kathryn Taylor Davis (MSW '11)** is working toward becoming a licensed clinical social work. She currently resides in Tallahassee, Florida.

### 2000's

**Joanna Tonguis (MSW '05)** is currently a program manager at the Louisiana Department of Health in Baton Rouge.

### 1990's

**Johanna Byrd (MSW '98)** is now the executive director of the National Association of Social Workers, Pennsylvania Chapter. She resides in Camp Hill, Pennsylvania.

**Mark Alexander Holtzclaw (MSW '96)** is a licensed social work and senior quality assurance analyst consultant with IT Consulting Education in Columbus, Ohio. He is a squadron commander with the Civil Air Patrol, U.S. Air Force Auxiliary. He is on the faculty of the College of Security and Criminal Justice at University of Phoenix and the Department of Political Science at Valdosta State University.

Mr. Holtzclaw is pursuing his doctoral degree in public administration at Valdosta State University.

### 1980's

**Sarah Lynn Rosenthal (BSW '80)** a former White House advisor on violence against women joined the Biden Foundation as the policy director for the ending violence against women pillar. She served as the first-ever White House Advisor on Violence Against Women for President Barack Obama from 2009 until 2015. Before the White House, Rosenthal served as the executive director of the National Network to End Domestic Violence. She has also served as executive director of state domestic violence coalitions in Florida and New Mexico, and as a consultant in Florida working to improve housing options for domestic violence survivors.

### 1970's

**Phillip Speake (MSW '75)** is currently retired from social work practice and living in Tallahassee, Florida. ■

## DOCTORAL ALUMNI SPOTTING AT CSWE



FSU social work doctoral program alumni joined former FSU College of Social Work Dean Dianne Harrison at the Council on Social Work Education conference after her seminar on academic leadership in Atlanta, Georgia.

**1. Dr. Kia Bentley, Professor (Ph.D. '87)** School of Social Work, Virginia Commonwealth University

**2. Dr. Marianne Yoshioka (Ph.D. '95)** Dean, School of Social Work, Smith College

**3. Dr. David Jenkins (Ph.D. '92)** Dean, Kent School of Social Work, University of Louisville

**4. Dr. Dianne Harrison** President, California State University

**5. Dr. Timothy Davey (MSW, '86; Ph.D. '95)** Interim Dean & Associate Professor, School of Social Work, Virginia Commonwealth University

**6. Dr. Cindy Lee (Ph.D. '95)** Director of Graduate Social Work, Saint Leo University

**7. Dr. Karen Sowers (MSW, '77; Ph.D. '86)** Dean & Beaman Professor, College of Social Work, University of Tennessee

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# FIELD MEMORIES

"Dr. Carolyn Steele placed me at the University Counseling Center (called the Student Counseling Center at the time) for a two-semester clinical MSW placement in the fall of 1984 through the spring of 1985. She told me she thought this placement would be a great match for me, and it was. My mentor and supervisor during my field placement, Dr. Lucy Kizarian, had a lot of faith and confidence in me, and was very supportive. I loved my internship there so much that 18 years later I returned to the University Counseling Center as a staff member! I have now been there 14 years!"

**Ilese Weingarten** (MSW, 1986) is a licensed clinical social worker, certified addictions professional and is the alcohol and other drug coordinator at FSU's University Counseling Center.



"January 1, 1966 was Integration Day at the Fulton County Courthouse in Atlanta and the first day of my field placement as an FSU student at the Fulton County Department of Public Welfare. Our office was on the 8th floor of the Courthouse. This was at the same time that Julian Bond was denied his seat in the Georgia Legislature, and Dr. Martin Luther King was leading protests around the capital. One day in late January, as I stepped onto the elevator there was Martin Luther King. We had a brief chat and he got off at his floor. I learned later that he met with the Georgia governor that day to negotiate the end of demonstrations."

**John Hutcherson** (MSW, 1967) currently works in the field of financial planning and serves on the FSU College of Social Work Dean's Advisory Council. He also received his Ph.D. from the University of Maryland in 1972.

