

community CONNECTION

BAYLOR UNIVERSITY SCHOOL OF SOCIAL WORK

"My heart was formed at an early age to be a helper and a listener."



A HEART FOR COMPASSION

INSPIRED BY
HER PARENTS,
MSW STUDENT
PREPARES TO BE
AN ADVOCATE OF
CHANGE IN THE
LIVES OF THOSE
LESS FORTUNATE



BAYLOR
UNIVERSITY

Making a difference, being the tool

DIANA R. GARLAND Dean, Baylor School of Social Work



AT BAYLOR UNIVERSITY, social work is more than a profession. Social work is more than a passion. As Rev. Bill Lawson recently put it, social work is a divine calling. That divine calling beckons and sustains us as we join passion with professional knowledge and skills. That calling drives us to equip ourselves to be instruments of healing and justice. We understand that we are simply instruments – tools. Ultimately, healing and justice come from God. We cannot heal nor can we create justice. But we can be instruments.

And to be the best instruments of healing and justice we can be, we sharpen our knowledge, our skills, our creativity and discernment.

When I think of us as tools, I think of us as knitting needles that weave families and communities, needles that patch the holes in relationships, hoes that plant seeds and gardens in bare ground, and paper and pencil and ruler used to create new visions for what is not but could be.

You are a part of this school. You are our partners, sharp tools of healing and justice with us. You may be an alumnus serving as instruments of healing and justice in the lives of your clients each day – or sharpening our students through your supervision. Like a scaffolding on a building under construction, you may be a friend of the school supporting our students with scholarships as they hone their passion with professional knowledge and skills. However you are connected to the Baylor School of Social Work, you inspire us to be more, to do more. You strengthen our faith. You are instruments of hope and encouragement in our lives.

As you read through the collection of stories in this newsletter, I hope you see examples of the many ways the Baylor School of Social Work makes a concerted effort to be instruments for change in the world around us, to step up and say: “Yes, Lord, I hear your call. Use me.” It is with that faith that God will use us that we take each step into the future. I hope you will take a moment to be thankful for what a blessing it is to be an instrument, to be used well by a God who promises to straighten out the crooked and smooth out the vast injustices in our world (Luke 3:5). ♦

Diana Garland

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At the Baylor School of Social Work, our students learn about believing in human dignity, the power of hope, the need for justice, caring as the foundation for effective change, and serving that transforms lives and communities.

More than mundane...missionally-focused and rewarding? Yes!

MISSION OF THE SCHOOL IS AT THE HEART OF GERONTOLOGICAL PRACTITIONERS IN THE FIELD +

BY NIKKI WILMOTH

IT ISN'T A GLAMOROUS CAREER. IT CAN EVEN BE portrayed as a downright negative position to choose. *However*, licensed nursing facility administrators (LNFAs) can serve in one of the most vibrant and rewarding leadership roles in their communities, although they are sometimes not given the credit or recognition they deserve, perhaps because of the nature of our litigious society or the widespread media coverage of unethical practices of some.

This is what brought Dr. Dennis Myers, the Dorothy Barfield Kronzer Endowed Professor of Family Studies at the Baylor School of Social Work, to the focus of a research project he recently spearheaded: "Complex and Contradictory Expectations: The Contemporary Challenges of LNFAs." The study focused on 20 active LNFAs in the Central Texas area and their experiences in their roles as administrators. The goal was to find out how they are fairing in the face of new challenges and rapid changes, to learn if faith was a motivating factor in what they do and to ultimately affirm their work and bring awareness to the importance of it.

"We wanted an opportunity to let the [administrators] speak for themselves concerning their challenges, but we also wanted them to speak from the places of their motivation and how they can sustain themselves in a very difficult role," Dr. Myers said. "Because of our faith-in-practice emphasis in the school, we wanted to ask specifically about their faith and learn if it informed what they did...something no one had really asked them about before."

He added, "We weren't sure [what kind of response we would receive] because everything hinged on the administrator's willingness to share their story with as much openness as possible, in the face of a recorder. What we received back, though, was excellent. We were quite pleased with the depth of the narratives administrators provided."

Nursing homes or facilities are microcosms of our community, Dr. Myers noted. Vulnerability, impoverishment

"There is a lot of important work happening in this field that is at the heart of what our school and our profession is about."

and marginality are present in that community just like in other communities. The work that goes on there, though, to be present with those that in many cases have been cast aside, is so stigmatized it often goes completely unnoticed. So much so, that even our own students, when they think about communities of marginality, they do not usually think about a nursing home.

Those who administer these facilities tend to have one of the most difficult positions in the healthcare field. Dr. Myers noted that the demands on them are unlike any other healthcare organizational responsibility, and there is so much important work being done there that is truly at the heart of what our school and our profession is about. And it often goes unrecognized.

Research throughout the SSW is not an end in and of itself, but a means to something more, and this study is no different. Dr. Myers has several levels of expectations moving forward. It is the desire of the research team to truly affirm the nursing facility administrator because they do not have many opportunities, of sort, to celebrate and engage a conversation around what they do. The team also hopes this study and others like it will be more accessible through more "popular" media which can help counter the image of the administrator as "a person primarily interested in making a lot of money and doing as little as possible for care" and to offset the absolutely true instances where some administrators have acted unethically. Typically, those are the stories that become the mainstream narrative and work against the administrator, but studies like this can bring to light the other side, still challenging, but very rewarding side of working with this marginalized population. Studies like this can also help enlighten those who make policies and set requirements and help them to gain a full "360-degree" understanding of all the pressures, complexities and experiences of the administrators. Dr. Myers hopes stories like those in this study can become a part of that larger narrative and begin to release the stigma attached to this chosen profession.

Studies like this, ones that dig deeply into the experiences, challenges and motivations of LNFAs, can also be informative to someone who may be interested in the profession as well as raise the visibility of gerontology, in general, among the school's constituency.

"We want to show that gerontology isn't over on the margins itself as just a clinical kind of healthcare issue, somewhat unrelated to the heartbeat—the missional heartbeat—of the school," said Dr. Myers. "The goal is to align this field with our attention to marginality and impoverishment, which drives [Baylor] students so deeply. We want to bring it into greater focus in that kind of context because that is where it belongs, and it can be such a rewarding 'mission' field."

The team included:

Katherine Fowler Kelley,
Dr. Rob Rogers, Dr. Harold

LeCrone, Jr. and Dr. Joel Scott. ♦ Dr. Dennis Myers, LCSW, led the research team.



MSW *student profile*

Striving to make a difference one life at a time

Ann-Katherine Vath has a passion for people and building relationships

By Sarah Baker

EVERYONE IS MOTIVATED

differently, by different experiences and different people. However, most social workers tend to be driven by finding meaning in life and making a difference in the world around them. Talk to any social work student at Baylor, and you most likely will learn of a life experience or maybe even a family member that inspired them to choose the social work field because their eyes were opened to the difference they could make. Ann-Katherine Vath, an MSW student at the Baylor School of Social Work, very much fits that mold.

