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## From the Dean's Desk ....

*"Some Like It Hot", an old Billy Wilder movie starring Marilyn Monroe, Tony Curtis, and Jack Lemmon, could easily be the mantra heading into the new academic year. It is not because of any need to hide from the mob, but because it has been and will remain hot. The weather has offered no summer breeze as respite during the last several months: tornados, hurricanes, floods and other natural disasters are burning up the media; and the Kent School remains on a torrid path to excellence. As one of the fastest growing research schools of social work in the country in federally funded research, the hiring of our first endowed chair (in fact, the only endowed oncology social work chair in the country), several other new and bright faculty and staff hires, and a very productive faculty and staff, the Kent*

*School is hot. Increased student enrollments may give further evidence of that as well as more press releases than I can recall in my history here.*

*So, while I guess it is always an inclination to "come in out of the heat", I am asking you to stay afire. And, before I mix too many metaphors and cliches, let me just welcome you back for the fall. For those who are new, we are glad to have you among us. Let's have some fun and do some good. There is much for which to look forward. Okay, just one more – As Nelson Mandela quipped, "When the water starts boiling, it is foolish to turn off the heat." I don't know about you, but I like it hot.*

*Debra E. Borders*



## CHAMPS! Pilot a Success

[champscamps@hotmail.com](mailto:champscamps@hotmail.com)

The **Creating Healthy Adolescents through Meaningful Prevention Services (CHAMPS!)** teen pregnancy prevention research study got off the ground this August after months of planning with a pilot training of 26 young people.

The trainings, called CHAMPS! Camp, took place at Central High School and were held on two consecutive Saturdays and lasted the entire day. The "kids were great" said Anita Barbee, Principle Investigator for the project, "they were very enthusiastic and engaged." Cheri Langley, Project Manager, Althea Dryden, Research Manager, and a team of helpers worked tirelessly to pull off the pilot and were extremely pleased with the result.

The youth were recruited through the [1+1=U](#) organization based in Central High School which aids high school students in obtaining entrance to higher education institutions. The youth were randomly assigned to one of two conditions. *Love Notes* is a teen pregnancy prevention curriculum which addresses prevention by teaching youth basic relationship decision making skills, strong communication skills, and future planning through self assessment. The other condition uses an evidence based curriculum called *Reducing the Risk* which aims to empower youth with strong refusal and decision making skills through a more traditional sex education approach

The CHAMPS! Camps were each led by two facilitators originally recruited and trained last spring. CHAMPS! will continue to offer camps every month for the next 2 ½ years. Camp graduates remain in the research study for 2 years after the camp and survey data is collected on each at 3 months, 6 months, 1 year and 2 years. The study hopes to serve 1300 area youth over the course of the grant. CHAMPS! currently partners with 12 Louisville area youth serving agencies to offer this initiative.

J. Borders



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## E-News Board

Joyce Borders  
Debra Evans  
Annatjie Faul  
April Hebner  
Noell Rowan  
Katie Radmacher  
Kim Rogers  
Betty Shiels



## Congratulations – 2011

**Karla Washington** on two recent publications:

- Washington, K. T., Meadows, S., Elliott, S., Koopman, R. (2011). Information needs of informal caregivers of older adults with chronic health conditions. *Patient Education and Counseling*, 83(1), 37-44.
- Washington, K. T., Parker Oliver, D., Demiris, G., Wittenberg-Lyles, E., & Shaunfield, S. (2011). Family perspectives on the hospice experience in adult family homes. *Journal of Gerontological Social Work*, 54(2), 159-174.

**Noell Rowan** and **Anna Faul** for two recent publications: "Lesbian, gay, bisexual, and transgender people and chemical dependency: Exploring treatment success," in *Journal of Gay and Lesbian Social Services*, 23(1), 107-130 (2011), and "Social work knowledge of community based services for older adults: An educational model for social work students," *Journal of Gerontological Social Work*, 54(2), 189-202 (2011), which they wrote with colleagues.

**Andy Frey** and **Rick Cloud** and **Jon Lee** who shared in some of this.

- Frey, A.J & Alvarez, M. (2011). Social work researchers and practitioners realize the promise. [Editorial]. *Children & Schools*, 35, 131-134.
- Kelly, M.S., Frey, A.J., Anderson-Butcher, D. (2011). Writing the job description for school social work in

2031

[Editorial].

*Children & Schools*, 33, 67-70.

- O'Brien, K.H., Berzin, S.C., Kelly, M.S., Frey, A.J., Alvarez, M.E., Shaffer, G.L. (2011). School Social Work Practice with Students with Mental Health Problems: Examining different practice approaches. *Children & Schools*, 33, 97-105.
- Frey, A.J., Cloud, R.N., Lee, J., Small, J. Seeley, J., Feil, E., Walker, H.W., & Golly, A. (2011). The promise of motivational interviewing in school mental health. *School Mental Health*, 3, 1-12. doi 10.1007/s12310-010-9048-z
- Frey, A.J. Walker, H.M., & Perry, A. (2011). Education policy for children, youth, and families (pp.113-145). In J. M. Jenson and M.W. Fraser's *Social policy for children & families: A risk and resilience perspective* (2<sup>nd</sup> Ed.) Sage.

**Rowan, N. L. & Faul, A. C.** (2011). Lesbian, gay, bisexual, and transgender people and chemical dependency: Exploring treatment success. *Journal of Gay and Lesbian Social Services*, 23(1), 107-130.

**Rowan, N. L., Faul, A. C.**, Birkenmaier, J., Damron-Rodriguez, J. (2011). Social work knowledge of community based

**April Clark**, husband Tony and sister Ciara who welcomed baby Kathleen (Kate) Rose to the world on August 4th.



services for older adults: An educational model for social work students. *Journal of Gerontological Social Work*, 54(2), 189-202.

**Wanda Lott Collins** who was elected to the Planning and Budget Committee of the Faculty Senate. We are in good hands with her representation.

**Pat McKiernan, Rick Cloud, David A. Patterson, Seana Goldner,** and **Karl Besel**, who were notified that their article, *Development of a Brief Abstinence Self-Efficacy Measure*, will be published in Volume 11 Issue 3 of *Social Practice in the Addictions*. The expected date of publication is September, 2011.

