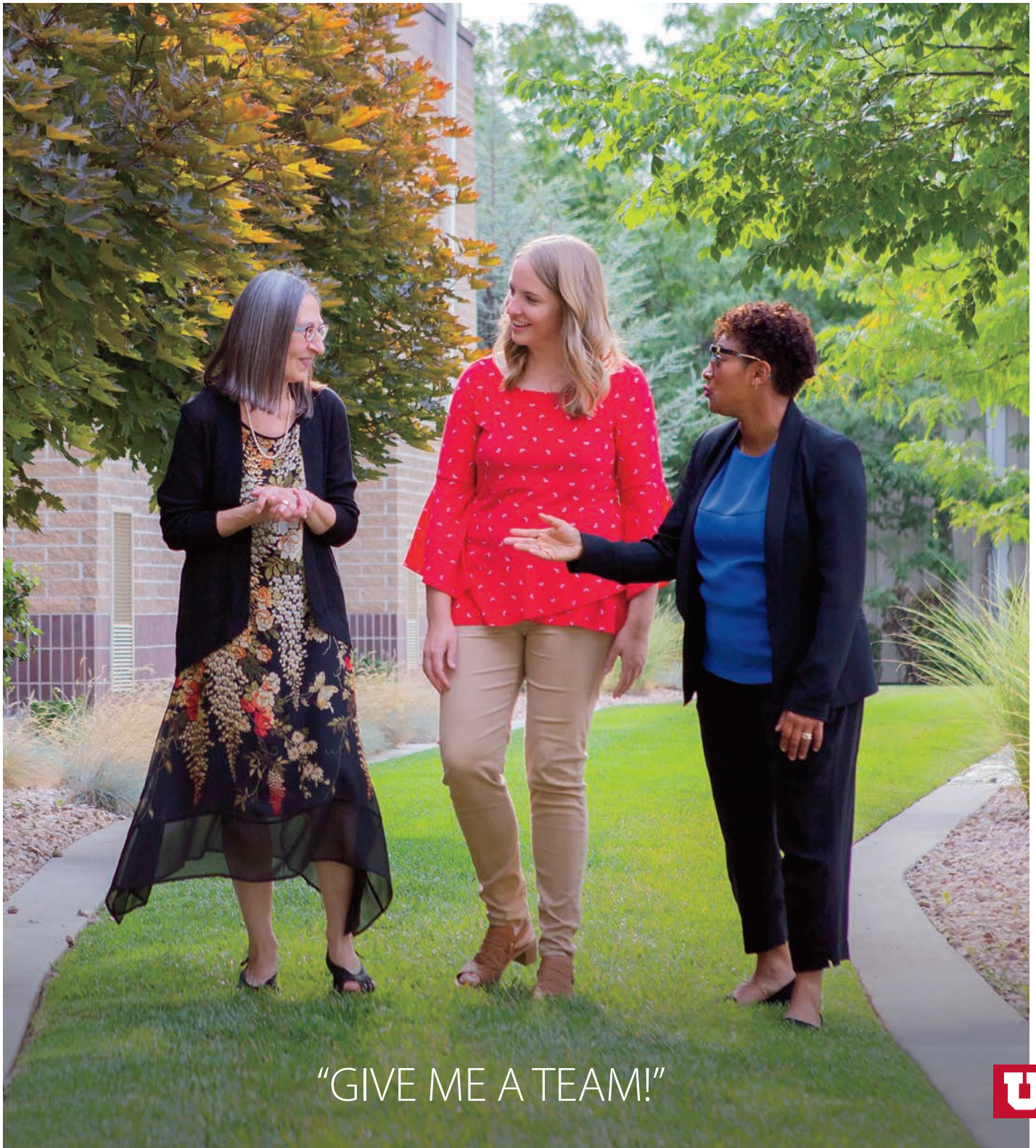


SOCIAL WORK  
**matters**

2018 – 2019

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THE UNIVERSITY OF UTAH COLLEGE OF SOCIAL WORK



"GIVE ME A TEAM!"







2018 – 2019

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**SOCIAL WORK**  
**matters**

*The University of Utah  
 College of Social Work  
 2018-2019*

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*The dean takes a short break from his very real duties to explore virtual reality.*

**A MESSAGE FROM THE DEAN**

It is an exciting time to be at the University of Utah College of Social Work. You will find that we are achieving new heights that demonstrate our commitment to teaching excellence, community engagement, and rigorous research. In the March 2018 rankings for the social work profession from U.S. News and World Report, the College moved from the national ranking of No. 53 to No. 38. Our metrics indicate that even greater recognition is in order for the CSW. For example, out of over 200 social work education programs nationwide, the CSW is ranked 17th in grant funding and 12th in research publication citations. In terms of student accomplishments, the CSW boasts a 82 percent passage rate for first-time takers of the social work licensing examination. This is higher than the national rate of 78 percent.

In 2018, the CSW launched three new e-publications: Research Matters, Community Matters, and Innovation Matters. Prepared quarterly and sequentially, these publications highlight many of our research milestones, community activities, cutting-edge initiatives, and faculty, staff, and student accomplishments. In this edition of Social Work Matters, we are delighted to share additional successes and to celebrate generous friends who are enabling passionate students to join us in advancing the profession.

Also this year, after a review of university interprofessional education programs nationwide, the U.S. Public Health Service and the Interprofessional Education Collaborative recognized the Utah Health and Homes Collaborative as one of five honorable mention winners. The honorable mention acknowledged our innovative behavioral health approach to community and public health practice. Here again, the CSW is making a meaningful impact that demonstrates our national prominence, commitment to excellence, and continuing community engagement.