During her childhood, Ann-Katherine was influenced greatly by the careers of her parents. She volunteered with her mother who works in the community to help those who struggle with substance abuse. With her father being a police officer, she grew up hearing stories from opposing perspectives of



Ann-Katherine as a child with her father.

those living in poverty and the definition of justice. From observing her mother's work in a project housing community, Ann-Katherine saw the importance of developing relationships with people in order to better understand their actions.



SSW student Ann-Katherine Vath is working on her master's degree at the Baylor School of Social Work.

Her father's work as a police officer helps her see that people who commit crimes should be held accountable. However, Ann-Katherine would like to work toward the prevention of these crimes occurring in the first place by developing relationships with those living in poverty.

"I really think that growing up with parents who worked in that world influenced me the most because my heart was formed from an early age to be a helper and a listener," she said.

When Ann-Katherine was in high school, she attended Baylor's Christian Leaders Institute for rising seniors and felt that God was leading her to attend the university.

While she originally chose to study education, Ann-Katherine realized her passion for social work while she was tutoring in an after-school program. She began to see first-hand the challenges many impoverished Waco families faced, as she heard the children's stories - stories of incarcerated parents, challenges in school and multiple generations living

together in small spaces. Through the relationships with children she tutored, Ann-Katherine discovered that her true passion is to help kids living in tough circumstances and to be the tool in guiding them to a path leading them to success. Lecturing and lesson plans were not enough. She wanted to have more meaningful relationships with people. To Ann-Katherine, developing relationships is what social work is truly about.

As Ann-Katherine has continued to work with children whose parents were either in school and unable to send their child to childcare or working in minimum wage or low-paying jobs, she discovered their true determination to succeed despite difficult circumstances.

"It was an amazing experience because these children come from so much less than I came from, but they're just as smart as I was at that age, they're just as energetic as I was at that age," she said. "They're loved by their parents just like I was."

By experiencing these types of

environments, Ann-Katherine began to conclude that poverty does not always equate with having neglectful parents or being unloved, and that poverty does not have to keep you from accomplishment and academic success. Most of her students and their parents were Spanish-speakers, and Ann-Katherine faced a language barrier. However, she appreciated the opportunity to work with a different ethnicity and culture, and learned how something like the language barrier affected their family dynamics.

In August 2012, Ann-Katherine began her field internship at Child Protective Services (CPS) through the SSW, working mainly with parents.

"It was hard most days, but I learned a lot about myself," she recalled, "and I learned a lot about working with people and relationships." She worked in the Family Based Safety Services department, working with open investigations that are not related to cases of abuse or neglect, but are voluntary. She helped connect families to parenting classes, counseling, housing and childcare.

Ann-Katherine met with parents to talk about what the needs were for their families and what they had been learning in their parenting classes.

"I loved the relationships I built with them, because they would see me as someone different from their case worker. I wasn't there with the threat of taking their children away. I was there to ask, 'How can I help you? What can I do for you?'" she said.

Ann-Katherine learned a great deal about family dynamics, inter-

"I really think that growing up with parents who worked in that world influenced me the most because my heart was formed from an early age to be a helper and a listener."



Ann-Katherine at "work" in class using student-designed play therapy games.

generational relationships and how to relate with people who differ from her or come from a different background during her internship with CPS. The lessons she has learned in the classroom have influenced how she works with clients.

"The SSW has taught me the importance of allowing a client to tell their story in their own words," she said. "At a place like CPS, it is so easy to read the client's case file and investigation report and go into your first meeting with them with all sorts of preconceived ideas about what they're like and assumptions about what kind of parent they may be."

Last year, Ann-Katherine would have told you that social work was about helping others, which is a huge part of it. However, now she believes it is "about building relationships in which someone can trust you enough to let you help them navigate their future." Many of the individuals Ann-Katherine worked with have never experienced a healthy relationship because it wasn't modeled for him or her as a child. Having the opportunity to build a relationship with them really influences her work and their progression toward living.

Ann-Katherine's experiences at the SSW have opened her mind and her heart to the difficult issues our society faces.

"I have been taught to value each client as an individual and start with their

assets rather than their deficiencies," she shared. "I have always been passionate about social justice and human dignity, and my social work education has made my values more concrete." Ann-Katherine graduated with her BSW in May 2013, and is currently in graduate school working on her master's degree in social work. She hopes to work with advocacy policy because her internship at CPS showed her the need for trained social workers in that area and the issues with some federal laws. She also wants to work with people one-on-one, specifically to empower women and children that are affected by relationships with domestic violence or have been sexually assaulted or abused. ♦



Ann-Katherine with her parents at her first graduation last May.

Global Mission Leadership students begin their newest journey

BRIGHT SMILES AND a hunger to learn is what filled the building as students from around the world were welcomed into the halls of the School of Social Work as part of the Global Mission Leadership (GML) program in August.

Six new GML students and one returning student began their fall semester with a week's worth of orientation spanning from learning public transportation and about the American Classroom to visiting local churches and with other international students. You will quickly find, as we already have, these students are strong, inspiring individuals dedicated to equipping themselves to become change agents in their home countries. These courageous students believe in their communities and have the heart and desire to see their nations empowered to successfully address issues such as clean water, rural poverty and gender inequality. ♦



The SSW welcomed these inspiring GML students with a luncheon of Texas Chili and baked potatoes in August. From left to right: Brooke-Kenya (second-year student), Millicent-Sierra Leone, Rose-Kenya, Mukupa-Zambia, Paul-Sierra Leone, Faith-Zimbabwe and John-Nigeria.

SSW professor and students lend their expertise in time of crisis

IT WAS A TRAGIC DAY in April when the town of West (just north of Waco) was forever changed by a horrific explosion at a local fertilizer plant that literally brought the residents to their knees. And it was that same day that brought Dr. Jim Ellor to his knees in prayer *and* to his feet, mobilized to help in whatever capacity was needed.

Dr. Ellor, a professor here at the school, is part of Waco's emergency preparedness team through the Psycho-Social-Spiritual Intervention Team

(or PIT Crew, as they call it). He, along with Dr. Sara Dolan, an assistant professor of psychology and neuroscience at Baylor, put their PIT Crew to work almost immediately after the explosion. Comprised of Baylor psychology and social work faculty, students and alumni, the team has trained for emergency response scenarios since Hurricane Katrina.

Social work responders were there ready to assist as elderly nursing home residents were relocated to different facilities. Dr. Ellor, who specializes in the study of aging, recounts a story of an elderly woman who was relocated, and the new facility employees assumed she was just in shock because she would not respond to them when they spoke to her. He moved a little closer to her and realized she did not have her hearing aids. Many of the elderly left so quickly that they did not have their

glasses, dentures, medications, hearing aids and other basics. He and other volunteers worked to meet such needs.

With a tragedy like this, many first responders have a difficult time dealing with the stress, chaos and even guilt from such an event; Ellor and Dolan were also there to support those heroes in this capacity.

As the days turned into weeks, the team switched to long-term response, coordinating volunteer teams and providing licensed social workers (or working toward licenses), clinical psychologists, counselors and case managers. Dr. Ellor and the SSW even provided Dr. Pepper floats at one of the many outreach events.