**Dana Christensen** who was honored in Texas with the "Apple Award" from the NAPN (National Adolescent Perpetration Network) for lifetime contributions to the teaching and dissemination of knowledge in the treatment of juvenile sexual offending. This is great recognition for a lifetime of dedicated scholarship and commitment.



## More Congratulations – 2011

**Noell Rowan** who has been asked to give a talk in China in April 2011 for the International Geriatrics and Palliative Care Conference. Her paper is a recent publication entitled, Innovative interdisciplinary training in and delivery of evidence-based geriatric services: Creating a bridge with social work and physical therapy.

**Noell Rowan** and BSW faculty and staff. The Commission on Accreditation of the Council on Social Work Education has granted initial accreditation, full and unconditional, to the BSW program.

**Wanda Collins** who has been chosen through a selection process as a par-

ticipant on the University Police Advisory board, for the inaugural Citizen's Police Academy. The classes are scheduled for eleven weeks and will expose her to procedures that are taught to campus police officers. She informs me that she will really be dangerous (smiles) now.

**Ginny Westman** (masters student) Spring 2011 whose essay, "I Believe" was published on the national organization website <http://thisibelieve.org/essay/77880/>. This a requirement for Sharon Moore's practice class - to write and submit.

**Betty Shiels**, Kent Doc student and Research Manager, for her recently announced honor. The 2011 Southeast Association of Area Agencies on Aging Outstanding Community Service Award will be awarded to Betty Shiels, ABD, MSSW, LCSW, of Kent School of Social Work and Arleen Johnson, PHD, of the University of Kentucky's School of Public Health at their annual conference on September 26, 2011 in Memphis, TN.

Betty and Arleen are being recognized for their work with the Aging network across Kentucky on behalf of the Kentucky Department of Public Health Preparedness Branch. They have developed preparedness curricula for the aging delivery service and trained all community-based organizations serving seniors in Kentucky and all long term care in KY in emergency preparedness for the past six years. They have also developed the Kentucky All-Hazards Long Term Care Planning and Resource manual which has been recognized as the Best Practice in Long Term Care preparedness in the United States by the Asst. Secretary for Preparedness and Response (ASPR) at the Department for Health and Human Services (DHHS). This spring they also presented at the American Society on Aging Annual Conference with their ASPR federal representative and KIPDA Area Agency on Aging Director. They are actively involved at the state level with the Hospital Preparedness Program and the ESF #8 sector of the KY Department of Public Health and KY Division of Emergency Management. Betty was also recently recognized by the CDC for her work with long term care during the Congressionally-mandated NLE 2011, 8-state earthquake exercise.

## Credit *for Learning* (CFL) begins its 9<sup>th</sup> year at Kent

Credit *for Learning* (CFL) is in its' 9<sup>th</sup> year at Kent School of Social Work. Its primary goal is to provide professional development opportunities for newly hired and tenured state child welfare workers. Child welfare workers are able to earn elective graduate social work credit and meet the on-the-job- state training requirements through their participation in CFL. This past year, 85 new child welfare workers were enrolled at the Kent School through the CFL program in one or more 3-credit hour course, for a total of 140 registrations. Additionally, despite cutbacks in scholarships and stipends from the state, 14 previous CFL students were admitted to the Kent School this year and are using their CFL credits to help them earn their Master's degree!

Also, **as part of its' kickoff for its 9<sup>th</sup> year**, the program hosted a gathering for representatives from the Registrar's Office, the Bursar's Office, and the School of Interdisciplinary and Graduate Studies to thank them for their role in CFL enrollments, registrations, and tuition collection as well as to discuss and revise procedures making program processes easier and more efficient. Lastly, Sue Francik joined the CFL team during the previous fiscal year to assist with program operations.

*K. Radmacher*



## BSW Program Highlights New Contributions

The BSW Program has passed accreditation standards until 2015 and is booming and growing while attracting more students each year. An innovative curriculum SUN Grant Project was completed this year which successfully enhanced the overall rigor of the curriculum by adding a writing course for social workers and a year-long capstone project highlighting critical thinking in community work efforts.

The program has grown to over 100 students requiring additional sections of all of the core classes. We wish to thank members of our BSW team for their ongoing contributions to the success of the program and highlight the new contributors to our faculty this year. Brief bio sketch information is provided on our newest BSW faculty contributors.

**Charles Thompson** is teaching



one of the sections of Introduction to Social Work this fall semester. He brings much experience in dealing with school systems and children and families. He is also a full-time PhD student with Kent School. He matriculates under the mentorship of Dr. Andy Frey who directs the School Social Work Certification Program. He is a licensed therapist in Kentucky and continues to provide mental health services to children and families on a part-time basis. He and his wife are proud parents of three thriving teenagers.

**Barbara Head**,

PhD, is an assistant professor at the University of Louisville School of Medicine where she teaches and does research related to palliative care. She is a regis-



tered nurse with a MSSW and a PhD in Social Work. Dr. Head is currently teaching the newly created Biology for Social Sciences Course for undergraduates. She has taught Death and Grief at the Kent School for eight years and previously taught Advanced Research. She has been involved in hospice and palliative care initiatives for over thirty years serving as hospice board member, volunteer, home care nurse, educator, quality improvement coordinator and researcher. She has been certified in hospice and palliative nursing for over fifteen years. In 2011, she was honored to become a Fellow in Palliative Care Nursing by the Hospice and Palliative Nurses Association. She currently sits on the Boards of the Hospice and Palliative Nurses Association, the Social Work in Hospice and Palliative care Network, and Union College.

**Anne-Marie Brown** is one of



our new practicum liaison faculty with the BSW Program for the 2011-2012 year. Anne-Marie Brown, founder of Davis Brown Consulting LLC, specializes in mental health counseling and educational consulting. Anne-Marie is a licensed clinical therapist that has a passion for improving the quality of lives for her clients and their families. She is dedicated to education, ensuring that every child has equal access and available resources to receive the best education possible.

Anne-Marie has worked with University of Louisville Athletic Department, Job Corps, Department of Juvenile Justice, The Lincoln Foundation, JCPS, Canaan Community Development Corporation, Commonwealth of Kentucky, and Archdiocese of Louisville.