These are just some of the reasons that I often say, “we are on the move” when it comes to growth and achievement at the College of Social Work. I hope you enjoy this edition of Social Work Matters. You will find exciting human-interest stories and evidence of faculty and staff that take great pride in serving the public as social work professionals, educators, and researchers.

*Martell Teasley, PhD  
 Dean and Professor  
 President, National Association of Deans  
 and Directors of Schools of Social Work*





## Collaborating for Good

**T**he dark wood-laminate conference table in Philip Osteen's office is new. So is Dr. Osteen—a new addition to the College of Social Work faculty and the new director of the College's Social Research Institute (SRI). "I wanted to come to a school with a significant research infrastructure," he said. And Dr. Osteen found just that at the U.

Shortly after moving from Florida to Utah, before he was even officially on the U payroll, Dr. Osteen attended a monthly "Culture of Health" meeting organized by University of Utah Health. The topic: suicide intervention and youth—Dr. Osteen's area of expertise. The meeting brought together campus scholars and researchers, as well as community members, who are working in the areas of child welfare, pediatrics, medical examination, social work, and more. "It

was such a great opportunity to connect with people and lay the groundwork for collaboration," said Dr. Osteen. "I have not worked in an academic setting like this where people were so outgoing in their desire to collaborate."

Collaboration also plays a significant role in his vision for SRI. Thus, the new conference table. Dr. Osteen wants to bring together faculty and staff with strong research skills, the scholars who know how to bring in federal research funding, colleagues with expertise in publication and knowledge dissemination, and community members embedded within different networks.

Dr. Osteen also plans to heavily utilize interprofessional and community collaboration for his own research agenda around suicide intervention and prevention work. Historically, he has focused on preparing practitioners to identify and assess suicide

risk in adults and youth. Over time, that has shifted into developing and implementing the interventions utilized by these practitioners.

He explains that social workers provide about 80 percent of the mental health services in the country, and close to 90 percent of social workers will encounter a suicidal client at some point in their careers. "Utah has an extremely high rate of suicide," said Dr. Osteen. "The state has the seventh highest suicide rate in the country, and suicide is the number one cause of death for Utahns under the age of 25."

That's another part of the reason Dr. Osteen is in Utah and at the U. "There's so much potential to really make a difference here. It was an overwhelming desire of mine to be somewhere where there are so many opportunities to do good. How could I not be here?"

### NORMA HARRIS: CHILD WELFARE CHAMPION



Norma Harris, retired director of the College of Social Work's Social Research Institute, was involved with child welfare throughout her professional career. Dr. Harris' goal was to assist vulnerable children and their families. Now she has turned her attention to the next generation of social workers in the field, while honoring a special friend in the process.

Dr. Harris recently created an endowed scholarship for social work students who desire to work in the field of child and family services. This will expand an annual scholarship—initiated three years ago in honor of her friend, Burt Annin—into a permanent scholarship. "Burt was a nationally known child advocate, attorney, and trainer," Dr. Harris said. "I hope to encourage and inspire future social workers through this scholarship."



Laura Gonzalez and Myra Mangan, 2017 recipients of the Burt Annin Child Welfare Scholarship.

## TRANSFORMING TRAINING THROUGH TECHNOLOGY

At one point in history, if you wanted to be a pilot, you got into a plane and flew. If you landed, you were a pilot. If you didn't, you weren't. But no one expects a pilot to do this today. Their training and methods have evolved to the point that they can be trained almost entirely in a simulator before ever entering a plane. A commonly accepted method of training in many social work professions isn't dissimilar from the old way of training pilots—just start. Go in to the home. Get your feet wet. Research Associate Professor Matt Davis and Research Assistant Professor Chad McDonald are trying to create a similar change in social work training. Dr. Davis explained, "We know better ways of learning. We have better ways of training. We should apply these to the practice of social work."

With Prof. McDonald's background as a Division of Child and Family Services (DCFS) caseworker and Dr. Davis' background studying the effectiveness of innovative learning approaches, these two seem a perfect pair to transform the way child welfare workers are trained. Over the past year, they have worked with the Therapeutic Games and Apps Lab (the Gapp Lab) at the U's Spencer S. Eccles Health Sciences Library to create a virtual reality training environment for social work students to learn to identify potential risks and protective factors in a home environment.

Right now, the virtual reality training tool is focused on the development of three specific skills. The training is meant to help students and current and future child welfare workers:

- Identify potential risk factors commonly observed in a home setting.
- Identify possible indicators of protective factors in a home setting.
- Document the relevance of these factors, given the current case circumstances.

By honing and developing these skills in a relatively safe environment, where family outcomes are not up in the air, they can become second nature so caseworkers are more able to focus on the unexpected in a situation. "We're enhancing the art of our practice," said Prof. McDonald. Dr. Davis added, "We're further enabling social workers to become experts in their field."



Trial testing will begin with BSW students this fall.



# Making Utah a Trauma-Informed State



Over the course of nine months, Mary Beth Vogel-Ferguson and Kara Patin delivered 64 Trauma Awareness Seminars at sites throughout Utah.

**T**he Social Research Institute (SRI) has been working with Utah's Department of Workforce Services (DWS) for more than 19 years. This work has included interviewing DWS customers about their experiences, needs, and attitudes. In 2012, SRI added the Adverse Childhood Experiences (ACEs) questionnaire to the interviews. The 10-question ACEs instrument provides a quick tally of experiences of abuse, neglect, and household dysfunction a person may have experienced before age 18. "I will never forget the day that our research assistant came in after running the numbers the first time and said, "You're never going to believe what I just found," said Research Associate Professor Mary Beth Vogel-Ferguson.