In addition, the SSW now has internship placement opportunities at what is known as the West Long-term Recovery Center to help residents in the rebuilding and recovery process. ♦



Meet the many new faces joining the SSW this year

IN THE LAST YEAR, the Baylor School of Social Work has added many to the faculty and staff of the school. So many, in fact, it is time to introduce them. From grants and funding to recruitment and the classroom, not many areas of the school have been untouched by new faces.



Carrie Arroyo
Lecturer



Jim Heston
*Coordinator of
Academic Technology*



Charletra Hurt
*Director of Career Svcs.
& Alumni Relations*



Rachel Svrcek
*GML & PhD Program
Manager*



Suzanne Sellers
*Graduate Admissions
Coordinator*



Angela Pool-Funai
*Research & Grants
Coordinator*



Samantha Vo
Assistant Professor



Nikki Wilmoth
*Director of Marketing
& Communications*



Justin Henry
*Director of
Development*

Associate dean teaches summer class at Northrise

By Jon Singletary

THE PARTNERSHIPS THAT emerge when Baylor alumni work together with our faculty, staff and students is one of the most meaningful aspects of working in the SSW. Over the years, we have connected at home and abroad when alumni are passionate about a community organization or a social issue and they reach out us to find ways to get the SSW involved.

Charlie and Debbie Stroupe approached Diana and David Garland with just such an idea that resulted in the Garlands' first trip to Sub-Saharan Africa, to visit Northrise University in Ndola, Zambia. A year later, Truett Seminary and the SSW welcomed their first students

from this small Christian university.

The Stroupes had adopted Northrise years ago and have had a vision for a Baylor-Northrise partnership that is beginning to take shape. This summer, I was able to make a trip to teach a short-term Research Methods class at Northrise and meet the students who would be coming to Baylor this Fall.

The SSW welcomed Mukupa Musonda who joined us as one of our GML students this fall. In addition to earning her MSW, Mukupa will be working the next two years with me developing a plan for Northrise to offer a BSW degree program, and Mukupa will return home to direct that program. Mukupa loves her country and the

opportunities available for Northrise students to serve their neighbors with professional social work skills. I look forward to working with her to see what social work education will look like in Africa. For 10 years, I have been able to be a part of Baylor-related missions, research and education in Africa and to partner with an entity like Northrise University to develop a social work undergraduate program is one of the most exciting adventures I've had! ♦



Focusing on student competencies

JON E. SINGLETARY Associate Dean for Baccalaureate Studies



TEACHING IS FUN. Our faculty love teaching our students. Our faculty are great teachers. We measure this in several different ways and we can say this with confidence. However, we have recently been asked the question in a new way: what is the impact of our teaching on what our students do in the field?

This is the question of competency-based education. You've likely read it here before. It's a phrase that has been the theme of our programs in the School of Social Work the past few years.

The Council on Social Work Education (CSWE) is the organization to whom we report as a school. They reaffirmed our accreditation last year and in several years of preparing for it, everyone around here lived and breathed the competencies that this body asked us, and every school of social work, to incorporate into our teaching.

These competencies were not really anything new. They focus on how students should use theory and research to become high-quality practitioners. They include things like professional development and ethical practice. They encourage students to think about where they are practicing and the issues our clients and our communities face. They focus on social justice and human rights. These are all things we have been teaching for years in the BUSSW.

Teaching them, however, is not the point. One of the things we learned through CSWE's new focus is that competency-based education is not about what we teach, but about what students learn. More importantly, it is about what students can demonstrate about what they have learned. Are our students competent social workers?

For this to make sense, we have to make sure we are truly student-centered in new ways. For too long, evaluation of our

"To measure student competence, we have to focus on what the students are learning and practicing in the classroom and in field internships."

teaching has focused on ourselves – our activities, our lectures, our books, our exams. Now, to measure student competence, we have to focus on what the students are learning and practicing in the classroom and in field internships.

As a result, every class we teach in the BSW and MSW program was redesigned to include new ways of measuring what students learn – and what students do with what they learn. For example, the faculty teaching Practice I brought a renewed emphasis on engaging and assessing clients. The faculty members who teach this class collaborate with each other to measure a wide range of skills in this course that prepares students for the rest of their social work education. On the other end of the curriculum, Capstone faculty brought an amazing level of depth to their evaluation of what students have demonstrated throughout their education.

A third example is the most thorough way we assess the skills students have attained: Field Education. Our year-long field internships have become known as the "signature pedagogy" of what we are doing in our academic programs. Signature pedagogy is CSWE's way of saying that field is the centerpiece of where students demonstrate what they are learning.

"Field education as the signature pedagogy of social work education is systematically designed, supervised, coordinated, and evaluated based on criteria by which students demonstrate the achievement of program competencies."

At Baylor, Melody Zuniga and Erma Ballenger have taught us what this means. On the journey to reaccreditation, they helped create revised learning contracts and evaluation forms. They developed opportunities to enrich the part-time faculty who supervise students. And, they facilitated the growth of both the BSW and MSW as we developed new field sites while at the same time strengthening the quality of every internship.

The entire faculty worked tirelessly (or perhaps, exhaustively) on changes in our curriculum. Faculty created new ways to measure the competencies being demonstrated in our classes. The field faculty designed a tool to measure all 10 competencies demonstrated by students in internships. All of this praise points not to the faculty's efforts, however; it points

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Instructors that care

ROB ROGERS Associate Dean for Graduate Studies

“OMG! HOW COULD I HAVE FORGOTTEN! It’s nearly midnight, and registration began at 6 a.m. I’ll never get the professor I want! Agghh! All that’s left is a section taught by an adjunct!” Has this been you at some time? Distressed that you got stuck with an adjunct professor you don’t know and fearful that you will be bored all semester and not learn anything.

If this has happened to you in one of our social work programs, you most likely know that your angst was groundless. I have read scores of faculty course evaluations, and overwhelmingly students express great satisfaction from having had a stimulating and rewarding learning experience. And, it is quite common to hear students and alumni talk about having a highly-valued, long-term professional relationship with an adjunct professor. Part-time faculty, commonly referred to as adjunct faculty, are exceptionally qualified professional social workers who are additions (hence the term adjunct) to the regular faculty. They usually teach only one course per year since they are most often employed full time in a local agency or their private practice.

Who are these part-time professors? Those who taught with us last year or are teaching this fall are Christen Argueta (2008), Kelly Atkinson (2002), Rick Chamiec-Case, Robin Cohagen (2006), Pam Crawford (2003), Buddy Edwards, LeAnn Gardner (2004), Ashley Herridge (2007), Robyn

“Part-time [adjunct] faculty...are exceptionally qualified, professional social workers who are additions to the regular faculty.”

Hicks, Luci Hoppe (2002), Doug McDurham, Amy Murphy (2005), Terri Oldham (2004), Natalee Oliver (2013), Bethie Timmons and Kevin Young. (I’ve included the year of graduation for those with a Baylor MSW degree.) Also, Preston Dyer, professor emeritus, and Becky Scott, a full-time lecturer who is on a leave of absence this year, are teaching courses for us. Some, like Bethie and Buddy have taught for many years, while others like Christen and Amy are teaching for the first time.