She has also worked with Nativity Academy at St. Boniface as the

Counselor and Graduate Support Director.

Anne-Marie is currently works on various community and civic projects locally and nationally. She also serves on the Louisville Collegiate School Board of Trustees.

**Steven E. Bogus**, MSW

is Executive Director at Catholic Charities of Louisville, Inc. Steve Bogus is serving as one of our new practicum liaison faculty members with the BSW Program for the 2011-2012 year.



Steve received his BA in Social Work from the University of Wyoming (1972) and his Masters in Social Work, Our Lady of the Lake University, San Antonio, Texas (1976).

**Steve's experience includes serving** as Director, Parish Social Ministry (Catholic Charities of Louisville), Diocesan Director, Catholic Charities Maine (Portland, ME), Program Director, **St. Joseph's Children's Home** (Torrington, WY), Director of Professional Services; Associate Director of Community Programs; and Diocesan Director of Campaign for Human Development, Catholic Family Services (Amarillo, TX)

In addition to his position with Catholic Charities he also is a board member at Boys Haven, **St. Joseph's Children's Home, and Housing Partnership, Inc.** Steve serves as chair of local FEMA Board. Member Catholic Conference of Kentucky - Social Concerns Committee, he is a member of Community Council - Bridges of Hope Neighborhood Place. Vice-Chair, is on the Executive Committee - Council of Diocesan Directors of Catholic Charities USA. (Previously) and is an Adjunct Instructor, School of Social Work (Spalding University).

N. Rowan



## Doctoral Students

The doctoral program admitted eight new students this past spring for doctoral study.

They are:

**Chiara Acquati**  
([c0acqu01@louisville.edu](mailto:c0acqu01@louisville.edu))

How far would you go to reach your dreams? In Chiara's case...to the other side of the Ocean! After receiving a Bachelor Degree in Psychology and a Master's Degree in Clinical Psychology at the Catholic

University of Milan, she moved to the United States to complete her education. Last May, she graduated from Boston College with a MSW in Clinical Social Work (concentration in Health & Mental Health). Her research interests are dyadic coping with cancer, reproductive distress in cancer patients and partners, and health care disparities in women's reproductive and maternal health. In her spare time, she enjoys reading, walking, visiting art museums and trying ethnic foods.

**Erica Caton** ([e0cato01@louisville.edu](mailto:e0cato01@louisville.edu))

A native of the Bronx, New York, upon completing her Masters in Social Work (1997) at CUNY-Hunter College in New York, Erica moved to Lexington and married. Her primary research interests include factors that contribute to college student success, specifically first generation college students and identifying new roles for social workers on college campuses. She is a major foodie who loves to cook and bake, and taking on the personal challenge of learning to swim this year.

**Alicia Dailey**

([alicia.dailey@louisville.edu](mailto:alicia.dailey@louisville.edu))

Alicia Dailey is an ordained minister and plays the organ and flute. She holds master's degrees in biblical studies, divinity and social work. Alicia's interests include integrating social work and ministry, macro practice, reducing relational aggression and reducing incarceration rates among young African American men.

**Amanda Dishon**

([ajdish01@louisville.edu](mailto:ajdish01@louisville.edu))

Amanda Dishon received a double BA in Psychology and Women's/Gender's Studies from UofL in 2008, as well as her MSSW with a specialization in MFT in May of 2011. Her research interest is in the area of trauma, particularly women's decision making processes with regard to emotional/psychological trauma. In her spare time, she enjoys spending time on her 100 acre farm in Owen County, KY with her Angus/Herferd cows and horse, Sheba.

**Meara Grannan**

([m0wath01@louisville.edu](mailto:m0wath01@louisville.edu))



Meara Grannan, MSSW, LCSW is a 2002 Kent graduate. She previously worked and directed eight programs at St. Elizabeth Catholic Charities including maternity and transition homes for teens and young single women in crisis pregnancy situations, adoption, CASA, supervised visitation, supported living and outreach services. She is looking forward to developing a deeper focus and experience in research related to her practice interests and experiences.

**Erin Ness**

([eeness01@gwise.louisville.edu](mailto:eeness01@gwise.louisville.edu))

Erin Ness finished her Masters in 2010 from the Kent School of Social Work with a specialization in Marriage and Family Therapy. Her research interests include teen dating violence, relationship education and domestic violence prevention. In her spare time she enjoys playing with her three dogs and spending time with her friends, family and fiancée.

**Tanya Renn**

([trfran02@gwise.louisville.edu](mailto:trfran02@gwise.louisville.edu))

Tanya Renn recently completed a dual Master's in Social Work and Public Health from the University of Louisville, at which point she directly moved into the PhD program at the Kent School of Social Work. Her research interests are chronic disease management, medical social work, tracking health disparities and access issues. When she is not behind the computer and her books, you can find her with her husband, dog and friends journeying through the mountains via trails, bike or climbing.

**Katherine Mae Efstraction Winham**

([kmefst01@louisville.edu](mailto:kmefst01@louisville.edu))

Originally from Atlanta area, Katie has a BS in Psychology from the University of Georgia and a Master's degree in Marriage and Family Therapy from Auburn University. She has worked for the past few years in community mental health and therapeutic foster care. Her research interests are in the areas of mental health and attachment, especially in underserved populations and foster care.

## Within My Reach Project Ending

Five years of *Within My Reach* healthy relationship classes ended last week. (This was our 73rd round of classes!) Neither participants nor facilitators were quite ready for this round of classes to end. At the end of 16 hours of time together, one of the male participants currently residing at Wayside, asked, "Can't we please, please, please keep meeting?!!!"

The profile of attendees in this round of *Within My Reach* was similar in make-up to the prior 72. Our 11 participants included a mixture of men and women from a variety of cultural and ethnic backgrounds. The youngest was 28 and the oldest almost 60. Many struggle with addiction, some with homelessness, and all with economic hardship. Some have spent time in prison or have adult children or immediate family members presently incarcerated. The majority have suffered more than their fair share of neglect and/or abuse as children and adults. ALL came searching for help in rewriting their scripts of how to "do relationship".