While only 10 percent of Utah's general population has an ACEs score of five or higher, 45.8 percent of DWS customers receiving cash assistance scored five or higher. "The neurobiology exploring the connection between early childhood trauma and adult functioning—especially in executive skills, employment, and relationship development—has just been exploding in the last few years," said Dr. Vogel-Ferguson. "It really opened up a whole other way of thinking about the relationship between people being on cash assistance and some of the struggles they have—possible reasons why people can't keep jobs or have trouble with relationships. Many times, these issues have never been addressed."

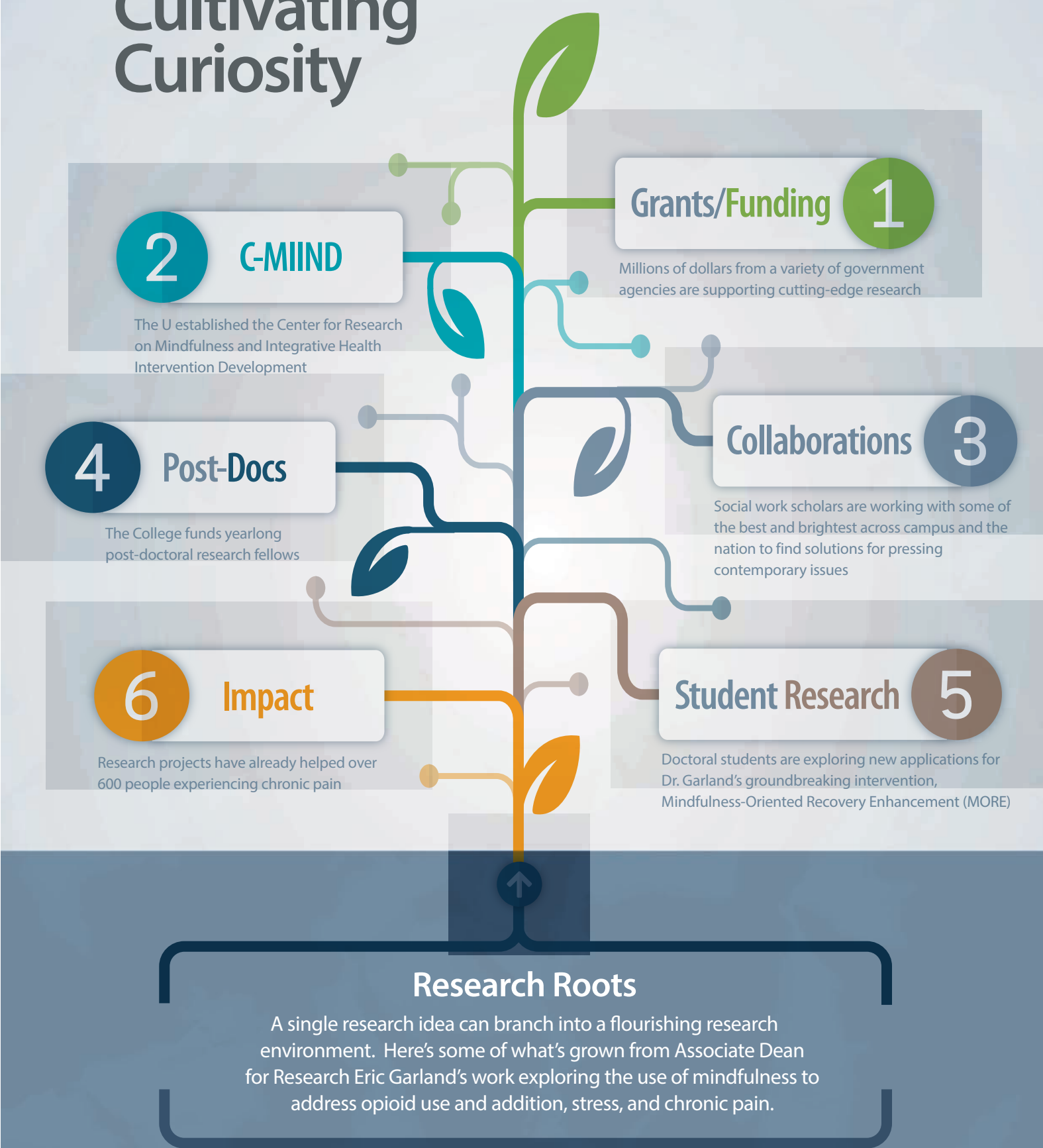
With these numbers in-hand, DWS recognized the need for their employees to better-understand trauma, so as to

better-understand what their customers might have happening behind the scenes. So in 2016, Dr. Vogel-Ferguson was asked to train all DWS employees across the state. She hired Trauma Awareness Trainer Kara Patin (MSW '14), and together they designed a four-hour Trauma Awareness Seminar. The seminars provided basic information in five main areas: trauma, adverse childhood experiences, resilience, secondary traumatic stress, and self-care. The trainings were offered to anyone providing services in the community—school maintenance workers, police officers, childcare providers ... everyone.

In all, over the course of nine months, Dr. Vogel-Ferguson and Ms. Patin held 64 Trauma Awareness Seminars across Utah, training 2,423 individuals. But Dr. Vogel-Ferguson calls that the "initial sweep." Since then, requests for more trainings have been nonstop.

Utah Lt. Gov. Spencer Cox charged Resilient Utah, a subcommittee of Utah's Intergenerational Poverty Committee, with making Utah a trauma-informed state. Dr. Vogel-Ferguson, co-chair of the subcommittee, is encouraged by the statewide interest in applying trauma-informed practices across Utah's institutions and agencies. "A 'trauma-informed' agency includes accountants and security guards and housekeepers—everyone should be trauma-informed," she says. An event that might, on the surface, be perceived as "crazy" could be a trauma response rather than aggression, so it's important for everyone in an agency to have de-escalation skills. "That's why everybody needs to know this."