## IN MEMORIAM



**Dr. L. Diane Bernard** died in April 2016. She was well known for her deep commitment to gender expressions and equality. She was also a founding editor of *AFFLIA: Journal of Women and Social Work*, *Women in Social Work Journal* and served on the Women's Commission for the Council on Social Work Education (CSWE). Dr. Bernard served as the dean of the FSU College of Social Work (then known as the School of Social Work) from 1973 until 1978. She played many other important leadership roles in the field of social work including: president and CEO of the CSWE, director of accreditation for CSWE, charter member of the National Association of Social Work, director of the doctoral program at Virginia Commonwealth University's School of Social Work, and director of the doctoral program and Belle Spafford Chair of the University of Utah.

Dr. Bernard served as the dean of the FSU College of Social Work (then known as the School of Social Work) from 1973 until 1978. She played many other important leadership roles in the field of social work including: president and CEO of the CSWE, director of accreditation for CSWE, charter member of the National Association of Social Work, director of the doctoral program at Virginia Commonwealth University's School of Social Work, and director of the doctoral program and Belle Spafford Chair of the University of Utah.

**Helen King Ferguson, MSW** passed away on February 28, 2017. She was raised in the Tidewater area of Virginia and came to Jacksonville in 1951. She earned her bachelor's degree from Boston University, a master's degree in education (Jacksonville University) and earned her MSW from FSU in

1980. Mrs. Ferguson worked many years in adoption services and taught school for six years. She also wrote a column relating to social work issues for the Florida Times Union.



**Dr. Lynette Atteloney Grandison** joined the FSU College of Social Work as an assistant teaching professor at the Panama City campus in 2016. She passed away in February 2017. She made quite a positive impact on the students of the FSU Panama City campus during her brief time as an instructor, and will be honored by

them with a memorial brick in her honor. She also served for a number of years as a field coordinator for Florida Memorial University Miami, Florida. She also was a member of the Florida Field Consortium.



**Barbara Sayes, MSW** died January 3, 2017 in Tallahassee, Florida. She was an assistant professor of social work for the FSU College of Social Work from 1962-1967 and 1980-1987. She earned her MSW from Tulane University in 1948. Moving her family to Tallahassee in 1960, Ms. Sayes worked extensively in social

work, counseling at several Tallahassee institutions including the Appalachian Center before opening her own practice, Allied Family Health Services. She retired in 1993.

# FRIENDS OF THE COLLEGE OF SOCIAL WORK

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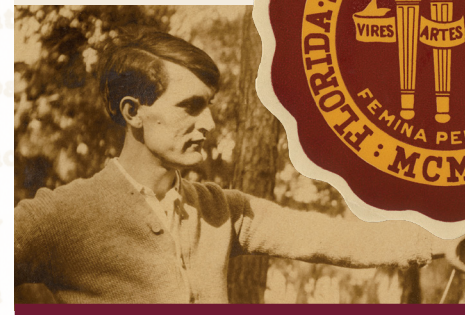


# EXPLORING ROOTS:

## The history of the FSU College of Social Work

The FSU College of Social Work has been experiencing some major growth in the past few years, but the College also has a long and established tradition at Florida State University. Here are some of our most memorable moments and strides accomplished.

**1918:** Dr. Raymond F. Bellamy joins the Florida State College for Women (FSCW) faculty, teaches the first course in "social welfare work."

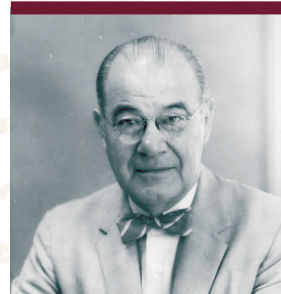


**1938:** The Department of Sociology becomes the **Department of Sociology and Social Welfare** with three faculty members: Dr. Bellamy, Dr. Moore and Dr. Margaret C. Bristol.