The good news is.....Each of them left with a new script! At the end of our 16 hours together, some shared that the class gave them the courage and skills to finally separate from unhealthy and abusive relationships. Several single folks in the group said the classes helped them take a hard look at themselves and some changes they need to make before they're ready to get into another relationship... because they want to "do the next one the right way." One woman shared with a facilitator during break that everyone in her family has always made her feel like she's "nothing". This class was a reminder to her that she is valuable and deserves to be treated so! The extensive data collected support these stories and statements—that the *Within My Reach* program had a significant positive effect on participants' relationship knowledge,

[Continued on Page 7](#)



## Welcome New Faces at Kent

### Betty Sallengs

Welcome [Betty Sallengs](#) as the new Development Director for the Kent School. Betty will be making the rounds to get to know everybody. Please lend her a hand. We have a lot to do.



*From Betty:* I graduated in 1998 from the University of Louisville with a B.A. in Psychology. I have 15 years of experience working in the non-profit sector holding various positions in agencies such as Maryhurst, Sunrise Children's Services, Metro United Way and Boys & Girls Clubs of Kentuckiana. My previous employment was with The Salvation Army Boys & Girls Clubs where I served as Assistant Executive Director for almost 4 years. Just last week, I started my new job with UL as the Director of Development for the Kent School. This is truly exciting for me on several fronts. Serving those most in need has always been my passion, and now I get to share with the community some of the ways Kent School's research efforts and graduates are creating meaningful change in our community, across the state and the nation.

As for my hobbies . . . I'm a runner and training for my first 1/2 marathon coming up in October. I love to read and stay involved with local politics. Oh, and I'm a HUGE fan of Mystery Science Theatre. (No need to explain as other MST fans will totally know what this is). :)

Finally, I have two excellent kiddos, both boys who attend St. Aloysius Catholic School. (They are also MST fans).

### Martin Hall

Martin T. Hall (Kent School MSSW, 2004) is



excited to return to the Kent School after completing his PhD at the University of North Carolina at Chapel Hill (UNC) and a National Institute of Drug Abuse (NIDA) postdoctoral fellowship at the University of Kentucky (UK). While at UNC, Martin was awarded a Graduate School Scholars for Tomorrow Fellowship in Ethics in Society, and also completed a post-masters clinical fellowship at the Durham VA Medical Center. In 2010, he received travel awards and special mentoring at two NIDA conferences. His teaching experiences include *Introduction to Clinical Medicine* and *Dependency Behavior* in the Department of Behavioral Science at the UK College of Medicine. He has also been a guest lecturer in the UK College of Social Work. Martin's research interests are drug use, abuse, and dependence among adolescents and young adults, with a particular focus on prescription drug misuse. Martin and his wife, Susan Sawning, are natives of Floyd County in eastern Kentucky. They live in Irish Hill with their daughter, Harper (age 5), and dog, Emma Grace (age 2).

### Dori Goya



After working in a variety of customer service fields over the years, Dori Goya joined Kent as part of Rod Barber's team in Nov. 2010. She is currently serving as Program Manager on a new project with the KY Department for Community Based Services (DCBS), "Work Support Strategies: Streamlining Access, Strengthening Families," funded through The Ford Foundation and the state, she will be working with The Urban Institute and Center for Budget and Policy Priorities to improve access and work supports for Kentucky's low-income families.

Dori attended the UofL as both an undergraduate and a graduate student. As a freshman she joined Alpha Omicron Pi sorority where she went on to serve as chapter president and later as an alumna volunteer. After 3 years in the J.B. Speed School of Engineering, she decided it wasn't for her and Dori went on to earn a BA in Art History and a BA in Humanities. She later completed an MA in Humanities.

Dori is originally from Louisville and have lived here her entire life, so far. Since most members of her family tree have largely been in Louisville since the 1840's she has lots of relatives living in the area. This has been a **great support this year because Dori's** husband is currently deployed to Afghanistan as an active duty member of the **US Army. As a result Dori's spare** time is largely spent avoiding the news and putting together care packages.

To help support deployed troops, our office is hoping to gather care package supplies to send over to **members of Dori's husband's unit later this fall.** If you are interested in contributing to the project or would like to 'adopt' a specific soldier on your own, please email her at [dori.goya@louisville.edu](mailto:dori.goya@louisville.edu) or Shelly Geraghty at [mmqera01@louisville.edu](mailto:mmqera01@louisville.edu).



## More New Faces at Kent

### Emma Sterrett



Emma is coming to Kent directly from completing an internship at the University of Illinois at Chicago and receiving her doctoral degree in clinical psychology from the University of North Carolina at Chapel Hill (UNC). While at UNC, she studied family processes and relationships between adolescents and non-parental adults among under-served families. She also participated in several additional activities, including the UNC Diversity Task Force, student liaison to the clinical faculty, and the North Carolina Psychological Association Diversity Committee. Prior to UNC, Emma attended the masters program in marriage and family therapy at Northwestern University and is a licensed marriage and family therapist. She also worked for two years as an in-home therapist for children in foster care in Chicago. Emma has two dogs, Nigel and Natalie, and loves to travel, swim, and dance. She's not really into sports but, since she grew up there, roots for any team from Chicago. Her favorite color is yellow and she loves to sit outside and drink iced tea. She's excited to be living in Louisville and most of all to be working in the Kent School.

### Karen Kayser



I grew up in Grand Rapids, Michigan. After high school, I decided on a career in social work, earning degrees from Michigan State University and the University of Michigan. Trained to be a clinical social worker, I worked in various health and mental health settings before returning to the University of Michigan to earn a Ph.D. in Social Work and Psychology. After a post-doctoral fellowship there, I joined the faculty at the Graduate School of Social Work, Boston College, teaching and pursuing research there for 20 years.

My research in recent years has focused on families coping with cancer in Boston. On an international level, I have collaborated on studies of Chinese and Indian couples coping with breast cancer. A Fulbright Research Scholarship in 2008 allowed me to work at the Universita Cattolica in Milan, Italy further studying families, stress, and cancer.