# Cultivating Curiosity





# Kudos!

PhD student **Malisa Brooks** was selected as a co-chair of the Trauma Assessment and Diagnosis Special Interest Group of the International Society for Traumatic Stress Studies (ISTTS). The primary goal of the group is to promote increased knowledge about state-of-the-art methods, procedures, and instrumentation in assessing trauma exposure and traumatic stress symptoms. The group intends to create a platform for education, collaboration, and dissemination, for clinicians and researchers interested in assessment and diagnosis within the traumatic stress field.

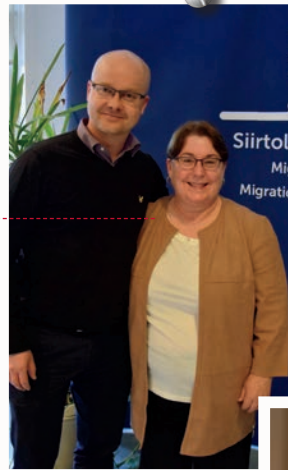
Research Professor and Fulbright Specialist **Caren Frost** was invited to spend 18 days in Turku, Finland, where she delivered two presentations—one on the metrics around integration and one on the impact of the U.S. Executive Orders on refugees/immigrants in the U.S.—attended three conferences, and discussed possible research collaborations with the Migration Institute of Finland. She also met with officials from Helsinki, the Ministry of Labor and Employment, and the European Migration Network to discuss data collection and measurement of integration.

Associate Dean for Research **Eric Garland** was awarded the 2018 Society for Social Work and Research Excellence in Research Award—Honorable Mention. The paper that earned this recognition examined a five-year study of formerly homeless men with co-occurring psychiatric and substance use disorders who have been exposed to high levels of violence and incarceration.

Dr. Garland was also an invited panelist for a two-day meeting on the nation's opioid crisis at the National Institutes of Health campus in Washington, D.C. The meeting, "Contributions of Social and Behavioral Research in Addressing the Opioid Crisis," brought together some of the most accomplished researchers involved in the social and behavioral research relevant to the opioid crisis, as well as senior leaders of various federal agencies and national organizations.

Research Assistant Professor **Adam Hanley** received the Excellent Young Investigator Award of the 2018 International Congress for Integrative Medicine and Health for his presentation, "Mindfulness Training Disrupts Pavlovian Conditioning," which he presented at the annual conference in Baltimore. He successfully competed against junior scholars from medicine, psychology, nursing, neuroscience, and social work from some of the best institutions from around the country to win this research award.

Assistant Professor **Charles Hoy-Ellis** was appointed as a member of the Council on Social Work Education's Council on Sexual Orientation and Gender Identity and Expression for a three-year term, which began in July. This council, in concert with the Commission for Diversity and Social and Economic Justice, advises the CSWE Board of Directors on policy and programmatic matters related to sexual orientation and gender identity and expression.



Associate Professor **Rosemarie Hunter** was selected from a competitive process to serve as an ambassador with the Global Social Service Workforce Alliance. The Alliance works with the International Federation of Social Workers, the International Association of Schools of Social Work, and others to build the social service workforce in developing countries.

She was also honored with the U's Community Engaged Teaching and Scholarship Award and the 2018 Excellence in Global Engagement Faculty Award for her dedication to building community partnerships within underrepresented and oppressed populations. Her significant contributions include serving and training refugee communities on the Thailand-Myanmar border and working with other institutions to develop the first undergraduate social work program in the country.

Associate Professor **Marilyn Luptak**, Associate Professor (Lecturer) **Troy Andersen**, and Neighbors Helping Neighbors Director **Regina Campbell's** team at the Utah Health and Homes Collaborative received an Honorable Mention for the 2018 Public Health Excellence in Interprofessional Education Collaboration Award from the U.S. Public Health Service and the Interprofessional Education Collaborative. The Collaborative recognized the team's work with the University of Utah Health Interprofessional Education Program, noting that the interprofessional education initiative provided a unique, community-facing learning opportunity outside of the average health care delivery system, benefiting patients, students, and the local health system.

MSW student **Torle Nenbee** was awarded an Emerging Diversity Scholars Fellowship for the 2018-2019 academic year. This fellowship, awarded through the University of Utah Graduate School Diversity Office, recognizes Ms. Nenbee's academic achievement and personal commitment to bringing historically underrepresented communities into her learning and scholarship.

Director of Academic Advising **Elizabeth Perez** received the Outstanding New Advisor Award at the University of Utah Academic Advising Community (UAAC) conference. She was nominated by colleagues and students for this 2018 UAAC honor.

Associate Director of the Utah Criminal Justice Center (UCJC) **Erin Worwood** received one of four University of Utah District Staff Excellence Awards and one of eight University of Utah Staff Excellence Awards. The award acknowledges her interpersonal skills, substantive expertise, broad system knowledge, and excellence in helping research faculty and staff to be highly productive, and helping students build their expertise and experience in a rigorous but supportive learning environment.



# “Give Me a Team!”

HOW INTERPROFESSIONAL EDUCATION IS CHANGING THE SHAPE OF COMPLEX CARE



Tamiyah Dinh, Marilyn Luptak, and Lily Ferreira marvel at Grace Mary Manor's community garden.

“*He knew we had his back and we would be at appointments with him.*”

The moment the elevator door slides open, the smell of cigarette smoke hits you. Hard. But the residents of South Salt Lake's Grace Mary Manor have a lot to deal with and, frankly, smoking cessation isn't at the top of anyone's list.