The typical routine of part-time professors – teach a class, meet with students and leave the building – means they are often strangers to most students, staff and even some full-time faculty. Although it may seem that they work at the margins of the life of the school, nothing could be farther from the truth. This fall, the 16 part-time faculty are teaching sections of four BSW courses and 13 MSW



courses – about one-third of the classes (in a typical spring, it is about one-fifth of the classes). The courses include foundation and advanced field education seminars, a research seminar, statistics, administration and two advanced practice courses. In addition, part-time professors participate in faculty meetings and professional development sessions as well as serve on various committees. By doing so, they enrich our deliberations with fresh insights and lessons from current practice experience.

When they are not able to be physically present at meetings, they can now join us via high definition laptop-based video conferencing using Cisco/Jabber for Telepresence. Most are familiar with this technology since they use it to teach the spring concentration-year field (SWO 5790) and research (SWO 5383) seminars when students in their section are in internships beyond Central Texas. Four years ago, LeAnn even pioneered teaching the fall sections of these two courses, SWO 5190 and 5182, respectively, using web-conferencing technology (Elluminate Live!).

Space does not permit the full profile each of our colleagues deserves, so I asked some of those who are graduates from our MSW program to reflect on aspects of their role as professor. A common theme about experiences that shaped their desire to teach was that Baylor social work professors were models of competent, supportive teachers who were excited about their subjects and loved teaching. In addition, for most, positive experiences guiding interns in their professional development further stoked their interest in classroom teaching. An exception to this was Luci Hoppe’s experience. While serving as a graduate assistant for Drs.

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Educational Impact *for years to come*

School of Social Work hosts first-ever PhD cohort

THE BAYLOR SCHOOL OF SOCIAL

Work made history this past summer by hosting classes as part of the new hybrid PhD program, the culmination of years of research and preparation.

Seven students from around the world made their way to Waco (well, six, as one was here already) in June for their first week of classes as the first Baylor SSW PhD cohort.

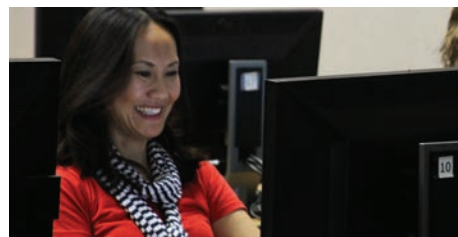
The group had full days of classes stuffed into their one week on campus. The students took Christianity, Ethics and Social Work taught by Dean Garland, and Theory and Model Development for Social Work Practice taught by Dr. Jim Ellor, in four-hour blocks each day.

"After my first day on campus, I remember telling my friends back home what a wonderful group of people this is [at Baylor]," Lori Sousa, PhD student from Rochester, New York, said. "I knew the professors at Baylor were supportive and personable because I had talked with them beforehand, but the way this entire group came together was amazing."

This fall, students took Social Policy and the Religious Sector and Quantitative Research and Analysis for Social Work and will take Religious and Cultural Diversity and Qualitative Research for Social Work in the spring of 2014.

"From the beginning, it was clear the faculty wanted each of us to succeed and were willing to go above and beyond to help each of us," Leah Gatlin, PhD student from Norman, Okla., said. "They have been flexible and understanding of the difficulties with scheduling and the unique challenges each of us face in our program. Perhaps even more than that, I have been awe-struck by the community that has been built among my classmates."

Each new cohort will continue to include approximately seven students. The next cohort will begin their journey in June 2015, and the final deadline for application is Dec. 15, 2014. Visit www.baylor.edu/social_work/phd for more information. ♦



PICTURED TOP TO BOTTOM (L. TO R.): (1)

(BR) Jeremy Everett-Waco, Leah Gatlin-Oklahoma, Melissa Ishio-Japan and Angela Dennison-Alabama. (FR) Lori Sousa-New York, Erin Olson-Iowa and Regina Trammel-California. (2) The first day on campus. (3) Dennison in class. (4) Olson participating in a class discussion. (5) Trammel during library orientation. (6) The group at dinner in the home of Dean Garland.



SSW impact reaches into former Soviet Union

HOW DO THINGS USUALLY

happen? How does something begin? Many times, good things start with an idea...an idea scribbled on a napkin or an idea spoken in casual conversation. For it to come to fruition, someone must act upon that good idea, and that is just how the Moldova project began.

In 2004, the Jean Roberson, a Carver alumna on staff of the Women's Missionary Union in Birmingham, called Dean Diana Garland to tell her the story of a Christian school in the Republic of Moldova - the College of Theology and Education (CTE) - that had an undergraduate social work program but was very interested in having a master's program. Jean thought it would be a great connection for the Baylor SSW, according to Dr. Preston Dyer.

In 2005, Dean Garland sent Dr. Dyer, his wife Dr. Jeannie Dyer and others on a fact-finding mission. They spent five days in Moldova talking with the administrators, instructors, students and many others and even taught a class for the undergraduate program. After much discussion, ultimately, the CTE director wanted Baylor to help develop curriculum for a graduate program and to prepare their own graduates to teach in the program. Dr. Dyer noted that the director was very adamant about one thing if this program was to begin: do not take his students to the United States. He told Dr. Dyer that migration was a major concern in the country because so many citizens, including students, left to find work because of the economic conditions in Moldova. He said, if you take the students out, they most likely would not come back. This migration problem had also led to another social concern: the many orphaned children in the country. These issues, along with other social issues such as a high rate of alcoholism and human trafficking, had created a desperate need for well-trained social workers in Moldova.

"This was a one-shot sort of thing for us. This wasn't something where we were



TOP Graduates of the MSW program pose with Professor Cyndi Harr at their graduation this summer. **LEFT** Tracey Kelley works with a child in an orphanage. **RIGHT** Dr. Preston and Jeannie Dyer pose with a group of Romanian-speaking undergraduate students.

going to go over there to run a school of social work," said Dr. Dyer. "The director wanted us to not only teach the students 'social work,' but also to prepare them to teach in their own master's program at the university once we were gone."

In January of 2007, the SSW officially began the partnership, and the Dyers spent five weeks there teaching the first three courses of the MSW program.

Over the next few years, six SSW faculty members made the trip to teach in the CTE program including former Career Services and Alumni Director Tracey Kelley.

"I found the people to be rich in spirit and very eager to learn," Kelley said. "They are each actively involved in serving their communities and desperate for advanced knowledge and skills on how to do this work best."

Kelley taught the human behavior courses, which at the time were called IFN (Individuals, Families and Networks) and GCO (Groups, Communities and Organizations).

Professor Cynthia Harr traveled to Moldova this summer to teach in the program. She said the Baylor faculty is helping to create independence, not dependence, and the SSW is investing in the training and the preparation of social workers in an area where there was very little social work.

Harr helped the students mold their curriculum to fit their needs—in their jobs and with their country's most pressing social issues: orphans, gerontology and alcoholism. She actually finished out the concentration and

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SCHOLARSHIP *highlights*

Kathleen & Eddie Yancey Endowed Scholarship Fund

FAMILY MEMBERS COME TOGETHER TO MAKE A DIFFERENCE & CREATE A LASTING LEGACY +

WHEN DR. GAYNOR Yancey's mother died, she wished to do something in parents' memory that would be eternal. They valued education and actively helping others, once taking out a bank loan in order to help her uncle attend seminary to become a Presbyterian pastor. With this in mind, an idea



Kathleen Yancey

blossomed. Dr. Yancey believed a gift much like that her parents had given, could impact students who were led by God to their chosen vocation, especially working in the churches throughout America. Thus, the Kathleen and Eddie Yancey Endowed Scholarship was born.

