CPACS Happenings (April 1982 Newsletter)

College of Public Affairs and Community Service, University of Nebraska at Omaha

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Social Work education dates back to 1908
Graduate school is only one in five-state region

This issue of Happenings features one of the units of the College of Public Affairs and Community Service—the School of Social Work. Subsequent issues will feature in-depth looks at other CPACS divisions. Inside this issue will be found stories on the Social Work curriculum, the involvement of community persons in the school, the Student Social Work Organization, the Affirmative Action Committee’s efforts to attract minority students to the field, and what lies ahead for social work in view of government cutbacks.

(This history of the School of Social Work was adapted from portions of the School’s self study.)

Social work education at the University of Nebraska began 74 years ago in 1908 when the desirability of offering training for persons wishing to engage in social work was recognized.

In that year a separate sequence was offered to undergraduates in the Department of Sociology. Courses in social work have been given continuously ever since.

Expanding the program, the university in 1924 offered an integrated sequence in social work covering the four undergraduate years, again in the Department of Sociology. The program was accredited by the American Association of Social Workers in 1933-34, and the graduates thus became eligible for junior membership.

The creation of a graduate school was a natural development arising from the success of the undergraduate program.

Annex 23 on the west side of the UNO campus is the home of the School of Social Work. Faculty offices are housed here, and the recently remodeled garage provides space for a communications laboratory and classroom.

The Legislature established the Graduate School of Social Work in September, 1937 with due regard for the standards of the American Association of Schools of Social Work and the American Association of Social Workers.

The Graduate School of Social Work was designated a professional school within the Graduate College. It had its own faculty, curriculum, and requirements for admission and graduation. The program included classroom instruction, field work, field inspection trips, special lectures, research, and internships.

The Graduate School of Social Work was admitted to membership in the American Association of Schools of Social Work in January, 1940, having met all requirements for some time. It was then and continues to be the only graduate social work program in the state and in a five-state region which includes Nebraska, South Dakota, North Dakota, Wyoming, and Montana.

During the mid-1950's changes took place in the professional social work organizations, resulting in a merger of existing organizations. The Council on Social Work Education (CSWE) became the accrediting body for all social work education and began reaffirming the accredited status of schools of social work in 1950.

With the merger in 1968 of the University of Nebraska and the Municipal University of Omaha the school began to coordinate the programs offered on both campuses. The undergraduate program at UNO was started in 1967 and was made a major in the College of Arts and Sciences in 1969. The degree offered was the bachelor of science in social welfare (BSSW). This was changed to the bachelor of science in social work in 1980.

In 1972 the Graduate School of Social Work was transferred from the Graduate College at UN-L to the UNO School of Public Affairs and Community Service which was given college status in 1974. (Continued on page 3)
Curriculum is both practical and theoretical

The School of Social Work presently has 175 undergraduate students enrolled, 26 of them in Lincoln, and 160 graduate students. They are taught by 15 full-time faculty members, two of whom are on leave this year, plus from three to five part-time instructors who are selected from the professional practitioners in the community.

The emphasis of the work leading to the bachelor’s degree (bachelor of science in social work or BSSW) is to prepare generalists for beginning social work practice in such fields as public welfare, mental health, and aging.

Undergraduate Foundation

Undergraduate students obtain a broad foundation of liberal arts, sciences, and specialized education in professional social work. The curriculum content is drawn from social and behavioral science theory, social research, social policy planning, analysis and implementation, interventive approaches in working with individuals and families, and in working with formed groups, organizations, and communities. Knowledge is also gained pertaining to social status and cultural, racial, and ethnic diversity.

Candidates for the BSSW are required to take a practicum which provides the student with supervised individualized learning experiences in selected social work agencies. The emphasis is in developing generic skills for beginning social work practice.

Graduates of the BSSW program are also expected to be able to understand and utilize research reports, and participate in research efforts. They must take at least one statistics course and one course in research methods.