Over the past 10 years, I have taken social work students to Nepal and India to study human services in developing countries. In 2005, we went to South India to study the coping and resilience of the survivors in the region of India that was most devastated by the Indian Ocean Tsunami. Based on this work, the students and I produced two documentaries: *In the Wake of Tsunami*—relating the stories of survivors and emergency responders, and *Empowered Voices*, which describes the **Widows' Movement that emerged from self-help groups for widows.**

I was honored to be appointed this year to the position of the Renato LaRocca Endowed Chair in Oncology Social Work at the Kent School. I plan to focus on educational and research initiatives that prepare social workers

## *Within My Reach* Project Ending

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skills, quality, and safety.

From working tirelessly to write and submit the grant and attending lengthy meetings to address the myriad of logistical issues involved with such an ambitious training/research project to ensuring that the funds were always available when needed and making sure staff and facilitators were hired and compensated, a large team of School faculty and staff played a part in ultimately providing a safe, caring environment for over 800 at-risk adults to learn and grow. Those include Dr. Becky Antle, Dr. Riaan VanZyl, Dr. Dana Christensen, Dr. Eli Karam, Dr. Anita Barbee, Dr. Bibhuti Sar, Althea Dryden, Pam Ratcliffe, Erin Ness, Jenny Taylor, Sally Atcheson, Kay McCulloch, Karol Inmon, and April Hebner. Shannon Frey and a multitude of former MSSW students also played a valuable role in this project. Watch for more details on implementation lessons learned and outcome data on our work with adults and youth in a future issue of the Kent Newsletter.

P. Ratcliffe & B. Antle

to address the complex family and social issues related to cancer. I am currently working on two research projects: 1) the demonstration and evaluation of a distress screening protocol for oncology social workers and 2) a longitudinal survey on the role of environmental and socioeconomic stresses in cancer survivorship.

For fun, I enjoy gardening, reading novels, listening to classical music, playing tennis, rowing, and cross-country skiing. With my husband, Fred, I am beginning to explore the arts and cultural activities of Louisville and the places of nature in the surrounding area.



## Civil Rules Initiative



Although the Kentucky Administrative Office of the Courts (AOC) has engaged in a number of initiatives designed to improve the functioning of the Kentucky court system in regards to civil, family court matters, and in particular the court process related to child abuse, neglect and dependency, various prior assessments have revealed inconsistencies across the Commonwealth due in large part to each jurisdiction relying on local rules of procedure of practice and the fact that not every county is currently served by Family Court. In addition, AOC has been working to promote a best practice approach to court practice.

Since 2009, the Kentucky Supreme Court and the AOC, under the leadership of Deputy Chief Justice Mary C. Noble have undergone a collaborative process designed to bring consistency to jurisdictions across the state regarding family court procedures and practices, and to serve as a building block to promote best practices. Subcommittees were created to review current statute, local rules and best practices for each of an array of family court matters: status offenses, divorce/property, dependency, neglect, abuse and adoption, paternity, domestic violence, and child support, custody and

visitation. Each committee developed recommended unified civil rules for adoption by the Kentucky Supreme Court comprised of family court policies and procedures, which were ultimately approved in the Fall of 2010. The new rules, Family Court Rules of Procedure and Practice (FCRPP), went into effect in January 2011.

Although the new rules are currently in place, the AOC has recognized that much work will be needed to assist individual jurisdictions in implementing them. Accordingly, they have initiated numerous trainings and have plans for additional activities to occur throughout the next three years to promote best practice implementation in family courts statewide including technological improvements for data collected by courts, establishment of additional model court sites and ultimately increasing the number of jurisdictions with family courts. Additionally, they have contracted with Dr. Crystal Collins-Camargo, Assistant Professor at the Kent School of Social Work, to conduct a three-year process evaluation oth retrospectively to document the development of the FCRPP, and

concurrently as they work to implement the rules in jurisdictions statewide, and integrate this process with other related initiatives promoting best practices in family court. This will be a collaborative initiative between the Kent School and the Brandeis School of Law. The mixed methods design includes key informant interviews with professionals working in the court system, surveys, document review and case studies of local court jurisdictions. This process may serve as a model for other court reform efforts in the state and potentially elsewhere. Dr. Collins-Camargo has assembled a collaborative team which includes: Shelley Santry, Director of the University of Louisville Law Clinic and Professor of Law at the Brandeis School of Law; Ramie Martin-Galijatovic, Research Manager at the Kent School of Social Work; Tammi Thomas, Kent School Student and Assistant Director of Academic and Student Affairs in the School of Public Health and Information Sciences; and Molly MacCaskey, Brandeis School of Law Student.

*R. Martin-Galijatovic*

## Motivational Interviewing

Congratulations to Rick Cloud, Pat McKiernan, Dru Kemp and colleague Lexi Bass for completing important work on Motivational Interviewing. They have developed and published a series of six coded Motivational Interviewing videos plus a transcript of the coded dialogue to serve as instructional tools.

The videos are available at the following links

- **Part 1:** Initiating a Client-Centered environment supporting autonomy (actualization) <http://www.youtube.com/watch?v=UH-wJzI3cw>
- **Part 2a:** [Increasing importance / raising](http://www.youtube.com/watch?v=2BKlRetMxDU)

[discrepancy http://www.youtube.com/watch?v=2BKlRetMxDU](http://www.youtube.com/watch?v=2BKlRetMxDU)

- **Part 2b:** [Increasing importance / raising discrepancy \(other methods\) at http://www.youtube.com/watch?v=w-cyxZuvzFY](http://www.youtube.com/watch?v=w-cyxZuvzFY)
- **Part 3:** [Peaking confidence http://www.youtube.com/watch?v=4B6fAUiwOEM](http://www.youtube.com/watch?v=4B6fAUiwOEM)
- **Part 4a:** [Commitment and change planning http://www.youtube.com/watch?v=K1jYON92m8](http://www.youtube.com/watch?v=K1jYON92m8)
- **Part 4b:** [Commitment and change planning \(continued\) http://www.youtube.com/watch?v=kY6cZhnlec](http://www.youtube.com/watch?v=kY6cZhnlec)  
Rick Cloud, Pat McKiernan and Dru Kemp have also released from beta the Altus *Online Recovery Support* application at [altusrecovery.org](http://altusrecovery.org). The objective of the-

se technologies is to maintain motivation of the recovering person and their respective stakeholders, one-day at a time. It relies on four primary strategies:

- Create daily recovery structure and accountability.
- Automate social support communications (by both text and email).
- Provide daily feedback on the quality of recovery activities.
- Provide daily feedback on progress, including a daily probability of relapse.