The scholarship fund started with a base of \$25,000 and has now grown to more than \$50,000. These funds are combined with other funds in the university and invested in stocks, along with other financial capital, in order to grow that base. The interest is used each year for one scholarship recipient.

Anyone can contribute to the fund. Dr. Yancey and her friends and family give consistently, some giving to the fund rather than spending money on Christmas gifts.

This is a gift that makes an impact far beyond just the Christmas season.

The scholarship has averaged around \$2,500 for the academic year and is given to a student who is chosen by the Baylor School of Social Work. The higher the funding becomes, the larger the scholarship available for a student each year.

Past recipients, known as The Yancey Scholars, include the following:

CAMERYN PHILLIPS

Cameryn Phillips, 2010-11 recipient, is from Dallas, Texas. Cameryn was the first recipient of the scholarship fund and was a senior when it was awarded. At the time, her father was not able to work because he was ill with multiple sclerosis, and the doctors were just starting to figure out how to stabilize him with medication and other support. Cameryn is now working for a faith-based agency named 6 Stones located in Dallas.

HOPE MUSTAKIM

Hope Mustakim, 2011-12 recipient, also from Texas, married Naz Mustakim her junior year. He had moved here from Thailand/Cambodia to minister to people who are homeless. He was arrested illegally and jailed in San Antonio, due to what the Immigration and Naturalization Services considered a drug warrant, even though he was innocent of the charges. After more than a year, he was suddenly released without a court hearing. During his incarceration, Hope and Naz became staunch advocates for the illegal detention of immigrants in our nation. They are now active leaders in Mission Waco, working with the homeless population and poor families, as well as leaders in legislation

centered on immigration reform.

ANN-KATHERINE VATH

Ann-Katherine Vath (featured on pg. 4), 2012-13 recipient, is from Hopewell, Vir. She graduated in May and is currently working on her MSW degree. Ann-Katherine's mother works in social work, and her father is a police officer, giving her a wide-view of violence. She plans to work with domestic violence victims after she graduates.

According to Dr. Yancey, we, as a community, must continue to invest in scholarship funds such as the Kathleen and Eddie Endowed Scholarship, to impact not only students preparing for their futures, but ultimately to care for those these students will impact through their service and leadership through these students. ♦



Eddie Yancey

To learn how you can be a part of changing students' lives by supporting scholarships in Baylor's School of Social Work or by establishing one of your own, contact the Director of Development, at Justin_Henry@baylor.edu or (254) 315-9773.

Stories of courage, faith permeate BOA meeting, worship service

FALL WORSHIP HIGHLIGHTS OUR “FOREMOTHERS” OF SOCIAL WORK +

IN A SOCIETY WHERE THE pace of change is measured in nanoseconds, it is truly a blessing to sit back and remember who we are, where we came from and who helped get us to where we are today. This was never more evident than during the September Board of Advocates meeting and the annual Fall Worship celebration where two special women were honored as courageous leaders in the field of Social Work.

The first day of the fall Board meeting included an afternoon of celebrating the lives of Ms. Verlene Farmer Goatley and Ms. Freddie Mae Bason. They provided the group, which included students, faculty, staff and board members,

a glimpse into the story of their lives. In 1955, in the midst of perilous times in the US, these two ladies integrated the Carver School of Missions and Social Work in Louisville, Ken. These women went on to continue to break the barriers of race and gender as African-American women in church leadership.

The day culminated in a beautiful fall worship service at Truett Chapel led by the Baylor Men’s Choir singing in the surround. Rev. William “Bill” Lawson proclaimed God’s word at the service, entitled: “Why Social Work?” He explained how students and those in the profession should look beyond the confinements of their “careers” and see their work as a divine calling of God.

“The concept of concern for



Ms. Goatley (left) from Eminence, Ken., and Ms. Bason, of Atlanta, Ga. The inset shows Ms. Goatley's Carver diploma.

the vulnerable, even the non-Jewish vulnerable, was introduced by Jesus,” Rev. Lawson said. ♦

Conference participants challenged to “rethink” mission

DISCUSSIONS REVOLVE AROUND TRANSFORMATIONAL MISSION WORK IN THE 21ST CENTURY +

IN SEPTEMBER, THE BAYLOR School of Social Work hosted more than 300 ministers, social workers, business professionals and students over the course of two days at the Rethink Mission conference.

The lectures and discussions revolved around how American Christians could most effectively and respectfully partner with Christians around the world to address complex issues of poverty, injustice, and oppression.

SSW Dean Diana Garland noted that as the university thinks more strategically about global and church engagement, this conference sought to utilize the academic resources of Baylor to give serious thought, research and direction to missions in the 21st Century.

“The rationale behind this conference was to begin a conversation that will help us move our thinking from short-term charity to transformational development,” Garland said. “We want to challenge how we think about and do missions in an era of fast transportation, fast communication and ever more complex challenges to sharing the Gospel.”

The conference included four keynote speakers, as well as a panel discussion and breakout sessions with professors and lecturers from

Baylor. Speakers were World Vision India Director Jayakumar Christian, Author Steve Corbett, Kinexxus Director Cindy Wiles and First Baptist Arlington’s Pastor Dennis Wiles.

Sponsors for the event included the SSW, George W. Truett Theological Seminary, Hankamer School of Business, Baylor Spiritual Life and Baylor Missions and was largely funded by the Barbara Chafin Endowed Lectureship in Family Ministries, the Lynn A. and Jacqueline S. Harmon Endowment for Missions Week and Paul J. Meyer Christian Leadership in Business. ♦



LEFT Dr. Christian speaks with GML Student Millicent Kamara of Sierra Leone. RIGHT Corbett speaks at the Business School.



influence & impact

Baylor grad recalls influence of social worker on his life

BY ISAAC DOVALINA

JACOB SINGLETARY'S OFFICE

is filled with items that didn't seem obtainable when he was a child—pictures of his wife and children, a diploma from Baylor University, and the awards for the work he has done in Baylor University Development. It is a long way away from Branch County, Michigan, where he grew up in poverty, endured abuse and neglect, transferred school 20 times before he began eighth grade, and lived with multiple foster families.

A LOST CHILDHOOD

Singletary was born into a complex family. He is the third of four children, the first of which was born when Singletary's mother was 12. Overwhelmed and suffering from an abusive past, his mother found herself repeating the cycle with her own children.

Alcohol and marijuana were a common sight in Singletary's home. His mother smoked recreationally and often tried heavier drugs.

"Things just kind of gradually deteriorated from there; when she was under the influence, she would just get very violent, throwing anything she could, flipping tables," Singletary recalled. "Once I accidentally knocked the ashtray over so she decided to put the cigarette out on my arm, which left a scar."

Often without electricity, food or water, Singletary and his younger sister were often left home alone to fend for themselves. At a time of life when most children's biggest worry is bedtime interrupting playtime, Singletary was concerned with how to keep the family alive.