Grace Mary Manor (GMM), which is operated by the Housing Authority of Salt Lake County, is home to 84 adults who have experienced chronic homelessness and have a disabling condition—most often substance use disorders and/or mental health issues. Built upon Utah's “Housing First” strategy, this permanent supportive housing site assigns each resident a case manager and offers on-site services with the underlying goal of keeping people in homes. During the 2017-2018 academic year, those on-site services included support from interprofessional teams of University of Utah students who were part of the New Jersey-based Camden Coalition's Hotspotting Initiative and a National Center for Interprofessional Practice and Education Accelerating Initiative, aimed at accelerating community-based interprofessional education.

“Hotspotting is about recognizing that the interaction of interprofessional teams really is greater than the sum of their parts,” says Marilyn Luptak, an associate professor in the College of Social Work and one of the faculty responsible for launching Hotspotting at the U. The U is one of four U.S. Hotspotting Hubs, handpicked by the Camden Coalition from a competitive selection process. Dr. Luptak explains that because the University has so many professional disciplines and is connected to one of the nation's top health care systems, it's the perfect place to implement this education model.

“Simulations matter. Classroom teaching matters. But we want to put students in the real world, working with real patients who have all kinds of complexities,” says Dr. Luptak. “With an interprofessional team, can we intervene in a way that's different?”

Eight student Hotspotting teams—comprised of U graduate and undergraduate students in a variety of disciplines—were assigned to work with individuals who have complex care needs and were identified as being high-utilizers of the health care system.

Master of Social Work student Lily Ferreira and Doctor of Nursing Practice student Tamiyah Dinh worked on the same GMM team of five students. Each student brought their respective discipline's theoretical framework and skills to the table. “Working as part of an interprofessional team relieved some of the burden of it all being on one person to solve a massive problem,” says Ms. Ferreira, who graduated in May. “We could pool all of our knowledge and all of our resources to provide the best care possible for a person.”

“Working with an interdisciplinary team within health-care—in terms of having the best patient outcomes—is the only way to go,” said Dr. Dinh, who also graduated in the spring. “There's communication through electronic health records, but pertinent health information may get lost, overlooked, or deeply embedded within an electronic health record. Interdisciplinary teams fill in the gaps to make the necessary connections to improve patients' health experiences.”

Utilizing the Camden Coalition's “backwards planning” method, Ms. Ferreira and Dr. Dinh's team asked their assigned resident about his priorities and goals. Although in his early 50s, homelessness had taken its toll and his physical health was comparable to that of someone much older. He was contending with obesity, high blood pressure, chronic obstructive pulmonary disease, uncontrolled diabetes, and difficulty walking far enough to exercise his energetic dog. His goal: to reconnect with a primary care provider, after being denied service by his previous provider due to excessive missed appointments.

The team connected him with a new health care provider, but found their client was nervous about going to someone new. So, the team offered to join him. “He knew we had his back and we would be at appointments with him,” says Ms. Ferreira. “It improved his commitment to take care of himself.” He started showing up for his appointments and, when he had to miss, he called ahead to cancel. That, noted Ms. Ferreira, was huge.

True to the Housing First model, once the team had addressed their resident's most basic needs, his goals shifted. “When we first met with him, his primary concerns were about his health,” Ms. Ferreira says. “But after his health was better managed and stabilized, he started talking about having a relationship with his family members, which hadn't been a priority before.”

“Interprofessional education is continuing to gain traction,” says Dr. Luptak. “But we're in a messy transition at the moment.” More students are being trained to work in interprofessional teams, but most health care systems are not setup that way. Yet, that is shifting as provider burnout is getting the attention of administrators. “We're finding that in settings practicing in teams, those team members are feeling more supported and the burnout rate is lower,” says Dr. Luptak.

Informed by the experience with her team, Ms. Ferreira noted that as she moves ahead with her career, she'll be looking for employers with an interprofessional team structure. So will Dr. Dinh: “I know the experience had a tremendous impact on my life. I mean, it's all I want to do now. I want to work in complex care; just give me a team!”



## Pornography: The Bigger Picture (Figuratively)

**P**ornography. It's a polarizing topic that has received increased scrutiny in the digital age. "Porn addiction" and "sex addiction" are commonly used, despite the fact that no formal diagnosis or symptom criteria exists for either. This creates an ethical quandary for social workers: if a client comes to therapy purporting to have a porn addiction, how should one respond?

PhD student Brian Droubay and Assistant Professor Rob Butters became interested in the topic due to their clinical experience seeing an increasing number of clients distressed about porn use because it conflicted with their religious values. Recent literature states that highly religious clients are more likely to perceive they are addicted to porn than their non-religious peers, and that religious persons may experience porn as more destructive personally and familiarly than their non-religious peers.

If clients' religious values color how they perceive porn and how it affects them, might religiosity also affect social workers' perspectives of it? With this question in mind, Dr. Butters and Mr. Droubay conducted a survey with social work undergraduates and students enrolled in the MSW Program at the University of Utah. The findings suggest that highly religious students are significantly more likely to pathologize porn and rate it as more addictive. This is significant in that perception of addiction to porn, rather than the actual consumption of it, is predictive of psychological distress, including depression, anxiety, and anger.

A burgeoning body of research suggests the effects of porn—good and bad—are contextual: That is, porn affects people differently depending on individual attributes, personal values, and social contexts. For this reason, when engaging in assessment, treatment, and advocacy, social workers need to stay cognizant of how their own background affects feelings about these issues, so as not to paradoxically harm clients in an effort to help them.