For details on benefits and features of the system refer to <http://carebetter.org/Information/Summary.aspx> or the FAQs at [altusrecovery.org](http://altusrecovery.org)



## Preschool First Step to Success

A. Frey, T. Korfhage, & A. Rutledge

The First Step to Success Preschool Program is an early intervention program that helps children who are at risk for development of behavior problems in preschool get off to the best possible start in school. First Step is a comprehensive early intervention that is delivered by a behavioral coach who works in collaboration with the classroom teacher and parents. First Step addresses moderate to severe behavior problems of young children and includes both classroom and home components. The program takes about three months and requires approximately 60 hours of the coach's time for implementation over this three month period.

In December 2008, the Oregon Research Institute received a grant from the National Institute of Child Health & Human Development to evaluate the efficacy of the preschool version of First Step with a diverse range of children in Head Start and other preschool programs in Kentucky and Oregon. The program has been implemented in Jefferson County Public Schools for the past 3 years, and this year we will expand to Greater Clark County Schools. Thus far, 52 families and teachers have received services locally through this program and approximately 50 more will receive services before the end of the grant period in 2013.

Data collection is vital to this project and many measures are utilized. Initially the classroom context is assessed using the Effective Behavior Management Scale. The Early Screening Project (ESP)

is then completed with each participating teacher to identify children who might benefit from the intervention. The ESP

contains three short behavior scales- Adaptive Behavior, Maladaptive Behavior, and Aggressive Behavior. One child in each classroom is identified, and if the parent consents to participate, they are formally enrolled in the study.

Teachers and parents complete a variety of measures, at baseline, including the Social Skills Improvement System (SSIS), which is a standardized measure of teacher and parent perceptions of children's social skills and problem behaviors. Children are also administered the Peabody Picture Vocabulary Test, which is a measure of expressive language skills, and is predictive of school success in the primary grades. Finally, teacher and parent satisfaction is measured. After all baseline data is collected, children are randomly assigned to intervention and business-as-usual conditions. The intervention group receives the intervention, and then we collect data again after the intervention is complete, 2 months after the intervention is complete, and during the spring of the child's kindergarten

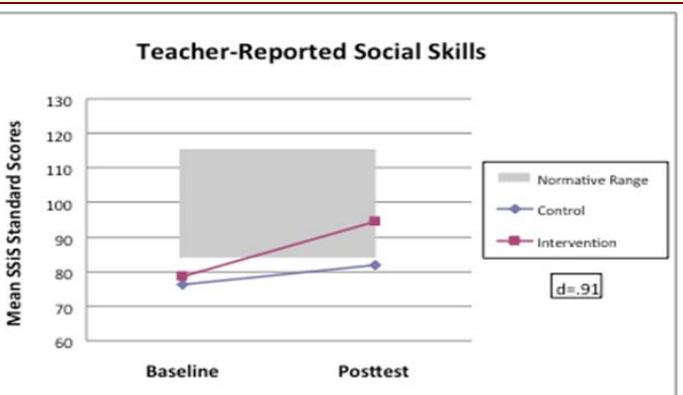


Table 1: Teacher-reported Social Skills

SSIS= Social Skills Improvement System Rating Scales; Normative Range= +/- 1 Standard Deviation; N=81; D = Cohen's d is a measure of association, often used to identify the strength, or effect size of an intervention. Rules for interpretation are as follows- .2 = small effect , .5 = large effect , and .8 = large effect (Cohen, 1988).

vention and business-as-usual groups are outside of the normative range on both of these constructs initially, and while both improved over the course of the school year, those in the intervention group improved far more. The outcomes for the parent reports of problem behavior and social skills are very similar, although the effect sizes (.92 for problem behaviors and .58 for social skills) are not quite as large. Additionally, parent and teacher satisfaction scores are high, and we have no significant differences in fidelity of implementation or effects across intervention sites. We are in the process of analyzing the PPVT data, as well as the within year and kindergarten follow up data.

It takes an enormous team effort to execute all the components of this project. Our team for the current year includes: Principle Investigator: Andy Frey, Research Manager: Tara Korfhage, Interventionists (Coaches): Ally Rutledge, Jackie Johnson, Joanna Dean, Ashley Briscoe, Alicia Dailey and Gwen Burns,. Additionally, Pam Ratcliffe assists with data collection and supervises coaches. In September, we plan to apply for a Diversity Supplement to support Armon Perry for the final two years of the project.

year. To date, we have completed interventions with 2 Cohorts, and have collected Kindergarten follow-up data with Cohort 1.

Our preliminary results are encouraging. As can be seen in Tables 1 and 2, teacher-reports of social skills and problem behaviors suggest children in the inter-

*This research was supported by a grant from the Eunice Kennedy Shriver National Institute of Child Health and Human Development (Grant # R01HD055334). Its contents are solely the responsibility of the authors and do not necessarily represent the official views of NICHD. We would also like to thank our partners in at the University of Oregon, as well as the Jefferson County Public Schools' Early Childhood program.*

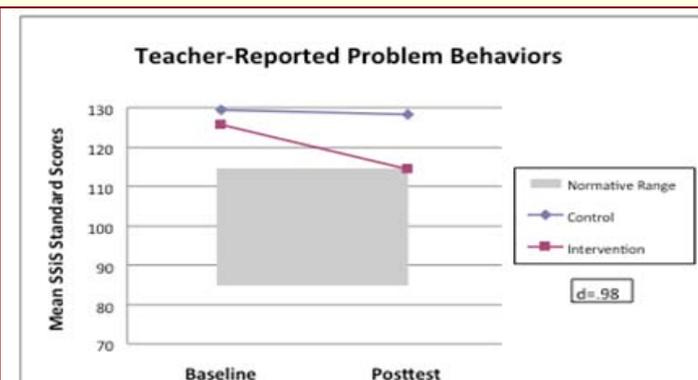


Table 2: Teacher-Reported Problem Behaviors

SSIS= Social Skills Improvement System Rating Scales; Normative Range= +/- 1 Standard Deviation; N=81; d = Cohen's d is a measure of association, often used to identify the strength, or effect size of an intervention. Rules for interpretation are as follows- .2 = small effect , .5 = large effect , and .8 = large effect (Cohen, 1988).