M.S.W. Program

Two types of master’s degree programs are offered, one for students with a bachelor’s degree in a subject other than social work and the other for those with a bachelor’s degree from an accredited program.

The student in the former program must take 20 hours in foundation courses including a six credit hour practicum before going into the 42 hours advanced standing program while the latter goes directly into the advanced program. A minimum of six hours of advanced level practicum is included in these 42 credit hours.

Rose Hedgeman, who will soon receive her master’s degree in social work, is doing her practicum this semester at the Social Settlement. Here she assists with a group of mothers and children who come to the center at 4860 “Q” Street for counseling and other activities. At the right holding a child is Mark Hutcheson, a UNO graduate with an MSW, who is a family counselor at Social Settlement. Rose has been accepted for a Ph.D. program in counseling psychology at UN-L. In addition to the 16 hours a week she spends at Social Settlement, she works at UNO as a job counselor.

Terri Judds (left) and Lynn Rutledge, both advanced standing graduate students from Omaha, are shown in the communications laboratory in what was once the garage of Annex 23 as they prepare a videotape for use in their supervision of social work class. Their role-playing to illustrate supervision techniques was later critiqued by the class.

The macro practice sequence emphasizes the development of skills in organization, planning, administration, and evaluation in social work practice with neighborhoods, communities, institutions, and societies. An understanding of social change strategies and community development activities is provided. At the advanced level students can choose either the macro practice or micro practice sequence.

The micro practice is designed to prepare professional social workers for direct practice with individuals, couples, families, and small groups as well as participation in administration, supervision, and consultation.

Specializations in either child welfare or gerontology are offered. Work is in progress to develop others in marriage and family therapy, administration, and health/mental health. A federal grant for developing the child welfare specialization was received in 1978 from the Children, Youth, and Families office of Health and Human Services (formerly the
Students in Mary Adams’ child welfare class are, from left, Mary Alice Jimerson, Andrea Lyons, Alfredo Ramirez, Sarah Contreras, and Adeze Uhiara.

Department of Health, Education, and Welfare.

All students at the master’s level are required to take a course in utilization of research in social work. Advanced students are required to develop increased knowledge and skill in the area of research. They may conduct a small scale research project, do an evaluation study, serve as an associate to a faculty member engaged in research, or serve as a member of a research or evaluation study being conducted by a unit of the university or an agency.

Some students with strong scholarly interests, particularly those planning doctoral studies, may opt to do independent research and/or write a master’s thesis.

All students are required to take a three hour course with minority/cultural diversity content.

Since the School of Social Work has a statewide mission and has given priority to master’s level education outside the community range of UNO, a program of continuing education is jointly operated by the School of Social Work and the Division of Continuing Studies at UN-L.

This relationship has been in effect since 1972.

The relationship was expanded in 1977 when a demonstration project supported by the National Institute of Mental Health (NIMH) was embarked upon in Scottsbluff to train minority and white human service workers to improve delivery of services to minorities.

Regional workshops, institutes, and both credit and non-credit classes are offered in the continuing education program.

Although the number of credit courses offered throughout the state has decreased due to transportation costs and the saturation of demand, weekend courses, workshops, and non-credit courses continue to be popular.

A number of persons who completed outstate course sequences have become full-time degree students. Local sponsoring groups to work with the School of Social Work on the educational needs of the area and to assist with the recruitment of students have also resulted. Interagency cooperation has been enhanced, and in Scottsbluff and North Platte formal interagency councils have been formed.

DR. SUNNY ANDREWS
Director of the School of Social Work

MinORITY STUDENTS WANTED FOR FIELD

Recruiting minority students for careers in social work is the aim of a special brochure recently published by the school.

Pointing out that society has a multi-racial, multi-ethnic, and multi-cultural base, the brochure calls attention to the fact that minorities have a special contribution to make to the field.

It lists the types of programs and services that social workers provide, describes the offerings of the School of Social Work at UNO, and contains information about how to apply for admission.