1938

1928

**1928:** Dr. Coyle E. Moore joins Department of Sociology faculty and develops several social work-related courses.



**1947:** FSCW becomes **Florida State University** and the **Department of Social Welfare** is established.

1947

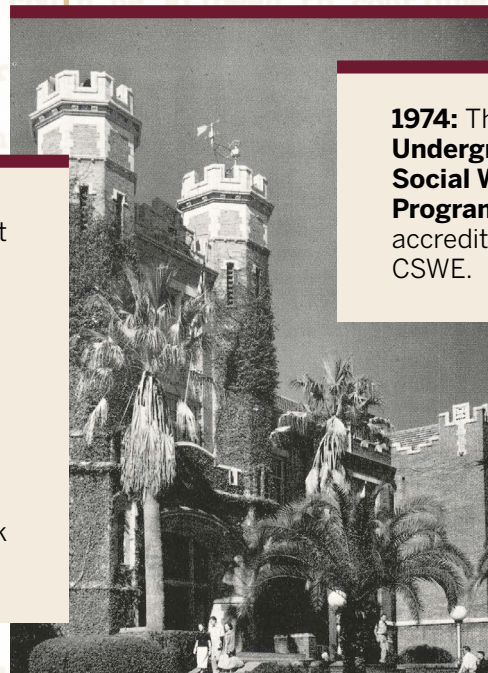
1948

**1948:** The **MSW Program** is established with five students in the inaugural class.



1950

**1950:** The department becomes the **School of Social Work (Dr. Coyle E. Moore named dean)** and the **MSW program** is accredited by the American Association of Schools of Social Work (later the Council on Social Work Education (CSWE)).



**1974:** The **Undergraduate Social Work Program** is accredited by CSWE.

1974

1973

**1973:** The School of Social Welfare splits to become the **School of Social Work (Dr. L. Diane Bernard named dean)** and **School of Criminology**.



**1975:** The **Doctoral Program** is established with an inaugural cohort of five students.

1975

1976

**1976:** The first **Off-Campus Program** is established in Orlando. Another is later established in Jacksonville.



**1994:** The **Institute for Family Violence Studies** is established by **Dr. Sharon Maxwell Ferguson**. She also established the **Sharon Maxwell Ferguson Scholarship** in Family Violence.

1982

**1982:** The **Panama City Program** becomes an extension of FSU's campus, including courses in social work.



**2002:** **Online MSW Program** is established, the first accredited program in the United States.

2002

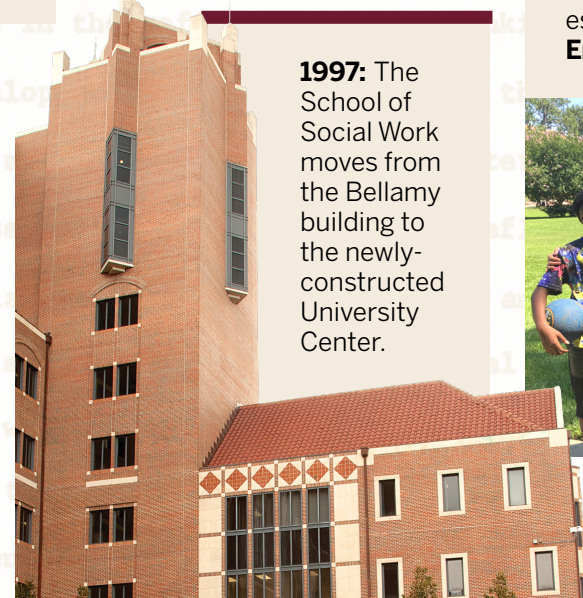
2005

**2005:** The School of Social Work becomes the **College of Social Work**.

**2012:** The **CSW Arts & Athletics Camp** serving underserved youths is established by **Dean Emeritis Nick Mazza**.



**1997:** The School of Social Work moves from the Bellamy building to the newly-constructed University Center.



**2016:** *U.S. News & World Report* ranks FSU College of Social Work a **Top 25 Social Work Program** at a Public University.