## Successful First Year for the KIPDA Rural Diabetes Project

The first year of the five-year KIPDA Rural Diabetes Grant is coming to a close for Anna Faul, Pam Yankeelov, Wanda Collins and Joe D'Ambrosio. The grant, which addresses diabetes in Bullitt, Henry and Shelby Counties for older adults, has truly been a dream that allowed the merger of academic skills with a social worker's desire to engage community members (persons) on their own turf (in their environment).

The grant was formally announced in a media covered community meeting that brought local citizens of each of the counties together with politicians and university leaders. Terry Singer and Shirley Willinghamz had an opportunity to speak of the need for concerted community efforts to end diabetes and the goal of the University to participate in grassroots efforts to promote change, especially in our rural communities.

The first goal of the grant was to establish a tri-county community coalition to guide the effort to end diabetes in the three counties. This was accomplished using a unique participatory action tool called Concept Mapping. This process combined qualitative and quantitative data analysis that allowed the voices of community members to guide the structure and purpose of "their" coalition. It allowed the academic team and the 2010 PhD cohort, who worked on the project, to



quantitatively analyze the data to confirm and elaborate on community member's qualitative statements. The coalition was able to develop their structure that emanated from their words, thoughts and desires in the form of a mission, vision and set of working by-laws. They are now meeting monthly and are a true community coalition comprised of local residents and professionals who live in the communities or have a vested interest in serving the needs of the communities.

The central function of the University team is to guide a comprehensive needs assessment that explores what diabetics in the three counties need to make positive changes in their healthcare. They are using the social-ecological model that examines individual, interpersonal, organizational, community and public policy factors. To date, a service density indicator study has been completed in conjunction with the GIS department at KIPDA. This study allowed the communities to have a visual mapping method to view services that are available to them and those that are harmful, so that they are able to see what services they need in order to improve their health. Public policy factors were analyzed by thoroughly reviewing local, state and federal ordinances, statutes and laws that affect diabetes in these counties. The commu-



KIPDA Rural Diabetes Coalition  
*Diabetes has no boundaries*

In collaboration with the University of Louisville  
Funding provided by the Centers for Disease Control and Prevention

nity factors were completed using CDCs CHANGE TOOL. It allowed rating of community factors that are currently in place in the counties. The CHANGE TOOL is currently being used to review the community organizations and their effect on the health of community residents.

In addition another participatory action method called PHO-TOVOICE is currently being used



that allows people with diabetes to take photos of their daily life as a diabetic. These photos will be presented in poster format

to the community, including lawmakers, in order to publicize how the community is aiding or hampering their health. It is the hope that this project leads to positive changes in public policy.

The next big project is the individual needs assessment that is rolling out at the beginning of September. This study will identify the most important needs and resources diabetic older adults require in managing their illness. After identifying the needs, the focus will be to develop resources that can lead to better self-care of diabetes, good access to quality care and improved health outcomes for older adults with diabetes. The sample includes 990 individuals from the three counties. In January the academic team will work with the coalition to design the interventions that will be based on the results of this study.



## Enhanced First Steps to Success

A. Frey, P. Ratcliff, T. Korfhage, & A. Rutledge

There is substantial need for interventions that effectively address family or community-based risk factors, which serve as barriers to school success for children with severe emotional and behavioral challenges. In response to this need, an interdisciplinary team of researchers from the Kent School, the College of Education and Human Development and the Oregon Research Institute are working to develop, implement, and refine the First Step to Success early intervention program to extend its applicability to tertiary-level students in grades K-3. This three-year development

grant was awarded on July 1, 2009 by the U.S. Department of Education, Institute of Education Sciences. As described in the previous article, the First Step intervention was designed to target children with moderate or emerging behavior disorders. As a general rule, the program works well for these students in the great majority of cases. However, a small portion of the school population has severe behavior problems that are intense, often intractable, and are very difficult to manage. These students often bring very intense behavioral needs to the schooling process due to long-term, prior risk exposure. Such students usually require the investment of considerable amounts of school resources in terms of personnel time and specialized accommodations. The En-

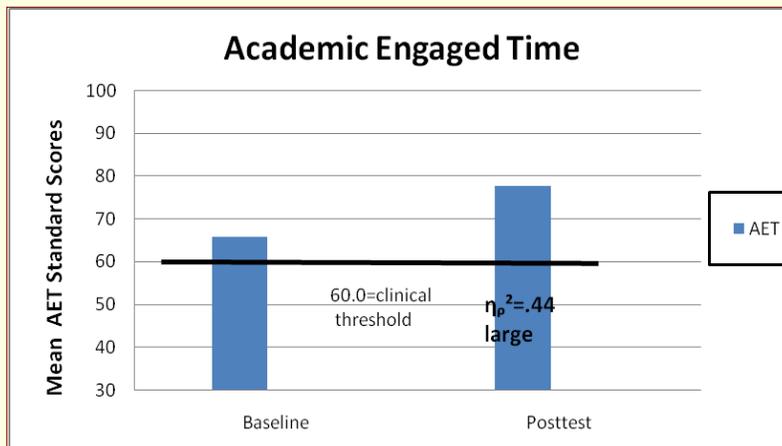
hanced version of the First Step program is a modification of the original intervention to deal effectively with this very at-risk student sub population. The manualized enhancements to the First Step intervention include a new home component, called Enhanced homeBase, and two supplements to the school component- the First Step Classroom Check-up (CCU)

and modifications to the school component (i.e. CLASS) for students requiring tertiary supports. This manual contains session-by-session curriculum guidelines for Enhanced homeBase and the First Step CCU as well as procedures for modifying the CLASS component. Each curriculum session includes instructions to prepare for the session, goals and objectives of the session, rec-