"I lived in a trailer out on the lake so during the winter we'd have to go cut holes through the ice to get water out to take it to the trailer to boil it so that you could have some water either to take

baths or to drink," Singletary said.

Singletary began going in and out of foster care, sometimes for a few weeks, sometimes for a few months, only to end up back with his mother in a highly unstable environment.

At times, Singletary and his sister truly feared for their lives.

"It was a very interesting afternoon when she had won custody back by saying she was going to do better and then the very night that we got back with her, she took us straight to the bar where she began drinking," Singletary said.

When it was clear that their home situation would not change for the better, the children were temporarily placed in their grandmother's care, and it was then that Singletary met the person he credits with changing the course of his life.

AN INTERVENTION, AN ADVOCATE

Carol Kraklan had only worked as a social worker for one month before meeting Singletary; he was one of her very first clients.

"What I remember about her is that she genuinely cared," Singletary said. "It wasn't just a job for her."

Kraklan admitted that working with children in a real social work setting was an eye-opener. Fresh out of college, she was immediately faced with a variety of complex issues and hurting individuals. At first she didn't understand that you ultimately have to work with the family and not make them work for you.

"Asking the kids what they need is so important," Kraklan said. "What do they need to be successful? Once they know you are working for them it is so much easier."

Singletary remembered many things about the time Kraklan worked on his behalf, even the small details like the music she would listen to in the car when

she drove him wherever he needed to go.

"She took me to the different counseling appointments," Singletary said. "She would come take me to all the doctors' appointments, all the normal stuff that a normal parent would tend to do, like getting my drivers license."

Kraklan's desire to help Jacob, and Jacob's desire to make something of himself formulated a bond that paid dividends.

"She made me feel important and that I had more to offer than what my background/experiences would seem to indicate," Singletary said. "I was not another poor, abused and neglected child destined to fail, to repeat the failings of my mother; but a person who had tremendous potential or as she made me feel: a normal kid with an extraordinary opportunity."

Kraklan worked as a social worker in Branch County for six and a half years, serving over 150 children and families and although he was one of the first children she worked with, Singletary still stands apart in her mind.

"I worked with so many kids during my career, and he definitely stuck out to me," Kraklan said. "Not just because he was one of my first kids I worked with, but because he was very motivated. I could tell he wanted to make something of his life."

Kraklan remained Singletary's social worker until he graduated high school, but soon after, they lost touch.

A LIFE WORTH LIVING, A STORY WORTH SHARING

More than 15 years later, the physical scars may have faded but the memory of where he came from and the gratitude he has for Kraklan's influence has not. Motivated by that sentiment, Singletary recently searched for and contacted Kraklan to let her know just how thankful he is for the difference she made in the course of his life.

Today, Singletary and his wife of



continued on page 23

ALUMNUS *of the year*

The Baylor School of Social Work honored Caroline Smith as the 2013 Alumnus of the Year. Smith has long-carried a vision for ministry that cared for the whole person—mind, body and soul. That vision is ever-present as she “seeks to equip and partner with local initiatives in developing countries to care for the orphans among them and empower their communities using a holistic approach” through Ujamaa Global Mission, a non-profit organization she and her husband, Josh, founded in Johannesburg, South Africa. Congratulations to Caroline! She brings to life the spirit of the mission at the Baylor School of Social Work.



LAUREL (ROGERS) CHURCHMAN (BASW '94)
Laurel currently works with the City of Waco. She is a Program Administrator for HIV/STD Services at the City of Waco.

ALLAN NGUYEN (MSW '10)
For the last three last years, Allan has been working in Fort Worth, Texas, as a Conservatorship for Child Protective Services. He plays an integral role in unifying children with families.



HEATHER VINES (MSW '09)
Currently, Heather lives in Sydney, Australia. She and her husband moved to the Sydney area for her husband's job. She enjoys their new location, exclaiming “it has been such a blessing to explore the whole Earth.”



MEG HARRIS WATWOOD (BA '01)
Meg just welcomed twins! She is currently a homemaker in Hewitt, Texas.

CYNTHIA (MAHLER) GRANT (BASW '83)
Cynthia is a Social Worker at a Veterans Affairs hospital, and she and her family live in Houston.

PAUL MATSUNAGA (BASW '56, MASW '57)
After practicing Social Work in psychiatric settings and leadership in his community, Paul has been retired now for 20 years. He continues to impact those around him in Hanapepe, Hawaii, by advocating for his community.

SARAH ROBERTS (BSW '13)
Recently graduated from Baylor School of Social Work, Sarah took a job with the Community Action, Inc. in San Marcos, Texas. She enjoys her work as a Family Advocate.

JOSHUA TAN (MSW '12)
Currently, Joshua is a pastor at First Baptist Church, Subang Jaya. Besides his pastoral duties, Joshua is in the church's social ministry committee overseeing all social ministry work which includes a home for HIV patients, two substance abuse rehabs, community development in a poorer part of the city, an orphanage and a soup kitchen effort. He is involved in establishing a diploma-level social work program in collaboration with a few stakeholders. His participation includes reviewing the curriculum and subsequently instructing and teaching.



IN HER OWN WORDS

Alumna credits Baylor SSW for helping forge her path

By Kelly Baker, MSW '08

AFTER GOING TO SCHOOL, living, working and loving Waco for nine years, I made the trek to the big, bad east coast to pursue a master's degree in public health in June 2011. My first-grade-teaching roommate—who also happens to be my sister—and I live in a building in a fairly busy part of town that offers affordable housing to teachers (and their social working roommates, thank goodness) and office space to local non-profits. It has been fun to connect with and befriend other Baylor Bears--there are considerably more than you would think--and others from all over the globe who have come to Baltimore to live, learn, teach and work--very similar to many who choose to come to Waco.

One year later, and another degree down, I elected to remain in Baltimore to pursue life as an adult (again).

Now, one year after graduation, I am also one year into a position with The University of Maryland School of Social Work as a faculty clinical instructor for graduate students--specifically, managing a program around homelessness prevention--and I have my time spent with the Baylor School of Social Work and in Waco to thank. Those years of experiential learning both inside and outside of the classroom walls were extremely formative and helped not only shape who I am today, but helped me discover my vocation and turn it into a career. It began with a trip to Kenya in 2005 with the School of Social Work, and continued as I worked through grad school on the Congregational Community Grant team. I graduated in 2008 with an MSW and then began work in Waco as a congregational social worker at a local church and an educator at the Advocacy Center for Crime Victims and Children.

I will be forever thankful for opportunities to put into practice what was taught and discussed in the classroom and in the field and know that these are lessons, skills, and stories I will carry for a lifetime. ♦



Texas Hunger Initiative

THI expands offices across the state

FROM AUSTIN UP TO AMARILLO: THI'S YEAR IN REVIEW +

BY CHARIS DIETZ

Collaboration has been a core mission of the Texas Hunger Initiative (THI) since its first days of development in the School of Social Work nearly five years ago. With a staggering number of Texas families falling below the poverty line (currently 4.8 million Texans are considered food-insecure), THI's goal has always been to bring together the efforts of anti-hunger agencies and organizations. By helping school districts, government agencies, churches and non-profits collaborate in innovative ways, THI has sought to increase efficiency and address gaps in services related to hunger programs. Today, this dream of coming together has become a reality through the daily work of THI's 12 regional offices across the state. Here are a few examples.