2018 MARKS  
**100 YEARS**  
OF SOCIAL  
WORK AT FSU!

2016



# COLLEGE OF SOCIAL WORK BY THE NUMBERS



## ENROLLMENT SPRING 2016

FEMALES

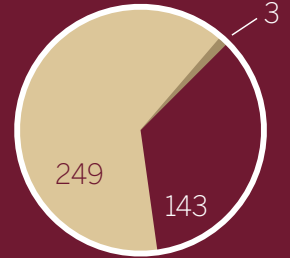


MALES

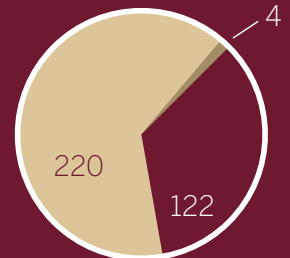


## NUMBER OF DEGREES AWARDED

2014-2015  
**395**



2015-2016  
**348**



## STUDENT SCHOLARSHIPS

2014-2015

**58**

**\$61,795**

2015-2016

**61**

**\$64,500**

2016-2017

**59**

**\$75,025**



- # of Students Who Received Scholarships
- \$ Amount of Funds Given

- Bachelor's Degree
- Master's Degree
- Doctoral Degree

## NEED FOR SCHOLARSHIPS

	Florida Resident	Non-Florida Resident
Undergraduate Student	<b>\$21,208</b>	<b>\$35,870</b>
Graduate Student	<b>\$28,022</b>	<b>\$44,694</b>

### FUNDRAISING REPORT:

- 403 donors raised \$1,284,236 in FY2016.
- We are \$4,267,816 total toward our Raise the Torch College of Social Work campaign goal of \$7,500,000 by June 2018.



### A NOTE FROM THE DEVELOPMENT DIRECTOR:

It has been an exciting year in philanthropy in your college. With only one

year until the FSU's Raise the Torch campaign comes to a close I am confident the College of Social Work will reach our goal and rise in the National rankings. I look forward to future conversations on how you can continue to have an impact in transforming the lives of students for many generations to come. -Colette Podgorski

Please help us reach our goal of alumni giving back by sending a gift of any amount to:  
Florida State University College of Social Work, Development Director, Tallahassee, FL 32306. If you have any questions about giving please contact Colette Podgorski at **850-228-8536** or **cpodgorski@foundation.fsu.edu**.  
Thank you for your support to the College of Social Work.



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*Est. 1918*

## ***SAVE THE DATE for Upcoming Events:***

- **9/14/17 - Student Scholarship & Distinguished Graduate Dinner** | Tallahassee, FL  
6:00 p.m. – 9:00 p.m. | The Gathering (705 S.Woodward Avenue, #201)
- **9/29/17 - Operation Family Caregiver Luncheon** | Panama City, FL
- **10/19/17 - CSWE Annual Program Meeting, FSU Reception** | Dallas, TX  
9:00 p.m. | Dallas Marriott City Center, Plaza Suite (1504)
- **10/27/17 - Civic Critical Thinking About Social Problems Conference** | Tallahassee, FL
- **11/18/17 - Alumni Homecoming Breakfast** | Tallahassee, FL  
9:00 a.m. – 11:00 a.m. | Hotel Duval (415 N. Monroe St.)
- **12/15/17 - Fall Graduation Pinning Ceremony & Reception** | Tallahassee, FL  
2:00 p.m. – 4:00 p.m. | Oglesby Union Ballrooms (75 N. Woodward Avenue)
- **1/12/18 - Society for Social Work and Research Annual Conference, FSU Reception**  
Washington, D.C. | 6:30 p.m. – 8:30 p.m. | City Tap House (901 9th Street)
- **4/6/18–4/8/18 - College of Social Work 100 Years Celebration Weekend & Alumni Reunion**  
Tallahassee, FL | [csw.fsu.edu/100years](http://csw.fsu.edu/100years)

For details and much more, visit our website **CSW.FSU.EDU**



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