The affirmative action committee put the brochure together as one facet of its effort to increase the number of minority students to 20 percent of the total social work student body.

For the past six years, minorities have made up 14 to 17 percent of the student population.

In addition to recruiting minority students, the affirmative action committee is concerned with the recruitment and retention of minority faculty members and the development of social work curriculum and practice commensurate with affirmative action principles.

Three faculty members, two community representatives, and three students make up the committee which is chaired by Herb Grandbois.

HISTORY

(Continued from page 1)

The school was physically moved to the Omaha campus in 1977 where all social work course offerings were consolidated with the exception of the undergraduate pre-professional offerings in Lincoln and the continuing use of agencies there for practicums. That year the school was fully reaccredited by CSWE for a five-year period.

The school began offering 300 level professional courses on the Lincoln campus in 1979-80. The decision to do so was based on student demands, the national gas shortage, and the safety of students and faculty who were making 110 mile round trips in sometimes severe weather and highway conditions.

To recognize fully its mission to prepare professional social workers at both the graduate and undergraduate levels, the name was changed to the School of Social Work in 1978. It is now located on the west end of UNO campus in Annex 23.
 Professionals included on committees

One of the unique features of the School of Social Work is the extent of community involvement in its program through the inclusion of community professionals on the nine committees that support the governance of the school and coordinate its offerings. Students are also represented on these committees.

"Including professionals from the community benefits the school as well as the community," says Dr. Andrews. "These people can keep us in touch with what the community agencies' need in the way of training and personnel so that we can better advise students and so that we can adapt our program offerings to meet community needs."

The Practicum Committee is chaired by a community person, and two persons from the community serve on each of the other committees: curriculum, personnel, affirmative action, admissions, graduate program, undergraduate program, self study, and the executive body.

Each committee formulates recommendations in its own area, and these in turn are acted upon by the executive body, headed by Dr. Andrews.

Three of these community persons serve on the Admissions Committee. They are Glen Fineman of St. Joseph's Family Practice Center, Betty Bange, and Shirley Melcher of the Meyer Children's Rehabilitation Institute.

On the Affirmative Action Committee is William Harper, Director of Social Work at the Omaha Veterans Administration Hospital, and Yollanda Barrera.

The Curriculum Committee has four community persons—Sharon Elrod, practitioner at the Hudson Center; Karen Authier, Director of Social Services at the Nebraska Psychiatric Institute; Gwen Weber, Director of Social Services at the Meyer Institute; and Gene Welch of Immanuel Mental Health.

Serving on the Graduate Program Committee are Kathleen Spain and Penny Parker. Ms. Parker is on the staff of the Child Saving Institute. Seth Levy of the Philip Sher Home and Mary Mitchel of the Girls Club serve on the Undergraduate Program Committee.

Roni Edwards of the Omaha VA Hospital and Sue Edholm from the Meyer Institute are on the Personnel Committee.

The Practicum Committee has six community representatives, three of whom are elected representatives of the practicum instructors. They are Bob Cooper of the Meyer Institute (clinic); Kathy Larimer, a private practitioner; Patrick Moore and Ben Cacioppo of the Nebraska Psychiatric Institute; Janice Herman, Director of Social Work at the Lincoln VA Hospital; and Barb Weber of the River Bluffs Community Mental Health Center in Council Bluffs.

Gwen Weber of the Meyer Institute and Carol Johnson, Director of Social Services at the Christian Home in Council Bluffs, are members of the Self-Study Committee.

Scotti Thralls of NPI and Virginia Johnson, a retired social worker, are on the Executive Committee.

The majority of these professionals are alumni of the school and have maintained considerable interest in the activities of the school.

SSWO aims at involvement

For almost ten years now, the School of Social Work has had a student organization. About 100 students belong.

Goals of the Student Social Work Organization (SSWO) include improving communications among students, serving as a vehicle for student involvement in social work at the local as well as the national level, and providing an educational opportunity for students outside the classroom.