THI - EL PASO

Making local agriculture sustainable, socially responsible, and accessible to all

In January, THI and the Pan American Health Organization came together with local stakeholders in El Paso with the goal of ensuring that nutritious, affordable, culturally appropriate food is accessible to all residents in the region, regardless of status, location or income level. What resulted is the Paso del Norte Food Policy Council (FPC), made up of leaders from diverse sectors and areas of expertise, including grocery retailers, El Paso city departments, numerous anti-hunger organizations and non-profits supporting permaculture and local farm workers. The FPC encompasses the entire El Paso, southern New Mexico and Juarez border regions. "As far as food and food security goes, we're reliant upon each other," Ruben Sanchez, regional director of the Texas Hunger Initiative – El Paso office

said of the neighboring regions. Members of the FPC are already working together, advocating for and encouraging:

- personal, commercial and governmental practices that prioritize local agricultural production; and
- food literacy and food-related choices that promote personal/public health and are socially responsible and environmentally sustainable.

THI - AUSTIN

Delicious, nutritious and affordable: Reaching food-insecure children by rethinking the menu

While working to increase access to summer meals, after-school meals and in-school food programs for children from low-income families, the THI - Austin Regional Office recognized that very few organizations were working on the production side of the issue, specifically the quality and taste of the food. Could the meals offered through these programs be more kid-friendly, more nutritious and low in cost? To answer this question they brought together key players from across the food creation spectrum (i.e. Whole Foods and school district chefs, nutritionists, dietitians, USDA program sponsors and vendors and many more) to create a short-term brainstorming team. Over the summer, the Child Access to Healthy Food Task Force created a Summer Food Service Program Menu and the Child and Adult Care Food Program Menu—both full of delicious, sneakily healthful, budget-friendly recipes. What's next? After testing the menus on focus groups and completing pricing estimates, THI – Austin will pursue large-scale implementation through USDA programs in Austin and, hopefully, throughout the state.

THI - DALLAS

Dallas Hunger Summit: Taking the conversation to the next level

Two years ago, THI worked with U.S. Rep. Eddie Bernice Johnson and various community leaders in Dallas to create the Dallas Coalition for Hunger Solutions. "There's more than enough food out there. There are more than enough resources out there. The key missing ingredients have been coordination and collaboration," said Marc Jacobson, regional director of the Texas Hunger Initiative – Dallas office. But with committed partnerships (including the Dallas Baptist Association, the Episcopal Diocese of Dallas, the North Texas Food Bank and various local ministries and community-service providers) those vital "ingredients" are being added to the mix. In September, the Coalition, with the support of Congresswoman Johnson's office, hosted the Dallas Hunger Summit. The conference brought together individuals and organizations from across Dallas County in efforts to better engage in the fight against food insecurity in the area. Bolstered by the encouraging response to the Summit, the Coalition continues toward its goals to increase access to healthy food and to promote a local and sustainable food system for families in Dallas County.

Stay tuned! ♦



READ MORE ONLINE

www.baylor.edu/texashunger/
and find out how you can help
end hunger in Texas by 2015.



1

1 Baylor Missions “Hunger in America” trip to Washington, D.C. **2** U.S. Congresswoman Eddie Bernice Johnson offers welcoming remarks to the more than 200 attendees of the 2013 Dallas Hunger Summit. The second annual Dallas Hunger Summit was organized by the Dallas Coalition for Hunger Solutions, which is staffed and supported by the Texas Hunger Initiative. **3** THI – Austin staff meets with Whole Foods Chef Michael Frei (pictured fourth from the left) to discuss Child Access to Healthy Food Task Force Menu. **4** THI – El Paso Regional Director Ruben Sanchez (third from right) participates in a Paso del Norte Food Policy Council planning meeting led by Farm to Table of Santa Fe, NM. **5** THI and SSW staff and faculty team up to bring awareness to childhood hunger by wearing orange in support of Hunger Action Day.



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SNAPSHOTS



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1 Jennifer Leslie, awarded BSW Intern of the Year at the Field Awards Luncheon held in April 2013. 2 Elise Haykin, awarded the MSW Field Intern of the Year - Children & Families Concentration. 3 Jennifer Young, awarded the MSW Field Intern of the Year - Community Practice Concentration 4 Jessica C. Tewell, awarded the MSW Field Intern of the Year - Physical & Mental Health Concentration 5 Vanessa Custable, Celia Feller and Bethany Lamb received the Excellence in Research Awards in May 2013. 6 SSW faculty and staff join GML students at the home of Jennifer Dickey for a BBQ Welcome. 7 Alumni Kelly Atkinson, Alexis Christensen, Heather Mustain and Ryn Farmer pose for a picture at the annual MSW Colloquium held in May 2013. 8 Caitlin Johnson, Sharon Soh and Sasha Hosick enjoy fellowship at the annual Field Luncheon Awards. 9 Student workers and the Recruitment Office staff get ready for Fall Preview Day Fall 2013 - more than 35 attended.



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SNAPSHOTS



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1 Phi Alpha induction ceremonies in spring 2013. 2 Hannah Abernathy Brown is hooded by Dean Diana Garland and Associate Dean Rob Rogers at the May Convocation. 3 Awards recipients at the Spring Family Dinner: Tara Hixson - MSW Outstanding Student Award, Jasmine Holliday - MSW Spirit of Social Work Award, Cynthia Estrada - BSW Outstanding Student Award, and Dalychia Saah - BSW Spirit of Social Work Award. 4 Guests chat at the annual Family Dinner held in April. 5 Guests enjoy each other's company at the annual Family Dinner held in April. 6 Xuanyi Wang is all smiles at the SSW May Convocation.



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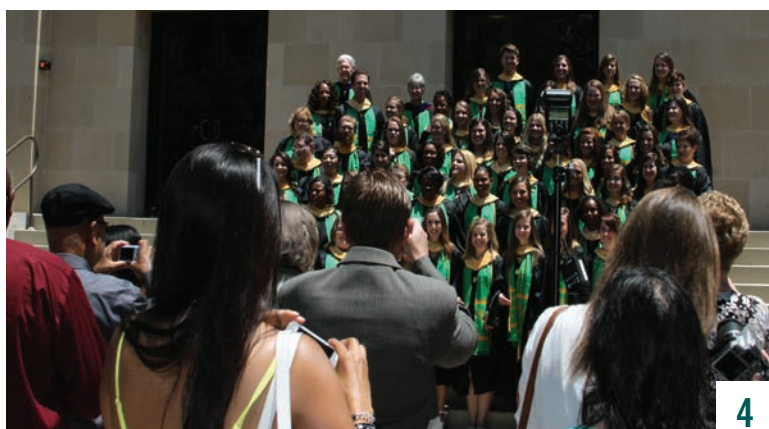


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SNAPSHOTS



1 BSW Student Taylor Nelson had the opportunity to join Ellen Degeneres on stage at a taping of her show in May. It re-aired again in June. 2 The MSW foundation students pose for a group shot during orientation for the fall semester. 3 Former Congressman Chet Edwards (D) visited a class at the beginning of the spring 2013 semester. 4 The family paparazzi snaps pictures of the 2013 graduating MSW class at Convocation in May 2013. 5 MSW student Lauren Scraffy enjoys a Living Room study break on the first day of classes for Fall 2013. 6 PhD students Melissa Ishio, Jeremy Everett and Angela Dennison help each other through their library orientation on their first day of classes of Summer 2013. 7 MSW students Natalie Velasco, Rachel Haptonstall and Kelly VanCleave enjoy a lunch break on the first day of classes for fall 2013.