For more information, visit <https://socialwork.utah.edu/interaction/pathologizing-porn-the-role-of-social-work/>



Brian Droubay and Rob Butters presented their research on "Religiosity and Support for Pornography Censorship" at the 2018 Society for Social Work and Research Annual Conference.

## Stepping Up to Support Student Sobriety

**D**riven by the importance of their cause, a group of University of Utah students in recovery did something no other collegiate recovery program has accomplished. This last spring, the Recover @ the U leadership team and Jason Castillo, Recover @ the U's faculty advisor, along with Utah Representative Mark Wheatley, lobbied for and were awarded annual funding from the Utah State Legislature. The program was awarded \$100,000 of ongoing funds for their program as a result of their efforts. Going forward, the leadership team has exciting plans for the funding they have received. These include acquiring and furnishing an established drop-in center for ongoing support, continued training and development, staff support, and scholarships for students in recovery.

This remarkable achievement was soon followed by a visit from Jim Carroll, acting director of the White House Office of National Drug Control Policy, who came to the University of Utah campus to speak personally with this group of students. The students shared not only their stories of addiction and recovery, but also the efforts it took to successfully fund the U's collegiate recovery program. Upon hearing their about experiences, Mr. Carroll was awed. "It's an honor to be here," he said. He hopes the accomplishments of the University of Utah Recover @ the U program can be replicated at other universities across the country.

Dr. Castillo is continually impressed with the way these students embody a commitment to sobriety. "They want the community of substance abuse practitioners, advocates, directors, and persons in recovery to know, 'You can go to the University of Utah and there is an environment there that will lend itself to recovery,'" he said. "We have a mission here at the U not just of educating students, but providing an environment committed to the health and well-being of our students."



In April, Jim Carroll, acting director of the White House Office of National Drug Control Policy, came to the U to meet with students and faculty.

## Students Have Their Say



Throughout spring semester, Master of Social Work students in the Social Justice/Macro Social Work II classes at the University of Utah developed policy portfolios. These portfolios included policy briefs, op-eds, and letters to the editor. A number of the opinions by these students were published in The Salt Lake Tribune and the Deseret News. These short pieces provide an excellent opportunity for students to address social problems and challenge social injustice in their communities. Assistant Professor/Lecturer Richard Landward said, "To make real change, students need real experiences. The policy briefs and op-eds give our macro students an opportunity to have their voices heard and their goals and visions for social justice voiced."

Students wrote on a variety of issues from wage earnings to white privilege, the importance of trauma training to the Me Too movement. Included below are a few excerpts from spring 2018:

MSW student Torle Nenbee, "White privilege fights Black Panther," The Salt Lake Tribune:

"As I looked up at the screen, I saw powerful black women who looked like me, women who were smart, goal-driven and not dependent on a male figure to save them. The Marvel movie was no longer just a movie, it became my hero."

MSW student Ashly Dean, "Time to realize how our news sources are driving us apart," The Salt Lake Tribune:

"If a news article feels particularly divisive, it probably is."

MSW students Gretchen Anstadt and Carly Parsons, "Our youths need to be heard, seen, and valued, not brushed aside," the Deseret News:

"It is time to cut loose from the idea that adolescents are a hormonal generation whose underdeveloped brains cause them to constantly have their heads in their phones, eat Tide Pods, and continuously make reckless choices."

For information, and links to read the op-eds, visit <https://socialwork.utah.edu/interaction/macro-social-work-students-share-their-policy-opinions/>

## Recover @ the U Together



Recover @ the U leaders and MSW students Jerome Christophe, Jessica Cowan, and Justin Hughes celebrated their graduation in the spring.

Recovery can feel like a lonely road. Often it's a struggle. Depending on one's circumstances, it's a struggle to find housing; a struggle to find a job; a struggle to stay in school; a struggle to find a support group. Addiction is largely misunderstood within society, and persons in recovery have a multitude of negative stereotypes and stigmas they're forced to confront. Making new connections in the face of these stigmas can be daunting, yet going back to familiar people and places might trigger a relapse. This is why surrounding oneself with communities of support is so vital to the recovery process. Support groups exist primarily to let those in recovery know they are not alone; there are others fighting the same battle.

And this is why Recover @ the U started. Students in recovery felt a gap in their recovery efforts. In a student-led effort, supported by the College of Social Work, students came together and acquired funding to create a community of support. Program participant Alex Barkan said, "Without knowing anyone here, you have 10-15 people you can immediately talk to about your biggest struggle." Since Recover @ the U's creation in 2015, their community has grown from a handful of students, to more than a hundred students and allies, filling a critical need on campus.

Justin Hughes, a student leader and Recover @ the U participant, said the program has been essential to maintaining his sobriety. "As a full-time student and being on the campus nearly every day for hours at a time, I needed a safe place where I could get support," Mr. Hughes said. "I needed to have sober student support on campus. I found safety around students that had the same goals as me—staying sober, having a good time on campus, and living the college experience."



## FACULTY RETIREMENTS



Scott Boyle



Duane Luptak



Kathleen Moroz



Mary Jane Taylor



Elizabeth Walker



Frances Wilby

**Scott Boyle**, professor (lecturer), started his time as faculty with the College of Social Work just over 20 years ago. He earned an MSW from the University of Southern Mississippi in 1979 and a PhD in Counseling Psychology in 1992. During his time at the U, he played a key role in developing a partnership with Marion College, Samaritans School of Social Work in Kareala, India. He also served as director and assistant director of the BSW Program on the University of Utah Asia Campus.