To carry out these aims it holds monthly meetings, has luncheons with guest speakers, publishes a monthly newsletter, and elects student representatives to the eight standing committees of the School of Social Work.

One graduate and one undergraduate representative are selected for each of these committees plus a representative to the CPACS dean's advisory committee.

A major activity of the group is orientation. SSWO officers and members attend orientation presentations to acquaint new students with the program, answer questions, and make them feel welcome.

To raise funds, SSWO sells T-shirts to social work students, faculty, and social workers in the community. This has been good for public relations, and the income helps to pay for workshops given by SSWO.

One or two parties a semester are sponsored by SSWO for students, faculty, and their families.

Through SSWO students feel they have a role in decisions made by the School of Social Work. They are working to increase student involvement and the effectiveness of their organization.

Social welfare cutbacks—what next?

How will government cutbacks in social welfare programs affect social work education? Dr. Andrews believes that the field will be experiencing some reduction in the number of jobs available for social work graduates in the public sector, but some of the slack will be picked up by private agencies. People who are already employed in the field with lesser levels of training will need to upgrade themselves, and schools of social work will be called upon to fill this need for additional training.

The president of the National Association of Social Workers, Mary Ann Quaranta, has said that despite wide scale reductions in social services funding that social work is still a growth profession. Program declines in a few urban areas are being offset by demands for trained social workers in other parts of the country.

She believes that the trend toward state licensure of the profession will ultimately ensure that more of those jobs will be filled by professional social workers.

New opportunities exist for social workers in business, industry, health care, corrections, and community and international planning, she thinks.

The executive director of the Council on Social Work Education, Arthur Katz, has this to say:

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Staff Activity

JIM THORSON
Gerontology
In January Dr. Thorson conducted an in-service training program at the Montclair Nursing Care Center and presented a lecture on stress and personal control to medical students at Creighton. He was the featured speaker at a program on aging at the Benson Baptist Church in February, spoke to the UNMC family practice residents on adjustment to retirement, and presented another lecture at Creighton.

Dr. Thorson presented a lecture, "Spiritual Well-Being of the Elderly," at the national conference of the Catholic Health Corporation in Pacific Grove, California.

LEO E. MISSINNE
Gerontology
"How to Understand the Behavior of Older People" was the title of a lecture presented by Dr. Missinne to medical students at Creighton in January. He has been invited to teach a course at the Andrus Gerontology Center of the University of Southern California in Los Angeles this summer. In February he presented a paper, "Meaning of Life and the Older Person," at the meeting in San Diego of the Western Gerontological Society.

PETER SUZUKI
Urban Studies
An article by Dr. Suzuki, "American Continuities in Classical Japanese Poetry (Waka and Senryu)," has been accepted for publication in East Asian Research Studies Proceedings. He presented a paper, "Sino-Japanese Writing in Western Urban Forms," at the American Association for the Advancement of Science meeting in January.

Another article by Dr. Suzuki, "The Urban Planning and Housing Policies of the Netherlands," accepted for publication in Habitat International: International Journal of Human Settlements.

REBECCA S. FAHLANDER
CAUR
Dr. Fahrlander recently presented a lecture on applied research to a research methods class in the sociology department at Bellevue College.

SHIRLEY WASKEL
Gerontology
Dr. Waskel has been appointed to the advisory board of the Upjohn Health Care Services. She made an in-service presentation to the staff of the Division of Educational and Student Services on pre-retirement planning in February.

SUNNY ANDREWS
Social Work
An article by Dr. Andrews, "Developmental Disabilities," was published in the specialization and specialty interests issue of Health and Social Work. Dr. Andrews attended the meeting of the deans and directors of graduate schools of social work and the annual program meeting of the Council on Social Work Education in New York.

JANE WOODY
Social Work
Dr. Woody presented a paper, "Inhibited Sexual Desire in Females: Clinical Observations on Integrating Assessment and Treatment," at the meeting of the Society for Personality Assessment held in Tampa, Florida on March 12.