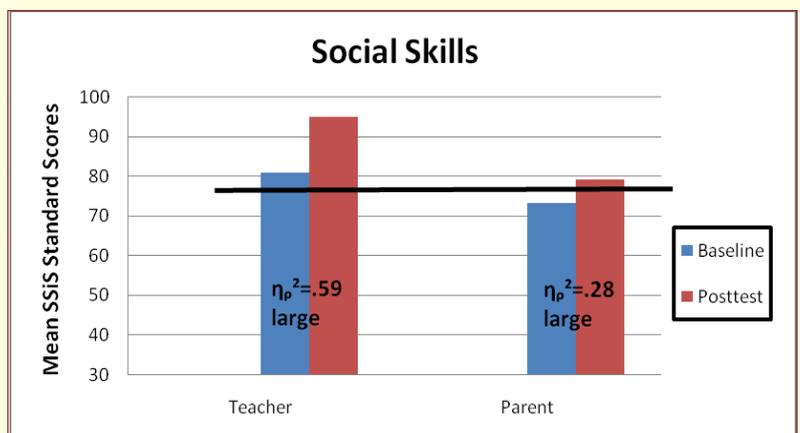
ommended agenda, checklist, and troubleshooting sections. In addition, the manual contains a variety of coach resources to assist with training and promote implementation fidelity, including universal primers, session specific primers, and a variety of coaching tools to promote the attainment of session-specific goals and objectives.

Motivational Interviewing (MI) is central to both the First Step CCU and Enhanced homeBase. MI includes client centered therapy techniques of relying on open ended questions, affirmations, reflections of empathy, and summaries, combined with a spirit consisting of three underlying constructs: evocation, collaboration, and autonomy. The goal of MI is to direct a client towards changing a targeted behavior, in our case teacher behavior and parent behavior. Coaches facilitate dialogue and avoid taking an "expert role," instead emphasizing choice and responsibility for change with the teacher/parent who remains the resident expert on himself or herself. Coaches explicitly support clients' value driven choice(s) while supporting

Continued Next Page



and modifications to the school component (i.e. CLASS) for students requiring tertiary supports. This manual contains session-by-session curriculum guidelines for Enhanced homeBase and the First Step CCU as well as procedures for modifying the CLASS component. Each curriculum session includes instructions to prepare for the session, goals and objectives of the session, rec-





## Enhanced First Steps to Success (Continued from Page 11)

the client's control of the change process.

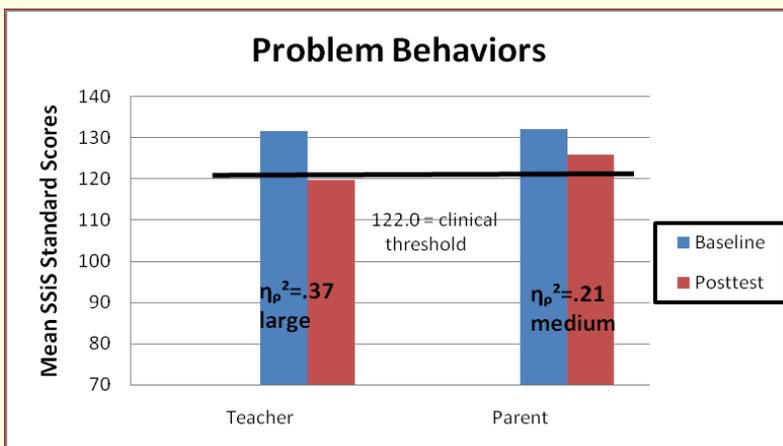
Work with the child and teacher in the classroom and with the family is intensive, involving approximately 60-80 hours of the coach's time per case. In the pilot for the project (Spring 2010), we served nine children. 18 children were served in Cohort 1 (school year 2010-2011). Our projection for Cohort 2 (school year 2011-2012) is to serve 24 additional children. We are now serving schools in both the JCPS and Greater Clark County school systems.

Specifically, the mean baseline AET percentage was 65.7 (sd = 20.2) and the mean AET percentage at posttest was 77.6 (sd = 16.1). These results demonstrate statistically significant differences before and after the intervention ( $t = 3.68$ ,  $p = .002$ ) and a large effect size (Eta Squared = .44). Case-level analyses reveal that 14 of 17 students (82.2%) had increased rates of AET. Peer Social Behavior is a partial-interval observation procedure used to record the percentage of intervals peers are en-

bles 2 and 3 demonstrate a similar pattern, with large to medium effect sizes for increases in social skills and decreases across problem behavior according to teacher and parent reports.

In the final year of the project we plan to collect comparison group data for 20 students from four elementary schools and finalize our manualization effort. In September we are submitting an application to conduct a large scale, randomized efficacy trial (N = 270) over 4 years.

This project would not be possible without a dedicated team of professionals. Kay McCullough, Sally Atcheson, and April Hebner have provided critical support to both this effort and the Preschool project from the start. Dana Christensen and Emma Sterret served as consultants this past year, and Rick Cloud provided valuable support during the first two years of the project. Our team for the current year includes: **Principle Investigator:** Andy Frey; **Research Manager:** Tara Korfhage; **Interventionists (Coaches):** Jon Lee (Ph.D. student & CEHD faculty), Ally Rutledge, & Pam Ratcliffe; **Data Collectors: Ph.D. students** – Alicia Dailey & Charlos Thompson; **Part-time staff** - Jackie Johnson & Erica Young; **MSSW Students** - Joanna Dean, Samantha Gilbert, Tiant Sprow, Kate Hubert, Ben Leamon, & Whitney Newell



Our data collection efforts include measures of usefulness and acceptability, satisfaction, fidelity, teacher behavior, parent and teacher motivation to change, academically engaged time (AET), peer social behavior, teacher-child relationships, social skills and problem behaviors. Our outcomes for Cohort 1 were encouraging. For example, as can be seen in the first table below, AET (an observation procedure used to record the percentage of time children are academically engaged) scores increased substantially from baseline to post test.

gaged in positive and negative interactions with peers in unstructured or semi-structured settings. The mean baseline percentage of positive and negative interactions was 32.5 (sd = 18.4) and 6.7 (sd = 4.9) and the mean percentage of positive and negative interactions at posttest was 46.0 (sd = 14.6) and 2.2 (sd = 2.0), respectively. These results also demonstrate statistically significant differences before and after intervention ( $t = 2.36$ ,  $p = .031$ ;  $t = 3.67$ ,  $p = .002$ ) and a large effect sizes (Eta Squared = .26 and .46). Ta-

*The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant R324A090237 to the University of Louisville. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.*