**Duane Luptak**, assistant professor (lecturer), joined the College of Social Work in August 2005. He earned his MSW degree from the University of Minnesota in 1989. His primary role at the College of Social Work has been working with Master of Social Work students in field instruction/practicum settings. He has enjoyed working with hundreds of MSW students and many affiliated community partner agencies during his time at the U.

**Kathleen Moroz**, assistant professor (lecturer), joined the College of Social Work in 2006 and began working with the MSW practicum team in 2014. She earned her MSW from the University of Arkansas in 1976 and her DSW from the University of Utah in 1982. Dr. Moroz taught a variety of classes in the MSW Program, but her passion is the expressive arts. She developed and taught the innovative course Creativity & Compassion. Additionally, she was heavily involved with several local nonprofit organizations to foster creativity and leadership training for youth.

**Mary Jane Taylor** first joined the College of Social Work as an MSW student, graduating in 1979. She earned her PhD from the U in 1993, joined the faculty, and served in numerous capacities over 26 years—including many years as associate dean for academic affairs and briefly as associate dean for research. Her mentorship brought the College of Social Work many of the students, faculty, and leaders the College has today.

**Elizabeth Walker**, assistant professor (lecturer), spent nearly two decades at the College of Social Work as a practicum coordinator. She earned her MSW from the University of Utah in 1991. Though she taught a variety of courses, her main priority during her time at the CSW was working with students to maximize their field practicum experiences.

**Frances Wilby** has worked for the College of Social Work for the last 15 years. She earned both her MSW and PhD from the University of Utah in 2004 and 2008, respectively. Her roles at the U included director of the Neighbors Helping Neighbors program, executive director of the W.D. Goodwill Initiatives on Aging, and the Belle S. Spafford Endowed Chair (2013-2014). During her time at the CSW, Dr. Wilby was a dedicated advocate for older persons and did much to further the College's place in the field of aging.

## NEW ROLES



This spring, Professor **Joanna Bettmann Schaefer** was appointed associate dean for academic affairs. "In my first few months, I have so enjoyed working with the College's program directors to strengthen the College's instructional supports and oversee academic rigor in our coursework. I look forward to working closely with the dean to carry out our College's new strategic plan, ensuring a strong and healthy College for years to come." Dr. Bettmann Schaefer earned her MSW degree at the U in 1999 and her PhD from Smith College School for Social Work in 2005. She joined the CSW faculty that same year and served as MSW Program director from 2011-2016.

## NEW FACULTY



**Gabriela Cetrola**, assistant professor (lecturer), earned a Master of Social Work from the University of Utah in 1995 and her LCSW in 2000. During 23 years of clinical practice, Ms. Cetrola worked with diverse groups of people experiencing different issues, including battered women, people who were incarcerated, homeless individuals, cancer survivors, immigrants and refugees, and the LGBTQ population. Ms. Cetrola has worked as director of Behavioral Health at Community Health Centers, Inc. and as an associate instructor at the University of Utah College of Social Work. As a clinician, she uses narrative therapy principles that are non-pathologizing, creating a collaborative relationship with the person, and focusing on what works well in people's lives and on what people consider important and valuable.



**Yvette González Coronado**, assistant professor (lecturer), is a bilingual (Spanish/English) and bi-cultural LCSW and a University of Utah alumna, earning her MSW in 2012. Her therapeutic approach centers on supporting others in the practice of self-discovery, self-acceptance, and liberation. She firmly believes in the power of the individual and collective to heal. Within this framework, she examines power and privilege through understanding social constructs of race, gender, class, sexuality, ethnicity, culture, etc., and their intersection. Ms. González Coronado has many years of experience working with youth and adults affected by trauma. She has received extensive training in trauma-informed care and she adapts the modality based on the needs and strengths of the individual, in addition to other evidence-based practices.



**Adam Hanley** joined the University of Utah's College of Social Work as a postdoctoral researcher in 2016. His primary role in the College of Social Work as a postdoc was providing technical assistance on research projects examining the impact of mindfulness-based treatments on pain and addiction being conducted at the Center on Mindfulness and Integrative Health Intervention Development. Now, as a research assistant professor, he is a co-investigator on multiple federal grants that continue to explore the clinical utility of mindfulness. Dr. Hanley also has an interest in the therapeutic benefit of self-transcendent experiences, and the role mindfulness practice can play in encouraging self-transcendence. He earned his doctoral degree at Florida State University in counseling psychology in 2016.



**Jeremiah Jagers**, assistant professor, earned an MSW at Western Kentucky University in 2008 and a PhD at the University of Alabama in 2012. His research addresses parent-child dynamics, especially as they pertain to involvement with the juvenile justice system and/or involvement with the child welfare system. His current work focuses on dual-status youth—those who have a history of maltreatment and later engage in acts of delinquency. Specifically, Dr. Jagers is interested in how provision and utilization of mental health services can mitigate contact with the justice system for maltreated youth. In addition, he has extensive teaching experience at all levels of social work education and has been trained in and engaged in online instruction for BSW and MSW students.



**Sonya Martinez-Ortiz**, assistant professor (lecturer), holds a Master of Social Work degree from the University of Utah, a certificate in Nonprofit Management from Georgetown's Center for Public & Nonprofit Leadership, and is licensed as a Certified Social Worker. She has over 15 years of experience working in social work and community development. Ms. Martinez-Ortiz currently serves on the Utah Judicial Performance Evaluation Commission and the University Neighborhood Partners Advisory Board. She is an experienced clinician and non-profit administrator who is passionate about social justice, equity, and inclusion.