At the annual meeting of the American Association for Marriage and Family Therapy held in San Diego, Dr. Woody presented a paper, "A Psychoeducational Program for Divorced Families: Research Methods and Initial Results."

DANIEL MARTINEZ
Goodrich
"The Language of Social Manipulators" was the title of a paper presented by Dr. Martinez at an international conference on language problems and public policy in Cancun, Mexico in December.

Dr. Martinez was chosen by the Chicano Awareness Center to receive its distinguished community service award.

JULIE HORNEY
Criminal Justice
Dr. Horney is one of three finalists selected for possible participation in the 1982-83 Judicial Fellows Program within the judicial branch of the U.S. government. Persons selected will work a year on projects for the U.S. Supreme Court, Federal Judicial Center or the Administrative Office of the U.S. Courts.

Hubert Locke visits campus

Dr. Hubert Locke, (left) the first CPACS dean, recently visited the UNO campus. Here he is shown at a reception in his honor with Dean John Keggigan.

Dr. Hubert Locke, Dean of CPACS from 1972 to 1975 and now Vice-Provost for Academic Affairs at the University of Washington, was on the campus February 10 to participate in Black History Month.

He gave two class lectures and two university lectures, met with faculty, and visited with former colleagues at a reception in his honor at the Alumni House.

One of his class lectures was to a criminal justice class, and the other, "The Court and its Role in Fostering Equality for the Underprivileged," was to a group of Goodrich students.

The university lectures, open to faculty, staff, students, and the public, were on "Progress in Policing" and "Perspectives on Black History."

Although he really likes Seattle and his work, he told a former colleague, "I'm just now feeling that it is really my home. It didn't take that long to feel that way about Omaha."

DON NORRIS
R. K. PIPER
CAUR
Dr. Norris has been awarded a research contract from Control Data Corporation to develop information on innovative local government practices for logging its worldwide computerized local government information network. R. K. Piper will be responsible for collecting the data on local government practices.

An article by Dr. Norris, "Four Options for Local Governments," has been published in the January 25 issue of Computerworld.
ADMINISTRATIVE CHANGES
TAKE PLACE IN COLLEGE

Dr. David Hinton, associate dean, has been named chairperson of the Public Administration Department. Dr. Hinton, who has been associated with CPACS since 1972, will continue as associate dean as well. He replaces Dr. David Scott who is retiring in May.

Dr. Janet Porter has been appointed as acting chairperson of Criminal Justice. Dr. Larry Siegel has resigned as the head of that department but will continue to teach there full time. Dr. Porter has been a member of the Criminal Justice Department since 1975.

HIGH ACHIEVERS ELIGIBLE FOR HONORS PROGRAM

Freshman and sophomore students of high achievement and who are highly motivated are eligible for the CPACS Honors Program.

It offers an enriched program of courses whereby credits may be earned by contracting with the instructor or by taking special honors colloquia.

The CPACS Honors Program committee requests all faculty members to publicize the program to their students and to encourage those who might be eligible to apply.

Each academic unit of CPACS has a representative on the committee who is able to supply more information. These persons are Don Dendinger, Bruce Horacek, Ineke Marshall, Daniel Martinez, and John Swain. Peter Suzuki is the coordinator of the program.

An informative brochure on the Honors Program is available.

Bev Hartung (right) lectures to one of her social work classes. One student is wearing a T-shirt with the slogan, “For the Human Touch, Try a Social Worker.” Selling these shirts is a project of the Student Social Work Organization (see story on page 4). Other stories about the UNO School of Social Work are found in the first four pages of this issue of Happenings.

Some of the School of Social Work faculty members confer on copy for the recently published bulletin designed to attract minority students. From left they are Andrew Edwards, Sunny Andrews, Alva Barnett, Ron Ozaki, and Herb Grandbois.

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