SNAPSHOTS



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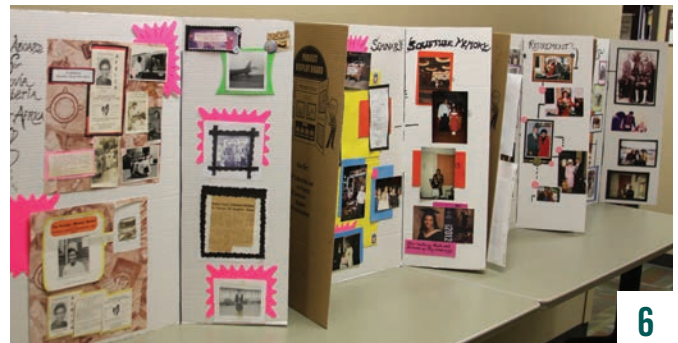
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1 SSW faculty and staff participated in the “Black Out” event the day of the 2013 BU vs. OU football game (where, of course, BU won). 2 SSW students introduce special guests at the Fall Worship service. 3 MSW students attend orientation just before the start of the fall semester. 4 Dean Diana Garland poses for a quick picture with SSW alumnus Courtney Burdick at the annual Alumni Homecoming Reception held in October 2013. 5 Alumnus Katie Durrett Steadman and her husband talk with current student Lacey Murphey at the Alumni Homecoming reception. 6 The life and times of Ms. Verlene Farmer Goatley were prominently on display at the recent BOA meeting. Ms. Goatley, along with Ms. Freddie Mae Bason, integrated Carver School in 1955, and were our special guests at Fall Worship.

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MSW Report (from p. 9)

Preston and Genie Dyer, they asked her to lecture in their Marriage and Family course. “They were brave!” said Luci, “I recall that as a significant turning point where my desire to be a part of equipping other social workers started.”

As part-time faculty, our former students are carrying on the torch of passion and excellence they experienced as students. What they want most for their students is what motivated them as students: “Learning first became fun for me in graduate school, and I want others to have that same experience.”; “I want to assist them to continually renew their vision for helping so they can thrive professionally and personally.”; “I want to help train leaders who will think critically and – for those so inclined – from a Christ-centered world view.”; “I want them ... to love the work they will be doing and be as excited as I truly am every day.”; and “I want them to be excellent professionals who have a heart to serve God and others.” For the school, they expressed the desire to strengthen what they believe is the distinctive DNA of our social work programs, which is providing the highest quality student-centered education that is at the cutting edge of ethically integrating faith and practice.

The rewards of their role make the challenge of balancing full-time work, parenting and teaching part-time worth the effort. Among the personal joys they experience are, “Helping shape students’ world view at this stage of life” and “seeing them grow into God’s calling for their lives.” Professionally, they value “staying connected to the next generation of leaders” and “having an avenue to consult with congregations and agencies as well as conduct research”.

As for the future, several will pursue doctoral work, some want to continue in practice and all want to continue teaching. That is certainly good news for us and future generations of students. So spread the word: Instead of engaging in a high-risk behavior, waiting ‘til midnight to register for social work

courses will leave you texting, “OMG! I get to have an adjunct!” ♦

BSW Report (from p. 8)

to the students. After all, it is student competence that is being practiced and measured. It is the demonstration of competence by students that we were able to report to our accreditors. And, it is student competence that we want to celebrate.

Students are the greatest asset to our School. We know it’s hard to have a university without them! But, we also know the students we have make this university a great place to work, serve and teach. By the time our students take their final exams and finish their field hours, we are able to see in them the competence of colleagues.

And as they walk out the door, we watch with anticipation as these students turned alumni begin to make a difference in the world around us. We have begun to measure the ways that our students are competent as social workers when they leave. Now, we get to turn our attention to the impact these alumni have once they are out in the world. We love to hear the stories they tell us about exciting world-changing work. And, we want to help them measure this change in meaningful ways.

Stay tuned for future updates on the impact of our alumni and get ready for a phone call so you can tell us more about the difference you see them making around you! ♦

Moldova (from p. 12)

attended the students’ graduation ceremony.

“It was a absolute joy to be a part of this program,” Harr said. “The people there were truly an inspiration to me.”

At the end of summer, the SSW completed the program and its commitment to provide social work education through its partnership with CTE, and they now have an accredited BSW, five graduates with an MSW through this partnership and 120 BSW graduates from the program they

developed. In addition to the six faculty members who traveled there, financial assistance was provided by still more.

“I am grateful for the sacrifices of our faculty who voluntarily offered to teach in this program without compensation and who gave the funds to make the travel and expenses possible,” added Dean Garland. ♦

Influence (from p. 14)

11 years, Shanna, are busily parenting three lively children in Waco, Texas. As the Assistant Director of Annual Giving at Baylor, Singletary oversees a vital program that raises financial support for all academic units at Baylor, including the School of Social Work. During a visit from Dean Diana Garland where she spoke to student callers in Annual Giving, Singletary had the opportunity to express to Garland how grateful he is for the role a social worker played in his life and for the work the school is doing.

But Singletary didn’t stop with these words of thanks to Kraklan and Garland. He knew of another way he could show his gratitude, and that was to share his story.

“Social workers and the donors who support the School of Social Work impact lives in ways which are measured not only in moments, but in generations. My life, my family’s lives, my future grandchildren’s lives are forever affected because a young woman cared enough to have faith in a hurting, confused and scared teenager.” Singletary said. “She helped me to believe in myself and to believe there are others in our communities who care and have faith in children with similar stories to mine.” ♦



Jake, Jacob, Shanna, Thomas and Chance



GIVE ME FIVE...YOU HELPED GET ME HERE!

A picture is worth a thousand words. That phrase is no more evident than in the picture above. The faculty and staff here at the Baylor School of Social Work long to make a difference in the lives of each and every student that walks into the building. Long-time faculty members Dr. Helen Harris (left) and Dr. Gaynor Yancey lead the processional line at the May Commencement Ceremonies and show us firsthand what it means to students to have faculty members who care about their success in class and beyond. Hannah Troop (BSW '13, current MSW student) "high-fives" her appreciation for the investment made in her life as commencement begins. Graduation day is the culmination of the investment of both students and faculty! ♦

CALENDAR *of events*

DECEMBER

21 Fall Commencement

JANUARY

20 MLK Holiday

23-24 BOA Meeting

MARCH

8-16 Spring Break

APRIL

24-25 BOA Meeting

24 Family Dinner

29 Field Education Luncheon

MAY

6 MSW Colloquium

17 Spring Commencement

COME SOCIALIZE WITH US...