**Philip Osteen's** research is centered on the role of professionals and community members in identifying, assessing, and linking suicidal individuals to treatment. The associate professor and new director of the Social Research Institute's work has received national attention through his participation in the National Action Alliance as a content expert in suicide intervention training. Dr. Osteen has received local, state, and federal funding to evaluate training curriculum interventions in diverse populations, including child welfare workers, law enforcement officers, and behavioral health professionals. He is currently part of a CDC-funded grant investigating the effectiveness of online suicide interventions for working-age men. Dr. Osteen earned doctoral degrees in social work and statistics from the University of Denver in 2009.





## AN UNEXPECTED JOURNEY FOR A YOUNG WARTIME WAITRESS

**C**hris Wellington was eight when she decided she wanted to go to America. In the 1950s, as a Jewish child in Austria who was shuffled between various family members, she saw America as a place of opportunity. “I made the final decision to immigrate at 17,” Chris said. The quota system in place in the U.S. made it impossible for her to reach America that year. Canada,

however, welcomed her.

Chris arrived in her new country with \$60 in tips she had saved from her waitressing job, one suitcase, and a letter that fortuitously arrived in Austria only a day prior to her departure. The author of the letter, Richard David Wellington, was a young Utah soldier who had been stationed in Germany while Chris was working at the restaurant. Once she reached Canada,



*It took Chris Wellington 10 years to earn her bachelor's degree from Westminster College, but friend Beryl Peters helped and cheered her along, every step of the way.*

now though, she had a team of supporters at Valley Mental Health as well as friend Beryl Peters in her corner. Chris and Beryl met when the latter arrived in Utah for a new job in the 1980s. The two became fast friends and loyal supporters of each other.

Thus, propelled by fear and cheering friends, Chris began her pursuit of a Behavioral Sciences degree at Westminster College. “It took me 10 years. Each class was like a new language,” Chris recalled. “Beryl helped tremendously, and everyone at Valley Mental Health encouraged me. When I graduated, you would think I had earned my PhD—there was a party with champagne and fireworks,” she marveled.

Chris retired from VMH in 2002, but they called and invited her to come back to work part-time. She returned to work—and retired again ... three or four times. About six months before Beryl died, Chris retired permanently and spent the next half-year care giving for Beryl.

When Beryl ultimately succumbed to her illness, it was not unexpected—her estate plan, however, was. After wrapping her head around the idea that she had an inheritance, Chris quickly struck upon the idea of creating an endowed scholarship for social work students pursuing work in the area of mental health. “I was thinking of my time at Valley Mental Health and the social workers there,” said Chris. She established the Chris Wellington and Beryl Peters Mental Health Scholarship in November 2017.

In pondering the impact she would like her scholarship to have on students, Chris said, “I hope they make a mark in the mental health system—that they bring new ideas or theories on how to help.” She also hopes recipients of the Chris Wellington and Beryl Peters Mental Health Scholarship will “pay it forward—financially, as good mentors, somehow.” She noted, “This scholarship is really my highlight, at my age, of being able to give back—to invest in good social work.”



*Chris Wellington established the new Chris Wellington and Beryl Peters Mental Health Scholarship in November 2017. It was awarded for the first time this fall.*

Chris and Richard began writing letters to each other regularly. “He was a genius at deciphering my poor spelling!” she said. Eighteen months later, Richard drove his new Volkswagen north to visit her. They were married 10 days later. “My husband thought I was a good listener,” she laughed. “It was just that my English was bad!” The newlyweds were separated for three months while they waited for his sponsorship of her visa and green card to be approved.

Sadly, after 12 years of marriage, Richard died of brain cancer. “I had crazy energy from the grief and began volunteering at Valley Mental Health (VMH).” A year later, VMH hired her and Chris settled in to her career there. After 15 years, the licensing rules changed. Chris learned she needed to get a degree or risk losing her position. “I was scared to death,” she admitted. “I always considered myself stupid.” By

**YOU CAN HELP MAKE IT HAPPEN!** Please contact Lisa Himonas ([Lisa.Himonas@socwk.utah.edu](mailto:Lisa.Himonas@socwk.utah.edu) or 801-587-8387) if you are interested in providing a one-time gift, committing to a long-term pledge, or creating an endowment.





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## MESSAGE TO OUR DONORS

### The Power of the Collective

I enjoy gently tugging the threads of interesting stories to discover or recall their origins. Such is the case with our Community Advisory Board (CAB) Scholarship for BSW students.

Several years ago, the group embraced the idea, proposed by a fellow board member, of supporting a BSW scholarship fund. Consequently, each year for the past four years, CAB members have interviewed applicants and selected recipients; they awarded two \$1,500 scholarships the first year, then three scholarships that grew to \$1,750 over the next two years. This year, CAB members matched some of their scholarship contributions with Undergraduate Studies Community Partner Experience Scholarships. The result: four CAB-Partnership Scholarships totaling \$8,000 and four first-ever mentorship matches!

This is only one example of the transformative value gifts from you and your fellow donors provide for the College of Social Work—and it perfectly illustrates how your collective contributions allow us to continue onward and upward to new heights! Thank you.

— Lisa Himonas, Assistant Dean for Development



Sarah Jane Dunn and Stephanie Harpst (both center) were pleased to represent the CAB when the first Community Advisory Board Scholarship was awarded to BSW students Brian Tease and Christina Da Costa in 2015.





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*At the University of Utah's 2018 Commencement Ceremony, the Honorable Raymond Uno, a 1963 MSW alumnus, was awarded an honorary doctoral degree, the highest honor given by the University. Judge Uno was recognized for being an incredible example of dedicated service and leadership in his community.*



*I am humbly indebted to the College of Social Work for training me to use the skills I learned in working with individuals, families, and the community," said Judge Uno in a letter to the College. "I used them in my community work, in my legal work, and in my political work. And, I attribute that to whatever success I may have achieved."*

